REMEDY – Research report

Focus groups with young people, Interviews with Stakeholders, Online Questionnaires with

young people from Colombia, Greece, Italy, Poland, Spain, and Vietnam

Action

Table of Contents

Introduction

In today's dynamic and interconnected world, young individuals encounter an array of challenges that often give rise to conflicts in their personal and social lives. These conflicts, if not managed effectively, can impede personal growth, hinder interpersonal relationships, and even lead to long-lasting consequences on mental well-being. To shed light on the complex dynamics of conflict resolution among youth, this research report delves into the experiences of young people from Greece, Italy, Spain, Poland, Colombia, and Vietnam.

Conflict resolution has gained considerable attention from researchers, educators, and policymakers alike. The goal of this study is to identify and analyze the types of conflicts faced by young individuals in the selected countries, assess the existing tools and strategies they employ to address these conflicts, and discern the specific needs required to enable more effective conflict resolution among youth.

To achieve these objectives, this research report employed a two-fold methodology that combined focus groups and questionnaires. By employing these qualitative and quantitative techniques, we sought to gain a comprehensive understanding of the intricacies surrounding youth conflicts and mediation practices across diverse cultural backgrounds.

The focus groups, consisting of young participants from each country, offered a platform for open dialogue and candid discussions about their unique experiences with conflicts. These discussions delved into the root causes of conflicts, the contexts in which they arise, and the challenges faced while seeking resolution.

Furthermore, the questionnaires administered to the participants served to gather quantitative data on the various types of conflicts encountered by the youth, the efficacy of the tools they currently employ for resolution, and the specific areas where they seek improvement.

By examining the collective experiences of young people from distinct cultural backgrounds, this research report aims to contribute valuable insights into the universality and cultural particularities of conflicts faced by youth globally. Identifying effective mediation practices and the specific needs of young individuals will foster the development of targeted interventions and strategies to promote healthier conflict resolution.

In conclusion, the findings of this study not only promise to enrich our understanding of the complexities surrounding youth conflicts but also hold the potential to influence policies and practices that address the unique challenges faced by young individuals. As we delve into the multifaceted realm of conflict resolution among youth, we take a step closer to empowering the future leaders of our global society with the necessary tools to navigate conflicts in a constructive and harmonious manner.

The significance of mediation as a tool

The significance of mediation as a tool for conflict transformation cannot be overstated, especially when it comes to the experiences of young individuals. Conflict is an inevitable part of human interaction, and during their formative years, youth face various types of conflicts that can have lasting consequences on their personal and social lives.

Mediation offers a structured and safe environment that encourages open and constructive communication among the conflicting parties. It allows them to express their concerns, emotions, and perspectives without fear of judgment, facilitating a deeper understanding of each other's viewpoints. By promoting empathy and emotional intelligence, mediation lays the groundwork for positive conflict resolution.

One of the key benefits of mediation is that it empowers the individuals involved in the conflict. Unlike traditional methods where decisions may be imposed on the parties, mediation involves them

directly in the resolution process. This active engagement gives them a sense of ownership over the outcomes, leading to more satisfactory and enduring resolutions.

Furthermore, mediation fosters a collaborative approach to conflict resolution. It encourages the conflicting parties to work together to find mutually acceptable solutions, promoting a sense of partnership instead of adversarial positions. This collaborative mindset allows for the development of creative and innovative resolutions that address the root causes of the conflict.

Mediation also places an emphasis on preserving relationships. Many conflicts among young individuals occur within close-knit circles, such as families, schools, or peer groups. By focusing on reconciliation and understanding, mediation can mend damaged relationships and create opportunities for stronger connections among the youth.

Beyond the immediate resolution of conflicts, mediation has a positive impact on the emotional well-being of young individuals. Unresolved conflicts can lead to stress, anxiety, and a diminished sense of self-worth. Mediation provides a supportive space for emotional expression and equips the youth with coping skills to manage their emotions during and after the resolution process.

Another important aspect of mediation is that it empowers young individuals with valuable conflict resolution skills that extend beyond the specific conflict at hand. These skills, such as active listening, empathy, negotiation, and compromise, are crucial life skills that enable them to navigate future conflicts successfully.

By fostering peaceful conflict resolution practices among the youth, mediation contributes to building a more harmonious and inclusive society. It has broader implications for society at large, as it shapes a generation of resilient and empathetic young leaders capable of constructive problem-solving.

Research design and objectives

The research stage was based on collecting and analysing existing secondary sources (both qualitative and quantitative) in partner countries. Operationalisation of main terms, revealing of the indicators and conceptualisation were done.

The first task to be completed was the creation of a research team consisting of members of Action Synergy, the lead partner of the activity, University of Seville, and STRIM, who were responsible for the training activities, and whose input was invaluable in identifying the research questions and proposing the research tools to employ during the research. What is more, the massive experience of University of Seville in conducting research activities was integral in order to receive valuable input and steer the research to the correct direction.

The research had the following objectives, which were identified during the creation of the project proposal, and which were made more concrete during the initial steps of research design:

1.   Understanding the existing approach of young people to conflicts in each country

2.   Identifying the most relevant conflict scenarios in young people´s lives,

3.   Identifying techniques, resources and good practices that are already in practice,

4.   Mapping influencing actors

5.   Identifying best practices regarding mediation with young people.

The research was divided in two parts based on the type of data the consortium collected:

- Qualitative: through focus groups interviews during which we collected qualitative data including: the understanding of conflict within the youth population, most difficult situations they face. Each partner conducted at least 2 focus groups/interviews: one with stakeholders (youth workers, teachers, educators, youth leaders, NGOs) and the other with young people representatives.

- Quantitative: through an online survey devoted to understanding what conflicts scenarios affect young people the most, as well as the parties which are mostly involved in such conflict scenarios.

Various data sources ensured data saturation, however focus on local context (focus groups) helped the consortium to develop educational tools (workshops) adapted to the needs of young people in our communities. This phase gave to the partners of the project the starting point for developing training tools.

Eventually, each partner prepared a 5-10 pages report gathering the conclusions of each research. All national reports can be found in the Annex.

Focus groups summative report

Findings

All partner organisations organized focus groups of young people, by either inviting them to a face-to-face session, or by organizing an online discourse. In each focus group, at least 10 young people participated and offered their personal view regarding conflicts in their lives.

The following questions were identified during the design of the focus group instructions for the partners:

- What is conflict for you?

- Do you face conflict in your everyday life?

- Have you had experiences where you witnessed conflict but were not part of it? Give some examples. (With whom was the conflict? How did it make you feel? Did you manage to come to an understanding at the end? How? Are you satisfied with the outcome?)

- What conflicts are the most common for you?

- Who are the people you go to when you have problems/conflict?

- How do you manage the conflicts that happen to you?

- What are the resources/skills and/or competences you already have in order to face conflicts?

- What would you like to have as additional support for your conflicts? What do you lack?

- When do you consider possible the intervention of a third party?

These questions were specifically chosen in order to identify and deepen on the following: Types of conflict, examples of real conflict in their lives, the support people (if any) that young people can turn to in case of conflict, the tools and strategies that they have in order to deal with conflict, their needs in support when conflict is occurring, and their view on the possibility of introducing a mediator when conflict is occurring.

The different focus groups, as one would expect from the participating youth of 3 continents, had some similar insights, but also some cultural differences came up. This was especially the case for the youth of Colombia and Vietnam, while the European countries showcased a slightly larger uniformity (even though the South and North of Europe do indeed showcase differences among European countries as well).

Regarding their answers about the definition of conflict, the youth participating in the focus groups identified the following definitions of conflict: difference of opinions, difference in values, difference of needs and no immediate solution apparent, oppression of the powerful against the weak, and struggle of power in general. Some young people conceived the conflict as a situation of internal struggle that occurs on a psychological level and that acts as an opposition of their own desires, thoughts or perceptions, so that the conflict represents an obstacle hindering decision making.

The general motif among all participants was the view that conflict was not necessarily a negative situation, but an opportunity to grow, learn, and to bring relationships to the next level.

Regarding the question about the conflicts that they face in their everyday lives, a lot of examples of conflicts referred to behaviours that are not tolerated by another person, discrimination, hate speech, aggression etc. The majority of conflicts faced by participants are on interpersonal level (i.e. related to harmful behaviours). The various conflicts that young people face in their lives, are both of an internal and an external quality. Internally, they often struggle with the pressure to succeed academically and

make important life decisions, such as choosing a career path or pursuing higher education. They also mentioned the challenge of balancing personal aspirations with societal expectations and the fear of not meeting those expectations.

Externally, the young people mentioned conflicts with their families, particularly regarding generational gaps and differences in values. They explained that the older generation sometimes has different expectations and traditional views, which can lead to disagreements and misunderstandings. They also mentioned conflicts with peers and friends, such as disagreements over personal beliefs, lifestyle choices, or conflicts that arise from competition and jealousy.

In general, during the focus groups there were identified various levels and actors of conflict in the young people's lives. They faced conflict with peers (intergroup and intragroup), with family, conflict at work, conflict between the information provided by the media and the reality, conflict with partners, conflict with societal norms (which is usually expressed by familiar people such as relatives), and inner conflict.

They mentioned that while facing conflicts, is important to be confident and strong, otherwise there is no chance that you will achieve your goals or explain yourself.

Some conflicts that young people face arise from the fact that they are younger and therefore treated as less serious, less experienced and knowledgeable.

"In my family I was raised that conflict is something that I need to avoid. Therefore, as a younger person I was always running away from it."

Regarding the question whether they had witnessed conflict but were not part of it, the participants mentioned various examples. In some cases, they wanted to get involved but they chose not to. Also, in these cases they mentioned that they felt regret, because the conflict was usually among strangers, and they felt that they had to intervene in order to de-escalate the situation, but simultaneously felt that it was "not their place". In other cases that were mentioned, they chose to intervene but the

result was not agreeable for them, as even the person with the less power in conflict was more offended by the interpreted "intrusion" than the conflict situation.

When asked about their usual management of conflicts that occurred in their lives, there were various response styles identified. Many young people choose the route of "avoidance until explosion, therefore delaying the inevitable conflict until they were not capable of enduring the disagreeable situation anymore. They realised and owned up to the fact that this was not the correct path, as most of the times they feel like they are missing the opportunity to build a solid, logical case for their request/point of discussion. They realise that if they lose their calm, it will be much harder to transfer their point to the other party.

Conclusions and recommendations

Conclusions

The focus groups conducted with young individuals from Greece, Italy, Spain, Poland, Colombia, and Vietnam provided valuable insights into their perceptions and experiences of conflicts in their lives. Across the continents, the participants shared a common understanding of conflict as not necessarily negative but rather an opportunity for growth and learning, reflecting their resilience and maturity in dealing with challenging situations. They recognized conflicts on both internal and external levels, from academic pressures and decision-making dilemmas to generational gaps and interpersonal disagreements.

One striking finding was the prevalence of interpersonal conflicts in their everyday lives, particularly related to harmful behaviors, discrimination, and aggression. The participants highlighted the importance of being confident and assertive while addressing conflicts, acknowledging that avoiding conflicts entirely can lead to negative consequences.

The youth also demonstrated a willingness to intervene in conflicts they witnessed, but cultural norms and uncertainties about their role often deterred them from doing so. This points to the need for greater awareness and understanding of bystander intervention, emphasizing the potential positive impact of active involvement in conflict resolution.

The focus groups also revealed a common theme of conflict being an inherent part of their lives, arising from diverse sources such as intergroup dynamics, generational gaps, societal norms, and personal aspirations. Despite cultural differences, the participants shared a positive perspective on conflict as an opportunity for personal growth and relationship development.

The findings highlighted the prevalence of interpersonal conflicts, indicating the need for enhanced conflict resolution skills and emotional intelligence among young individuals. Avoidance and delayed resolution were identified as common coping mechanisms, underscoring the importance of providing young people with effective tools for addressing conflicts in a timely and constructive manner.

Cultural variations in conflict perception were evident, with Colombian and Vietnamese youth displaying distinct viewpoints on power struggles and the role of mediators. Understanding these cultural nuances can inform targeted conflict resolution interventions that respect and resonate with diverse perspectives.

Recommendations

After carefully considering the information offered by the young people in the 6 partner countries who participated in the focus groups, the following recommendations for action can be made:

Strengthening Conflict Resolution Education: There is a need to incorporate conflict resolution education and skills training into the curricula of educational institutions and youth-oriented programs. Empowering young people with effective conflict resolution techniques and communication skills can enhance their ability to address conflicts constructively.

Raising Awareness about Bystander Intervention: Initiatives should be developed to raise awareness about bystander intervention and its potential role in de-escalating conflicts and promoting positive outcomes. Young people should be encouraged and supported to intervene in conflicts they witness when appropriate, while respecting cultural contexts and individual preferences.

Establishing Support Networks: Develop support networks for young individuals, including peer support groups, mentorship programs, and access to counseling services. These networks can serve as safe spaces where young people can share their experiences and seek guidance on conflict resolution.

Promoting Mediation Services: Introduce and promote mediation services in educational institutions, community centers, and youth organizations. Encouraging young individuals to consider mediation as an effective means of resolving conflicts can foster a culture of peaceful resolution.

Addressing Generational and Cultural Differences: Create platforms for intergenerational dialogue and cultural exchange to bridge the gap between older generations and young individuals. By fostering understanding and empathy, these initiatives can mitigate conflicts arising from differences in values and expectations.

Encouraging Open Communication: Promote a culture of open communication and active listening in families, schools, and social circles. Encouraging young individuals to express their thoughts and emotions freely can help prevent conflicts from escalating and improve overall relationships.

Empowering Youth Advocacy: Support youth-led advocacy efforts to raise awareness about conflict-related issues, social injustices, and policy changes needed to address conflicts affecting young

individuals. Amplifying the voices of young people can lead to greater societal recognition of their concerns and needs.

Strengthening Peer Mediation Programs: Establish and support peer mediation programs within schools and communities to empower young individuals to mediate conflicts among their peers. Peer mediators can bridge the gap between formal authority figures and their peers, creating a safe space for open dialogue and resolution.

Incorporating Conflict Resolution in Teacher Training: Include conflict resolution training in the professional development of educators to equip them with the skills to mediate conflicts in the classroom effectively. Teachers can play a vital role in fostering a culture of conflict resolution and communication among students.

Promoting Intercultural Understanding: Organize intercultural exchange programs and activities that promote understanding and empathy among young people from different cultural backgrounds.

These initiatives can break down stereotypes and prejudices, reducing conflicts arising from cultural misunderstandings.

Developing Online Conflict Resolution Resources: Create accessible and interactive online resources that provide young individuals with practical conflict resolution strategies and coping mechanisms. Online platforms can reach a broader audience and cater to the digital-native generation.

Engaging Families in Conflict Resolution: Facilitate workshops and discussions for families to improve communication and conflict resolution skills. Strengthening family relationships can have a positive ripple effect on the conflicts young individuals face in their everyday lives.

Establishing Community Mediation Centers: Establish community-based mediation centers that offer free or affordable conflict resolution services to young individuals. These centers can provide a neutral and confidential environment for resolving conflicts beyond the school or home setting.

Incorporating the Art and Storytelling: Utilize art, storytelling, and creative expression as tools for conflict resolution and emotional processing among young individuals. Engaging in creative activities can facilitate self-reflection and open communication about complex emotions.
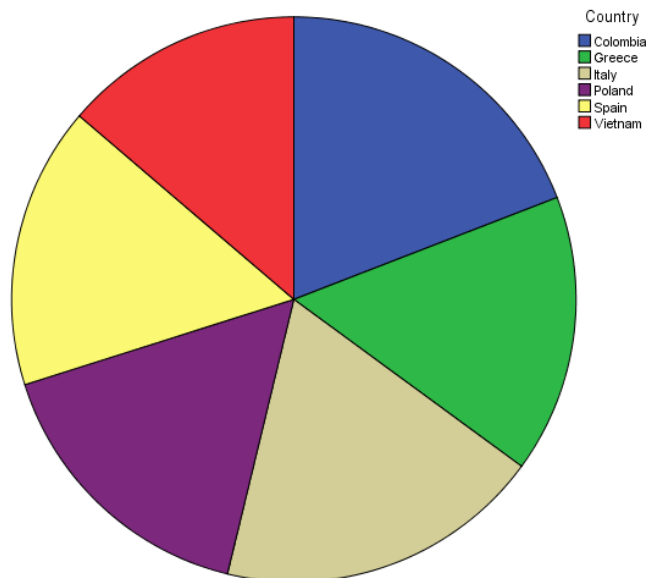
Advocating for Policy Changes: Advocate for policies that prioritize conflict resolution education and youth-oriented mediation services. Collaborating with policymakers can lead to systemic changes that promote a culture of peace and cooperation among young people.

By implementing these recommendations, stakeholders and youth workers can empower young individuals to navigate conflicts more effectively, bolster their resilience, and foster a generation that embraces conflict as an opportunity for growth and positive change. The research findings from the focus groups provide a valuable foundation for developing targeted interventions and strategies that cater to the unique needs of youth from different cultural backgrounds. The work of the REMEDY project can focus on the above conclusions and recommendations for the design of the training weeks and the local events.

Questionnaires summative report

The consortium decided that a large sample size of participants needed to fill in the needs'

questionnaire, in order to gauge the situation in each individual country in a reliable manner, as well as in

order to get a total idea about the youth situation regarding conflict. The young people who answered

were representative of all partner countries: Colombia, Greece, Italy, Poland, Spain, and Vietnam,

therefore covering large ground regarding cultural differences. The comprehensive needs assessment

questionnaire aimed to capture a holistic understanding of the youth perspective on conflict within the

partner countries of the consortium. By employing a robust sample size of 502 participants aged between

18 to 35 years, the consortium sought to ensure the reliability and validity of the gathered insights. This

extensive participant pool enabled a nuanced examination of the unique challenges and aspirations faced

by youth in each country while facilitating cross-cultural comparisons.

The distribution of participants across the partner countries was meticulously orchestrated to

ensure a well-balanced representation, thereby minimizing potential bias and enhancing the credibility of

the findings. This strategic approach not only strengthened the external validity of the study but also

enriched the overall understanding of how conflict impacts young individuals across diverse cultural backgrounds.

The collective responses obtained through the questionnaire shed light on multifaceted dimensions of conflict as experienced by the youth. The quantitative data, coupled with qualitative insights garnered from open-ended questions, revealed a rich tapestry of emotions, concerns, and aspirations. The findings from the questionnaire will serve as a foundational resource for devising not only the next steps of REMEDY project, but also targeted interventions and policies that resonate with the specific needs and aspirations of youth within each partner country.

In order to create the questionnaire, the research team consulted various literary sources of conflict research, and created a first pool of questions based on the Youth Conflict & Tolerance Survey Tool (Dersham, 2011). The questions were modified by the leader of the research activity, Action Synergy, in order to accommodate the objectives of the REMEDY project, and later, after the feedback of the research team which was composed of members of partners University of Seville (Spain) and STRIM (Poland), which was invaluable in order to focus the scope, scales, and overall "big picture" of the questions, it was administered to the participants.

In the following table is encapsulated a comprehensive overview of the target group's identified needs as gleaned from the questionnaire responses. This insightful snapshot sheds light on the multifaceted nature of the challenges faced by young individuals aged 18 to 35 within the partner countries of the consortium. The diverse array of needs expressed by the participants reflects a rich tapestry of aspirations, highlighting the complex interplay of factors that shape their experiences in the context of conflict.

At the forefront of the identified needs is the aspiration to enhance negotiation skills, with 18.1% of respondents (200 individuals) recognizing the importance of this skillset. This finding underscores the significance of fostering conflict resolution abilities among youth, enabling them to navigate challenging

situations with greater efficacy and diplomacy. The desire for a mediator, as indicated by 6.2% of participants (68 respondents), emphasizes the role of external facilitation in achieving amicable resolutions.

Effective communication emerges as a prominent need, with 24.9% of respondents (275 individuals) expressing a desire to refine their communicative abilities. This underscores the critical role that open and constructive dialogue plays in mitigating conflicts and fostering understanding among diverse perspectives. Furthermore, the aspiration to be more assertive (17.6% of respondents, or 194 individuals) suggests a recognition of the empowerment that comes from self-advocacy, which can be instrumental in navigating conflict situations.

The need to understand others better, voiced by 16.0% of respondents (176 individuals), underscores the importance of empathy and perspective-taking in conflict resolution efforts. This sentiment aligns with the overarching theme of promoting empathy and cross-cultural understanding, which is particularly relevant in the context of the consortium's diverse partner countries.

Equally significant is the aspiration to learn how to stand up for oneself, as articulated by 17.2% of respondents (190 individuals). This need underscores the desire for self-empowerment and resilience-building, allowing young individuals to assert their rights and opinions in the face of conflict.

What are the target group's needs?

		Responses		Percentage of Cases
		N	Percentage	
Needs[a]	Learn to negotiate better	200	18.1%	40.5%
	A person to mediate	68	6.2%	13.8%
	Learn to communicate better	275	24.9%	55.7%
	Learn to be more assertive	194	17.6%	39.3%

	Understand the other better	176	16.0%	35.6%
	Learn how to stand up for myself	190	17.2%	38.5%
Total		1103	100.0%	223.3%

a. This table represents the answers from the participants from all 6 countries (multiple answers possible)

The following table offers a comprehensive insight into the dynamics of conflicts young individuals aged 18 to 35 frequently encounter, as revealed through questionnaire responses from all six partner countries within the consortium. This analysis unveils the intricacies of interpersonal relationships and sheds light on the various spheres where conflict tends to arise. The diverse range of conflicts identified reflects the complex nature of interactions that shape the lives of young people across different cultural contexts.

Parents emerge as a primary source of conflict, with 22.8% of participants (224 individuals) indicating this relationship as a frequent battleground. This finding underscores the significance of intergenerational dynamics and the challenges inherent in navigating evolving roles and expectations within the family unit.

Siblings also play a prominent role in conflict scenarios, as reported by 10.0% of respondents (98 individuals). This observation highlights the significance of sibling relationships in the lives of young individuals and emphasizes the need to foster effective communication and conflict resolution skills within the family context.

Partners, encompassing romantic relationships, feature prominently with 16.1% of participants (158 individuals) recognizing this category as a frequent source of conflict. The complexities of intimate

relationships and the associated emotional dynamics are evident, underscoring the importance of healthy communication and conflict management skills within this sphere.

The table further reveals conflicts extending beyond the immediate family circle. Coworkers, representing work-related dynamics, contribute to conflicts for 9.6% of participants (94 individuals), while 6.4% (63 individuals) point to conflicts with work supervisors. These findings highlight the significance of cultivating harmonious workplace environments and effective communication within professional settings.

It is noteworthy that conflicts are not confined to personal relationships alone. Classmates, schoolmates, and teachers/professors contribute to conflicts for 5.3% (52 individuals), 5.0% (49 individuals), and 3.6% (35 individuals) of respondents, respectively. This emphasizes the broader influence of educational environments on the lives of young individuals and the need for conflict resolution skills within academic settings.

The recognition of conflicts with strangers (5.5% of respondents, or 54 individuals) further underscores the diverse contexts within which conflicts can arise. This finding points to the importance of societal interactions and highlights the significance of diplomacy and empathy in mitigating such conflicts.

With whom do young people most frequently face conflict?

		Responses		Percent of Cases
		N	Percent	
With whom?[b]	Parents	224	22.8%	44.6%
	Siblings	98	10.0%	19.5%
	Grandparents	51	5.2%	10.2%
	Partners	158	16.1%	31.5%
	Roommates	50	5.1%	10.0%

Classmates	52	5.3%	10.4%
Schoolmates	49	5.0%	9.8%
Teachers/Professors	35	3.6%	7.0%
Headmaster/Dean	17	1.7%	3.4%
Neighbours	39	4.0%	7.8%
Strangers	54	5.5%	10.8%
Coworkers	94	9.6%	18.7%
Work supervisors	63	6.4%	12.5%
Total	984	100.0%	196.0%

b. This table represents the answers from the participants from all 6 countries
(multiple answers possible)

The following table provides a comprehensive overview of the multifaceted reasons underlying conflicts experienced by young individuals aged 18 to 35, as reported through questionnaire responses from all six partner countries within the consortium.

Restrictions from family members emerge as a significant reason for conflict, as highlighted by 9.4% of respondents (114 individuals). This finding underscores the tensions that can arise due to differences in expectations, values, and autonomy within familial relationships.

Academic performance ranks prominently as a source of conflict, with 8.9% of participants (108 individuals) identifying it as a contributing factor. This observation underscores the pressures and expectations surrounding educational attainment and the emotional dynamics associated with academic pursuits.

The perception of idleness and waste of time contributes to conflict for 12.3% of respondents (150 individuals). This insight emphasizes the importance of time management, productivity, and the potential discord arising from differing attitudes towards leisure and responsibility.

Being away from home and returning late is highlighted by 8.8% of participants (107 individuals) as a factor leading to conflict. This underscores the influence of lifestyle choices and external commitments on family dynamics and communication.

Substance use, encompassing alcohol, smoking, and drugs, emerges as a conflict trigger for 5.1% of respondents (62 individuals). This observation points to the complex interplay between personal choices, health, and social norms, which can lead to tensions within families and relationships.

Financial resources are a prominent contributor to conflict, as indicated by 15.1% of participants (184 individuals). This finding underscores the significant role that financial stability plays in shaping individual aspirations and the potential for disparities and tensions within households.

Household chores contribute to conflicts for 10.7% of respondents (130 individuals), highlighting the role of gender norms, responsibilities, and the distribution of domestic tasks within relationships.

Work-related factors are also noteworthy contributors to conflict. Work performance and division of tasks at work are identified by 9.7% (118 individuals) and 9.4% (114 individuals) of participants, respectively. These insights underscore the interconnectedness of personal and professional spheres and the potential for work-related stressors to spill over into personal relationships.

What are the reasons for conflict?

		Responses		Percent of Cases
		N	Percent	
Reason for conflict[c]	Restrictions from family member	114	9.4%	23.2%
	Academic performance	108	8.9%	22.0%
	Idleness, waste of time	150	12.3%	30.5%
	Being away from home and/or returning late	107	8.8%	21.7%
	Substance use (alcohol, smoking, drugs)	62	5.1%	12.6%
	Financial resources	184	15.1%	37.4%
	Public pressure by parents	68	5.6%	13.8%
	Religion	29	2.4%	5.9%
	Ethnic issues	33	2.7%	6.7%
	Household chores	130	10.7%	26.4%
	Work performance	118	9.7%	24.0%
	Division of tasks at work	114	9.4%	23.2%
Total		1217	100.0%	247.4%

c. This table represents the answers from the participants from all 6 countries (multiple answers possible)

Recommendations and Conclusions based on the Needs Questionnaire

The comprehensive analysis of the questionnaire responses from the partner countries—Colombia, Greece, Italy, Poland, Spain, and Vietnam—offers valuable insights into the needs, sources, and reasons underlying conflicts experienced by young individuals aged 18 to 35. These insights provide a foundation for crafting effective interventions in the next steps of the REMEDY project, that address the multifaceted challenges faced by youth within diverse cultural contexts.

Addressing Identified Needs:

The recognition of various needs, such as the desire to negotiate better, improve communication skills, and enhance assertiveness, underscores the importance of nurturing conflict resolution skills. To address these needs, the consortium could consider organizing workshops, training sessions, and educational programs focused on effective communication, negotiation, and assertiveness techniques. These initiatives could empower youth to navigate conflicts more skillfully and promote healthier relationships within families, peer groups, workplaces, and broader societal spheres.

Strengthening Interpersonal Relationships:

The findings related to the frequent sources of conflicts, such as conflicts with parents, partners, and siblings, highlight the significance of promoting healthy interpersonal relationships. The consortium could design family support programs that facilitate open dialogue, encourage understanding, and provide resources for effective conflict resolution within familial settings. Additionally, initiatives aimed at fostering healthy communication and relationship-building among partners and siblings could contribute to more harmonious interactions and reduced tensions.

Holistic Approach to Conflict Resolution:

The reasons identified for conflicts, including academic performance, financial resources, and work-related stressors, emphasize the need for a holistic approach to conflict resolution. Integrating conflict resolution education into academic curricula, offering financial literacy programs, and implementing

stress management workshops could empower youth to address conflicts stemming from these factors more effectively. By equipping young individuals with coping strategies and negotiation skills, the consortium can enhance their overall well-being and resilience.

Cross-Cultural Understanding and Empathy:

The diverse cultural backgrounds represented by the partner countries offer an opportunity to promote cross-cultural understanding and empathy. Recognizing that conflicts may arise from differences in religion, ethnicity, and traditions, the consortium could develop cultural sensitivity programs that encourage open-mindedness, tolerance, and appreciation for diverse perspectives. These initiatives could contribute to the reduction of conflicts rooted in misunderstandings and prejudices.

Empowering Youth Voices:

The questionnaire responses reveal that conflicts also emerge from social pressures and external expectations. Creating platforms for youth to voice their opinions, concerns, and aspirations can empower them to advocate for their needs and challenge societal norms that contribute to conflicts. Empowering youth to participate in decision-making processes and community initiatives could lead to more inclusive and youth-centric policies and programs.

In conclusion, the comprehensive analysis of the questionnaire responses provides a roadmap for fostering youth conflict resolution and well-being. By addressing identified needs, strengthening interpersonal relationships, adopting a holistic approach, promoting cross-cultural understanding, and empowering youth voices, the consortium can play a pivotal role in equipping young individuals with the skills and resources needed to navigate conflicts effectively. Through these targeted interventions, the consortium of project REMEDY has the potential to contribute to a more harmonious, resilient, and empowered youth population that is better equipped to thrive in the face of conflict.

References

Dershem, L., L. Saganelidze, T. Dagargulia & S. Roels (2011). Youth Conflict & Tolerance Survey Tool. *Save the Children, Georgia Country Office*.

ANNEX - National reports, templates, data collection tool (questionnaire)

Focus group report GREECE

Focus group report

Contents:

1. Summary of project
2. Outcomes
3. Participant information
4. Summary of findings, including representative quotes and quantitative data
5. Recommendations/Conclusions

1. Summary of project

The project REMEDY focuses on providing young people with tools to manage conflicts in their lives.

The goals of research, which is the first stage of the project, and which includes the current focus groups, as well as interviews of stakeholders, are the following:

1. Understanding the existing approach of young people to conflicts in each country

2. Identifying 3 most relevant conflict scenarios in young people´s lives,

3. Identifying techniques, resources and good practices that are already in practice,

4. Mapping influencing actors

5. Identifying best practices regarding mediation with young people.

2. Outcomes

The purpose of the focus group is to identify the **types** of conflicts that young people face, the **resources** that they have available to help them manage conflict, and the **needs** that they have identified.

3. Participant information

The focus group was conducted on May 2022 at Athens, Greece as part of the REMEDY project.

10 young people participated. It was conducted face to face.

4. **Summary of findings, including representative quotes (please summarise the answers after each of the guiding questions that were asked during the focus group)**

- What is conflict for you?
  For the young people who participated in the focus group, the following definitions of conflict were identified: difference of opinions, difference in values, difference of needs and no immediate solution apparent, oppression of the powerful against the weak, and struggle of power in general. They described conflict as a natural part of human interactions and acknowledged that it can arise in various aspects of life, including personal relationships, social dynamics, and even within oneself.

  They mentioned that conflicts can also arise from misunderstandings, lack of communication, or competing interests. They expressed that conflicts can be emotional and challenging, often causing stress, frustration, or anger.

  However, the young people also recognized that conflict can have both positive and negative aspects. They mentioned that conflicts can lead to growth, learning, and personal development, as they provide opportunities to understand different perspectives and find common ground. They also highlighted that resolving conflicts can strengthen relationships and build stronger connections between individuals.

- Do you face conflict in your everyday life?
  The young people answered that they face various conflicts in their lives, both internal and external. Internally, they often struggle with the pressure to succeed academically and make important life decisions, such as choosing a career path or pursuing higher education. They also mentioned the challenge of balancing personal aspirations with societal expectations and the fear of not meeting those expectations.

  Externally, the young people mentioned conflicts with their families, particularly regarding generational gaps and differences in values. They explained that the older generation sometimes has different expectations and traditional views, which can lead to disagreements and misunderstandings. They also mentioned conflicts with peers and friends, such as disagreements over personal beliefs, lifestyle choices, or conflicts that arise from competition and jealousy.

- Have you had experiences where you witnessed conflict but were not part of it? Give some examples. (With whom was the conflict? How did it make you feel? Did you manage to come to an understanding at the end? How? Are you satisfied with the outcome?)

The participants mentioned various examples when they had witnessed conflict but were not part of it. In some cases, they wanted to get involved but they chose not to. Also, in these cases they mentioned that they felt regret, because the conflict was usually among strangers, and they felt that they had to intervene in order to de-escalate the situation, but simultaneously felt that it was "not their place". In other cases that were mentioned, they chose to intervene but the result was not agreeable for them, as even the person with the less power in conflict was more offended by the interpreted "intrusion" than the conflict situation.

- What conflicts are the most common for you?
  The most common conflicts were among family members, friends, and romantic partners.

- Who are the people you go to when you have problems/conflict?
  The majority of the participants mentioned that they either had a close friend that they could confide in, or that they could not share with anyone because they were too private or the people would not listen objectively, but rather respond with their own situation in mind, which was "the opposite of empathy."

- How do you manage the conflicts that happen to you?

In terms of tools to manage these conflicts, the young people mentioned that communication and open dialogue are vital. They try to engage in honest conversations with their families and friends, expressing their thoughts and feelings respectfully. They also emphasized the importance of empathy and understanding, trying to see things from different perspectives and finding common ground.

Some of them mentioned seeking support from trusted friends or mentors who can provide guidance and advice during challenging times. They also highlighted the significance of self-reflection and self-care practices like meditation, exercise, or creative outlets as tools to manage internal conflicts and maintain emotional well-being.

However, they acknowledged that not all conflicts can be easily resolved, and in some cases, compromises or sacrifices need to be made. They expressed a desire for more resources and platforms that provide guidance on conflict resolution and help foster understanding between generations and diverse groups of people.

- What are the resources/skills and/or competences you already have in order to face conflicts?

The young people answered that they possess several resources, skills, and competences to face conflicts in their lives. They mentioned that one of their strengths is their ability to communicate and express their thoughts and feelings. They emphasized the importance of open dialogue, active listening, and effective communication in navigating conflicts.

They also highlighted their resilience as a valuable resource. They mentioned that they have developed the ability to bounce back from setbacks and adapt to challenging situations. They acknowledged their capacity to learn from conflicts and grow as individuals.

Furthermore, the young people mentioned their strong sense of empathy and understanding as a crucial skill in managing conflicts. They expressed a willingness to see things from different perspectives and engage in compassionate conversations with others.

- What would you like to have as additional support for your conflicts? What do you lack?

In terms of lacking resources, skills, and competences, the young people mentioned a need for more guidance and support in conflict resolution strategies. They expressed a desire for access to resources that provide practical tools and techniques for managing conflicts effectively.

They also felt that more education and awareness about conflict resolution could be beneficial. They mentioned that incorporating conflict resolution skills and emotional intelligence training into educational curricula could better equip young people to handle conflicts in various settings.

Additionally, some of the young people expressed a need for more support networks and mentorship opportunities. They mentioned that having mentors or role models who have experience in conflict resolution could provide valuable guidance and advice during challenging times.

- When do you consider possible the intervention of a third party?

The young people answered that they consider the intervention of a third party in conflicts when they perceive the situation as being particularly challenging or when their efforts to resolve the conflict

directly have been unsuccessful. They mentioned several scenarios where they find it possible or necessary to involve a third party. They mentioned that involving a third party from their support network, such as close friends or peers who are not directly involved in the conflict, can provide an outside perspective and offer guidance. These individuals can offer emotional support and provide advice based on their own experiences. Also, the young people mentioned that they might seek the assistance of trusted individuals, such as mentors, counselors, or older family members, who have experience in conflict resolution. They value the insights and wisdom these individuals can offer and trust their impartiality in helping to resolve the conflict.

5. Recommendations/Conclusions

Based on the young people's responses, it would be useful to provide some actions, such as:

- Strengthening conflict resolution skills: Encouraging young people to develop and enhance their conflict resolution skills can empower them to effectively manage conflicts in their lives. Providing education and resources that focus on communication, empathy, active listening, and negotiation skills can be valuable.
- Fostering open dialogue: Promoting an environment that encourages open dialogue and respectful communication can help prevent conflicts from escalating. Creating safe spaces for discussions where individuals can express their opinions and concerns without fear of judgment can be beneficial.
- Providing guidance and mentorship: Establishing mentorship programs or support networks where young people can seek guidance from experienced individuals in conflict resolution can be valuable. Mentors can provide advice, share their experiences, and help young people navigate conflicts more effectively.
- Incorporating conflict resolution education: Integrating conflict resolution education into formal education curricula can equip young people with essential skills and strategies to manage conflicts. Teaching them about active listening, empathy, negotiation, and mediation can better prepare them for real-life situations.
- Expanding access to resources: Making resources on conflict resolution more accessible to young people can empower them to handle conflicts independently. This includes online materials, workshops, and counseling services that provide practical tools and techniques for managing conflicts.
- Enhancing support systems: Strengthening support systems within schools, universities, workplaces, and communities can help them effectively address conflicts. This can involve the availability of counselors, mentors, and mediators who can provide guidance and support during challenging times.
- Promoting diversity and inclusion: Encouraging diversity, inclusion, and understanding among young people can help reduce conflicts stemming from differences in values, backgrounds, or perspectives.

Creating platforms for intercultural and intergenerational dialogue can foster mutual respect and appreciation.

Stakeholder interview report

Contents:

6. Summary of project
7. Outcomes
8. Participant information
9. Summary of findings, including representative quotes and quantitative data
10. Recommendations/Conclusions

6. Summary of project

The project REMEDY focuses on providing young people with tools to manage conflicts in their lives.

The goals of research, which is the first stage of the project, and which includes the current interviews of stakeholders, as well as focus groups with young people, are the following:

1. Understanding the existing approach of young people to conflicts in each country

2. Identifying 3 most relevant conflict scenarios in young people´s lives,

3. Identifying techniques, resources and good practices that are already in practice,

4. Mapping influencing actors

5. Identifying best practices regarding mediation with young people.

7. Outcomes

The purpose of the stakeholder interview is to identify the **types** of conflicts that young people face, the **resources** that they have available to help them manage conflict, and the **needs** that they have

identified. An additional goal of the interviews is to **map** organisations that are relevant to the project's purposes.

8. Participant information

The interviews were conducted on (date) at (place) as part of the REMEDY project. (number) stakeholders participated in total. They were conducted online. *(Please add any other important characteristics of interviewees)*

9. Summary of findings, including representative quotes *(please summarise the answers after each of the guiding questions that were asked during the interviews)*

1. Tell me a few things about your job, what is your role in the organisation, about your contact with young people, such as their age, or anything else you consider important.

We interviewed 5 stakeholders. Their profiles are listed below:

1. Youth Counselor: This youth counselor is a professional who provides guidance, support, and counseling services to young people. She works directly with young individuals on a daily basis, offering emotional support, addressing personal challenges, and assisting them in navigating conflicts and making informed decisions.

2. Youth Worker: This youth worker is responsible for engaging and empowering young people in various community-based programs and activities. She interacts with young people on a daily basis, organizing recreational events, educational workshops, and social initiatives that promote personal development, conflict resolution, and positive social engagement.

3. 2 Primary school teachers: These teachers work at a primary school and have daily contact with young people in the classroom. They provide academic instruction, guidance, and mentorship, fostering a positive learning environment that encourages open dialogue, critical thinking, and conflict resolution skills.

4. Youth Football Coach: This youth football coach is responsible for training and mentoring young individuals who participate in a football team. They have daily contact with young players during practice sessions, matches, and team activities. Besides teaching football skills and tactics, this football coach also plays a significant role in instilling values such as teamwork, sportsmanship, and conflict resolution on the field. He guides players in managing conflicts that may arise during training or matches, encouraging effective communication, fair play, and resolving disagreements in a constructive manner. The coach fosters a positive and inclusive team environment, where young

players learn not only about football but also important life skills, including conflict resolution both on and off the pitch.

2. What does conflict mean for people that you work with?

For these professionals working with young people, conflict means a state of disagreement or tension that arises within the lives of young individuals. It encompasses various forms of conflicts, such as interpersonal disputes, social challenges, and internal struggles. Conflict for them represents an opportunity for growth, learning, and personal development. These professionals view conflict as a natural part of human interactions and recognize its potential to teach valuable skills like communication, empathy, negotiation, and problem-solving. They understand that conflicts can impact the emotional well-being and overall development of young people, and thus, they strive to support them in navigating conflicts by providing guidance, resources, and creating a safe space for open dialogue. Conflict, for these professionals, is not seen as a negative aspect but rather as a chance to foster resilience, self-awareness, and the development of effective conflict resolution skills in young individuals. However, it is very tiring for them, as daily conflict affects them as well, psychologically.

3. Do they face conflict in their everyday life?

Yes, these professionals working with young people do encounter daily conflicts in their roles. The types of conflicts they may face can vary based on their specific occupation and the context in which they work.

4. What kind of conflict?
a. Interpersonal conflicts among young people: These professionals come across conflicts between young individuals within their programs or settings. These conflicts can arise from differences in personalities, opinions, or competing interests.
b. Conflict between young people and authority figures: They need to address conflicts between young people and figures of authority, such as teachers, parents, or coaches. These conflicts usually stem from misunderstandings, disagreements, or the challenge of balancing rules and expectations.

c. Conflict resolution within teams or groups: The football coach faces conflicts within the team dynamics. These conflicts can involve issues like competition, communication breakdowns, or disagreements over strategies.

d. Conflict related to social issues: The professionals interviewed who are engaged in community-based work or social services encounter conflicts related to social issues affecting young people. These conflicts involve discrimination, inequality, or systemic challenges, which require addressing and finding resolutions at larger societal levels.

e. Conflict between young people and personal challenges: The professionals that were interviewed mention that they witness conflicts arising from personal challenges. These conflicts involve struggles with self-esteem, mental health issues, or decision-making dilemmas.

5. How do they usually face it?

Professionals working with young people employ various strategies to address and manage conflicts they encounter in their roles. They mentioned that they usually employ the following:

Active listening and empathy: They practice active listening, allowing young people to express their perspectives, emotions, and concerns. By demonstrating empathy, they seek to understand the underlying issues and emotions involved in the conflict.

Coaching and guidance: They offer coaching and guidance to young individuals involved in conflicts. Through one-on-one discussions, they provide support, offer alternative perspectives, and suggest strategies for effective conflict resolution.

Promoting dialogue and understanding: They create opportunities for open dialogue and understanding among young people. Through group discussions, activities, and workshops, they foster an environment where conflicts can be addressed openly, promoting empathy, respect, and appreciation for diverse perspectives.

Establishing clear rules and boundaries: They help establish and reinforce clear rules, boundaries, and expectations within their programs or settings. By setting guidelines for behavior and addressing conflicts promptly, they try to create a structured environment that minimizes potential conflicts.

6. Who can they talk to if they face conflict? Is there someone responsible for this in your organisation?

They mentioned that there is a complete lack of outside support, such as a psychologist, mediator, or social worker who can provide objective counselling and conflict resolution.

7. What resources do you have at your disposal in order to manage conflict?

They mostly rely on their experience, and they do not really have any material that could help in conflict resolution.

8. From your experience, what kind of resources are lacking to support young people conflict?

All professionals that were interviewed identified a severe lack of skills that could help young people manage the conflicts. All professionals find that young people struggle with effective communication during conflicts. They face difficulties in expressing their needs, active listening, and clearly articulating their thoughts and feelings. Also, some young individuals face challenges in managing their emotions during conflicts, leading to impulsive reactions or emotional escalation. What is more, professionals often notice a need for young people to enhance their empathy and perspective-taking abilities. Furthermore, young people require additional skills in problem-solving and negotiation to effectively address conflicts. This includes identifying common goals, brainstorming creative solutions, and seeking compromises that satisfy the needs of all parties involved. Professionals also have observed that young individuals can benefit from learning techniques for conflict de-escalation and self-advocacy. A common issue that arises is that some young individuals lack awareness of power dynamics that can influence conflicts. Professionals emphasized the importance of understanding power imbalances, privilege, and social dynamics to address conflicts more equitably and empathetically. Finally, professionals find that young people have limited exposure to mediation and negotiation techniques. Training in these areas can equip

young individuals with tools and strategies to navigate conflicts constructively, whether as active participants or mediators.

9. Do you know of any organisations that manage conflict resolution among young people?

The professionals could not identify any organisations that exclusively manage conflict resolution among young people.

10. From your experience, is there any kind of techniques that young people use in order to manage their conflicts, even subconscious techniques?

Young people often seek support from their peers to help mediate conflicts. They may involve a neutral friend or someone they trust to facilitate communication and find a resolution that satisfies both parties. Also, young people sometimes recognize the significance of apologies and forgiveness in resolving conflicts. They often instinctively take responsibility for their actions, express genuine remorse, and offer forgiveness to promote reconciliation.

10. Recommendations/Conclusions

Based on the professionals' experiences and insights, here are some recommendations and conclusions for working with young people in conflict resolution:

- Recognize and build on existing strengths: Acknowledge the natural conflict resolution techniques that young people employ instinctively or subconsciously. Encourage and reinforce these strengths while providing guidance and support to enhance their effectiveness.
- Foster a safe and supportive environment: Create an environment that promotes open dialogue, active listening, and empathy. Encourage young people to express their thoughts and emotions freely, without fear of judgment, and ensure that their voices are heard and respected.
- Provide comprehensive conflict resolution education: Integrate conflict resolution education into formal curricula and informal youth programs. Offer practical training on communication skills, empathy, negotiation, problem-solving, and mediation techniques. This equips young individuals with a diverse toolkit to navigate conflicts effectively.
- Encourage peer support and mediation: Promote peer mediation programs and foster a culture of peer support. Train young people to serve as mediators and facilitators, enabling them to assist

their peers in resolving conflicts. Encourage the development of healthy peer relationships and mutual support networks.
- Promote cultural diversity and inclusion: Emphasize the importance of embracing cultural diversity and fostering inclusivity. Educate young people about different cultural perspectives and provide opportunities for intercultural dialogue, which promotes understanding and reduces conflicts based on misunderstandings or biases.
- Strengthen emotional intelligence and self-awareness: Offer programs that help young individuals develop emotional intelligence, self-awareness, and emotional regulation skills. This equips them to manage their own emotions during conflicts and understand the emotions of others involved.
- Encourage collaborative problem-solving: Foster a collaborative approach to conflict resolution, emphasizing the importance of seeking win-win solutions. Teach young people how to brainstorm creative options, consider multiple perspectives, and work together towards mutually beneficial outcomes.
- Provide mentorship and role modeling: Engage experienced mentors and role models who can share their own experiences with conflict resolution. Their guidance and support can provide valuable insights and inspire young individuals to adopt effective strategies in managing conflicts.
- Continuously evaluate and adapt approaches: Regularly assess the effectiveness of conflict resolution strategies and adjust them as needed. Seek feedback from young people to ensure that interventions and programs are responsive to their evolving needs and preferences.

Focus group report

Focus group report - POLAND

Contents:

11. Summary of project
12. Outcomes
13. Participant information
14. Summary of findings, including representative quotes and quantitative data
15. Recommendations/Conclusions

11. Summary of project

The project REMEDY focuses on providing young people with tools to manage conflicts in their

lives.

The goals of research, which is the first stage of the project, and which includes the current focus groups, as well as interviews of stakeholders, are the following:

1. Understanding the existing approach of young people to conflicts in each country

2. Identifying 3 most relevant conflict scenarios in young people´s lives,

3. Identifying techniques, resources and good practices that are already in practice,

4. Mapping influencing actors

5. Identifying best practices regarding mediation with young people.

12. Outcomes

The purpose of the focus group is to identify the **types** of conflicts that young people face, the **resources** that they have available to help them manage conflict, and the **needs** that they have identified.

13. Participant information

Two focus groups were conducted on 08.06. and 24.06 at STRIM's office as part of the REMEDY project. In total 12 young people participated. It was conducted face to face. One group of participants consisted of migrants (ESC volunteers) and youth with fewer opportunities (due to background, sexual orientation, rural heritage etc). The second group were native employed young people with higher education.

14. Summary of findings, including representative quotes (please summarise the answers after each of the guiding questions that were asked during the focus group)

- **What is conflict for you?**

"It is a disagreement with negative emotions, relates to differences that are hard to explain."

Conflict is not always negative, for example conflict of interest does not necessarily have a negative meaning.

The word conflict can have many meanings. It can be a clash of opposing interests. A confrontation or competition (especially if there are too little resources and too many people who need them.

Conflict can be external or internal. Internal conflicts often refer to having to choose between different options or opportunities.

Sometimes conflict can also be understood as avoidance, especially if your opponent is violent.

"Conflict can also be positive if it helps you better understand yourself and the other party."

"If conflict lets you better explain yourself then it can also help strengthen your relationship with the other person".

"If you solve a conflict, then the "after" is better than the "before"". Conflict helps to make changes.

- **Do you face conflict in your everyday life?**

All participants confirmed that they face conflicts in their lives.

A lot of examples of conflicts referred to behaviours that are not tolerated by another person, discrimination, hate speech, aggression etc. Majority of conflicts faced by participants are on interpersonal level (i.e. related to harmful behaviours).

While facing conflicts it is important to be confident and strong, otherwise there is no chance that you will achieve your goals or explain yourself.

Some conflicts that young people face arise from the fact that they are younger and therefore treated as less serious, experienced and knowledgeable.

"In my family I was raised that conflict is something that I need to avoid. Therefore as a younger person I was always running away from it".

Another influence on how participants faced conflicts were their families.

Conflict is also an important element at work, there are conflict between work colleagues, employees and employers, with finding balance between work and family life.

- **Have you had experiences where you witnessed conflict but were not part of it?**

Yes, all participants confirmed that they were faced with such situations. A lot of those conflicts were based on discrimination, aggression or exclusion.

Some conflicts that they see are: political conflicts, wars (i.e. Middle East), conflicts at work.

- **Give some examples. (With whom was the conflict? How did it make you feel? Did you manage to come to an understanding at the end? How? Are you satisfied with the outcome?)**

1. Conflict regarding lifestyles – one participant always argues with their flatmate about their values and approach to life. One person likes to live intensely, party a lot, do not thing about consequences (*carpe diem* approach) whereas the other person is very conscious about environment, animals, fairness etc. The partying person criticises the other one and diminishes their opinion due to their young age ("you don't know what you want achieve"). This leaves the person feeling frustrated and annoyed. The conflict has not been resolved yet.

2. Conflict of interests or needs – the need to stay in Poland when the participant was not feeling comfortable and the need to move abroad, leaving family behind.
3. Conflict with a flatmate who was unhappy with moving abroad, didn't like herself and was unhappy with her life choices – and then decided to change it by changing her diet, living habits (i.e. cleaning), going to sleep early etc. – and was expecting all of her flatmates to also follow that new routine. She did not communicate it at all to her peers, instead chose to refer directly to ESC coordinator to fix it. When no decision has been made she decided to leave the program and move away.
4. Conflict between an employee and employer. Employee wanted to work less and have more time for their private life. They also didn't want to do the same things at work over and over again. The employer didn't know how to help him because he was a specialist in his field and he could not replace him or decrease the amount of work for him because there were no substitutes. In the end it was possible to distribute some of his work among other employees but only after intense emotional arguments and saying aloud their frustrations. At the moment the conflict is rather dormant, but relationship between the employee and employer is fragile and there is no longer the same trust as before.

- **What conflicts are the most common for you?**

Interpersonal conflicts, conflicts within family, conflicts of values, conflicts based on discrimination, gossips, bullying (youth with fewer opportunities).
Interpersonal conflicts, conflicts at work related to bad communication, unfulfilled expectations, conflicts of resources (the second youth group)

- **Who are the people you go to when you have problems/conflict?**

Most of participants declared that they solve conflicts on their own. Sometimes they would ask a friend for an advice (but nothing more). If the setting is more formal, a teacher, boss, coordinator can be asked for help, but this is a final resort. Participants (especially youth with fewer opportunities) expressed distrust that such external person would help, especially because from their experience often people with authority who could change something, chose not to do it (i.e. there was an example of bullying that was ignored by teachers).

Also, a lot of young people experienced at school that school authorities (teachers, headmaster) do not really help but rather make a person who was a victim in a conflict "an outsider", which can encourage bullying and creates a situation where a group is against one person.

One participant expressed high distrust towards people who help solve conflict professionally. They do not believe that such people have special competences.

45

Some participants who have used professional help before agreed that sometimes it is good to ask for help from professionals (i.e. psychologist).

The group of native young people with higher education was more prone and trusting towards asking an outside professional for help. This is due some positive experiences at work, where external consultant or adviser would support them in conflict situations. A few young persons who were aware of mediation (because they've heard about it at work) would also ask a mediator for help.

- **How do you manage the conflicts that happen to you?**

Participants mentioned that they often ask of advice or an outsider opinion but they don't want anyone to solve the conflict themselves. People who they refer to are usually friends.

"If you are inside a conflict you may not see the whole picture and you may not be aware of everything that is happening."

Participants who do not ask for help sometimes don't do it because they don't know who to ask. One person does not want to ask for assistance because no one can understand the conflict as well as people inside it.

Young people who had positive experience in having a third person help solve a conflict (usually a peer or an older colleague at work) were more open towards trusting a third person themselves.

- **What are the resources/skills and/or competences you already have in order to face conflicts**?

Strength, resilience, being confident ("you will get hurt"), being able to communicate well – good listener and good talker. Ability to analyse, take a step back and self-reflect. Bing conscious about your own attitude, being objective. Being aware of your own internal conflicts. Focusing on another person and not the conflict itself. Changing the point of view. Empathy. "Listening is the most important." "Sometimes people listen just to answer but not to understand". Assertiveness. Managing emotions: "In good conflict emotions should be held back and controlled."

- **What would you like to have as additional support for your conflicts? What do you lack**?

It would be useful to be able to see the situation from outside then inside. Knowing when to ask for help, when it is too much for you and you need someone to help you resolve it. Understanding where are our limits and boundaries.

- **When do you consider possible the intervention of a third party?**

Young people prefer mostly to be given advice, nothing more. If there are high emotions or aggression – they would expect the third party to manage those and protect the weaker party. Some youngster would appreciate suggestions of solutions. It is also important to et necessary psychological support in the conflict, especially with high emotions (family, school).

They were not sure exactly what they would need but they would like that person to be actively supporting them, to have their back when they are victims of aggression. Another person would like the third party only to listen. To validate emotions.

15. Recommendations/Conclusions

Here you can write your conclusions based on the outcomes (see part 2). Any recommendations that come up from the actual focus group or from your experience conducting it can also be mentioned here.

1. A lot of conflicts that young people face are based on discrimination, bullying or arise from close relationships (family, friends). While teaching about conflict, those types of situations should be in the centre of focus.
2. Young people who have not had a positive experience with having a third-person support in conflict in the past are less trusting towards these types of dispute resolution now. It is important to introduce constructive third-party intervention on early stage of education.
3. Special emphasis should be put on techniques related to managing emotions and controlling aggression. What youth needs from mediator is often a support in not being the weaker side.
4. Mediators supporting youth should be aware, that suggesting solutions to young people's problems may not be welcome. Instead they should focus on listening, showing other perspectives and managing emotions.

Stakeholder interview report

Stakeholder interview report POLAND

Contents:

1. Summary of project
2. Outcomes
3. Participant information
4. Summary of findings, including representative quotes and quantitative data
5. Recommendations/Conclusions

1. Summary of project

The project REMEDY focuses on providing young people with tools to manage conflicts in their lives.

The goals of research, which is the first stage of the project, and which includes the current interviews of stakeholders, as well as focus groups with young people, are the following:

1. Understanding the existing approach of young people to conflicts in each country

2. Identifying 3 most relevant conflict scenarios in young people´s lives,

3. Identifying techniques, resources and good practices that are already in practice,

4. Mapping influencing actors

5. Identifying best practices regarding mediation with young people.

2. Outcomes

The purpose of the stakeholder interview is to identify the **types** of conflicts that young people face, the **resources** that they have available to help them manage conflict, and the **needs** that they have identified. An additional goal of the interviews is to **map** organisations that are relevant to the project's purposes.

3. Participant information

The interviews were conducted in June and July 2021 as part of the REMEDY project. Four stakeholders participated in total. Half of them are youth workers and at the same time psychotherapists, and half of them lead youth organisations. All of them have experience in work with long term international volunteers, thus there will be plenty of references to this particular group and comparisons with Polish young people. Interviews were conducted online via a zoom platform.

Note that the situation and attitude of young people who come for psychotherapy can not be generalised to the whole population of young people in Poland as well as comments regarding international volunteers are about this concrete group.

Characteristics:

Interviewee 1.

Male, 38 years old. He leads a non-governmental organisation in a small city (around 60 000 inhabitants) in eastern Poland (perceived as the poorest and the most conservative part of the country). He has over 15 years of experience organising activities for and with young people including international projects.

Interviewee 2.

Female, 36 years old. She has been working in a non-governmental organisation focusing mainly on international youth activities since 2011. In this NGO she coordinates a large volunteering project that involves around 20 long-term international volunteers coming to Poland for ESC activities. Previously, she had been working in a day care facility for young people. She has a pedagogical degree and additionally she conducts psychotherapy for people after traumatic experiences. She lives in one of the largest cities in Poland.

Interviewee 3.

Male, 40 years old. He has been working as a streetworker in a few small towns in North-Eastern Poland. He is a psychotherapist as well and has experience in working with young people with fewer opportunities (including addictions, young people with criminal records).

Interviewee 4.

Female, 35 years old. She is a founder of a youth organisation and youth club in a small town (40 000 inhabitants) near Warsaw. She is an educator, trainer and project coordinator. She runs activities with young people also at international level.

4. **Summary of findings, including representative quotes** *(please summarise the answers after each of the guiding questions that were asked during the interviews)*

- What is conflict for the young people in your work?

Conflict is a negative situation for the majority of young people.

Conflict for young people in general is something very negative and stressful, something that they struggle or can't cope with.

Youth workers underlined that the number of young people perceiving conflict as something threatening has increased in past years and continues to rise gradually. There is a difference in young people's attitude now and 5-10 years ago. According to interviews, young people used to be keener to talk about conflicts, they were more open for discussions and sharing their thoughts but at the same time they were more patient and were accepting the fact that a difficult situation could last longer. Currently, young people see that for young people conflict is something that has to be "solved" as quickly as possible. "I call it the generation of Instagram. Everything has to be quick, here and now. Instant." (I2)

At the moment those who have a more constructive attitude towards conflicts and see them as a chance for development are few.

Below examples of quotes:

"[Conflict] It's a very stressful situation, where the most common reaction is withdrawal" (I1)

"To me the saddest situation is when there is a conflict and feeling of powerlessness, there are bad emotions, and no one is trying to do anything with it" (I1)

"They understand conflict as something threatening and difficult. I have a feeling that they are not prepared to deal with difficult, conflicting situations. Not all of them but the majority. Conflict is something that is very worrying, something that destroys. They think in the same way also about a crisis." (I2)

"For young people from my town, conflict is a kind of a mirage from which one must flee. I see a very passive attitude, avoiding conflicts. It is like a hedgehog - we don't touch it as it might prick us. For international volunteers a conflict is a drama, something that they cannot overcome, a blockade that stops them from doing anything. However, they are more open towards discussing this topic than local (Polish) volunteers" (I4)

"Conflict is perceived definitely in a negative way." (I3)

Young people don't know how to recognise and deal with their emotions, thus this is one of the main reasons why they struggle to deal with conflicts.

Youth workers noticed that the majority of young people who seek help in psychotherapy avoid conflicts. They don't generate situations that can be linked with anger and frustration as this can make them feel guilty and brings other difficult emotions. They are taught that they can't be angry. If they can't feel anger at home, in other relationships they also struggle to show that they don't like something. They often resign from their own identity, but they want to change it and they come for therapy.

"They do not allow themselves to be in conflict as they think it is something very bad and it is linked with anger. People usually think about anger as something very negative. It is believed that there are emotions that we should not feel. While emotions are part of all of us and they are for something, they give us really important information." (I2)

- Do they face conflict in their everyday life?

Youth workers struggled to answer this question. It is difficult to judge based on their limited time spent with young people during very specific activities where conflicts from "outside" are not discussed. Youth workers see only a small piece of young people's reality; however, they suspect that conflicts are quite frequent. As many young people avoid confrontation, often these conflicts don't explode but rather are muted and not solved.

- What kind of conflict? With family, peers, partners, other groups, or society?

Youth workers struggle to judge what kind of conflicts young people face. They don't have information about conflicts in young people's families or in schools/universities/workplaces. They can see young people only during their work when they provide youth work. However, they managed to name some of them.

Peer-to-peer conflicts

Youth workers observe conflicts between peers in groups that they work with and some of them put forward a thesis that peer-to-peer conflicts are the most frequent. These conflicts are at the surface about very basic, everyday life things, however, often they are about a position in a group, violence, disappointment regarding another person. Stress causes many conflicts and misunderstandings.

Internal conflicts

Those who work with young people individually, for example at the psychotherapy underlines internal conflicts towards for example parents who have neglected youth in childhood, developed an unhealthy style of attachment or demonstrated violent behaviour. One of the frequent internal conflicts is a separation conflict - whether a young person should go on with his or her own life or still be a rescuer for a not mature parent or other member of the family. These conflicts are often unconscious and cause somatic symptoms and anxiety. It requires a lot of time and effort to deal with them.

Conflicts at schools with teachers, parents or other adults (lack of power balance).

In this case there is no space for discussion about what is important for young people. In the Polish context many parents/adults decide about young people's lives. There is still a strong hierarchy in this matter. "Fish and children do not have a voice" is still a popular saying. Many young people don't have an

opportunity to even discuss conflicts with their parents. They are often just told what to do without exploring their needs and point of view.

There were other conflicts listed by stakeholders. One of the types was a conflict with law, with institutions, however in the context of the REMEDY project it was difficult to explore this topic as once a youngster commits a crime, he or she automatically goes to a legal path, where youth workers can't do much.

One of the stakeholders underlined gender-based conflicts. He also sees a division among young people into the actively participating ones and demanding ones and they tend to argue with each other.

International Volunteers

As most interviewees work directly with international long-term volunteers (age 18-30), they talked a lot about this group and the main type of conflict they mentioned was peer-to-peer one. ESC (European Solidarity Corps) projects are very specific situations where a group of international volunteers from various countries live and work together for up to one year. This group is created artificially and young people need to adjust and cope with each other. Youth workers can observe various very specific situations during the project. Many of the conflicts they notice among the group of volunteers.

These conflicts are based on their culture, lifestyle, upbringings. They are connected with "personal" culture, values, perceptions, differences between people. There are many situations in which they do not get along in terms of personality and character which is natural and normal. However, there is very little acceptance of it. There is no talk about the meaning of different things for young people.

There are conflicts based on different understanding of various things from lifestyles to values and attitudes. Some young people are demanding and often in the "I want" position.

- How is it usually handled?

There are two major strategies of handling conflicts observed by stakeholders: aggression and avoidance - none of them leads to conflict resolution. These are the easiest and the most intuitive ways of reacting and very often they happen without reflection.

Avoidance:

It is understood as running away from problems, escaping. Suddenly someone is not involved anymore in the activities, withdraws from the group. Young people often close their eyes to the conflict, do not see it, do not talk about it, they take a passive attitude.

This strategy is used especially in conflicts with parents or other adults (where there is not equal power balance) but also in peer-to-peer conflicts. Young people look for a way to cry out and to expel their emotions, so sometimes they talk with each other about these conflicts, complain or gossip, however there is no intention to do something about the reason for this conflict. They don't believe that something might be changed but they can complain about it. "I do not see often proactive attitude aiming at solving things" (I4)

Aggression:

Aggression sometimes has a physical dimension – there are fights, insults, violence. It might also be a psychological one.

Sometimes young people talk in "their understanding of talk". There are rather monologues, or passive aggressive attitudes- they don't talk to each other, or they say one sentence and expect that everyone will understand his or her point of view. They lack direct and open communication. Sometimes they create small groups of allies, and the other side is treated as the enemy.

"I see attempts to attack, which is manifested by talking negatively about other people" (I4)

Other ways of handling conflicts and reflections:

It was mentioned that young people don't take responsibility for their own conflicts and often they come to an adult/youth worker (often who is a kind of a superior for example project coordinator) with a request to solve the problem for them.

They tend to search for allies and gossip with them about those with whom they are facing a conflict. By doing this they might feel a relief. But very rarely they speak directly with a person with whom they face a conflict in an assertive way. They use sarcasm or irony, and they pressure the person to do this or that without revealing real reasons for what is wrong. (I4) They can blame themselves (even if this is not their fault) or blame others (even if this is their fault).

Often in conflicts there is unequal distribution of power, and one person can be overwhelmed by the one with a "stronger" character.

The active young people handle conflicts better than "demanding ones" as through their experience they learn how to deal with conflicts, explore various methods and techniques and then use them when it is needed.

Stakeholders gave only a few examples of conflict handled by young people in an effective way. They included group work, mediation, supervision and will be elaborated in a good practices part of this report.

Main reasons for poor skills of managing conflicts according to stakeholders:

Young people do not tend to search for the root of the conflict, its real reason, which is based on needs.

Current generation of young people was raised by parents who wanted to provide them with everything that they were lacking, but often focusing too much on objects and material assets. But there are elements missing: spending time together, talking about emotions, communication, teaching that young people can feel strong emotions and this is ok. Current generation of young people grew up with computers, smartphones – they do everything quickly and expect the same from the surrounding world. They live in a world where they post something online for a moment and it is liked or not and then it is gone.

Young people do not have room for feeling some of the emotions like anger or sadness, which are considered as "bad" emotions. Thus, they lack effective strategies of solving conflicts.

Unconscious internal conflicts might result in addictions. Young people reach for stimulants, alcohol, and drugs. Handling this is a long process, and it requires first of all openness to become aware of it and understand it. More and more often young people decide to start psychotherapy to resolve their internal conflicts.

"I don't see they have skills to handle peer-to-peer conflicts so I think they might also struggle with conflicts in their families or in other contexts" (I4)

The Polish system of education at the moment doesn't equip young people with skills that are necessary to solve conflicts. Furthermore, it strengthens harmful strategies of handling conflicts like avoidance. There is no space for discussion, showing emotions and confronting sides. Very often decisions are made by superior (e.g., teacher) without trying to understand what the conflict was about and without

agency of young people. From an early age children can see that either they should run away from conflict, or conflicts will be "solved" for them by adults (parents or teachers).

Polish context and gender

For women it is easier to identify their emotions than for men. Traditionally in Polish culture men realise themselves in action. They do not focus on what is inside - it is still considered as something not masculine to focus on emotions. And this understanding is still present in society. Men don't cry. Social expectations are that they can be angry, but they can't show sadness. On the other hand, women are brought up in such a way that they can't be angry. They can cry but they can't express anger as it is something shameful. Often women have repressed the emotion of anger. Strategies of dealing with conflicts might be different according to gender, however men as well as women miss the ability to solve conflict in an effective way. Men tend to apply rather aggression, women – avoidance.

- Where can young people go to when they have problems/conflict? Is there a responsible authority in your organisation (psychologist, mediator)?

In small organisations there is no separate person, but young people can go to members of the organisations (who also have other roles).

In bigger organisations young people have an extended support network: project coordinators, coordinator's assistants, mentors, other people in the organisation. Some of them have psychological preparation. Furthermore, there is also psychological support available from outside. Also, there are workshops organised on communication skills, conflict resolutions etc.

Outside of the organisations there are many places that offer help to young people. Outpatient assistance in various institutions is available. There are various groups or individual therapy. They might start from crisis intervention centres.

- What resources are available to you to manage conflict when you work with young people (educational material, training, other)?

Stakeholders didn't list many of the resources. Some of them admitted that they do not use any of them, they don't need any of them and help young people in an intuitive way, which is often based on their own experience or professional background.

Examples of resources/strategies:

1. Risk management strategies - prepared scenarios how to react in case of particular problems/conflicts among young people.
2. Direct communication and discussion. Naming conflicts.
3. Group work and talking about the problem. Everyone has an opportunity to express themselves and talk about the situation from their own perspective. Brainstorming, collecting ideas from young people about what they want to do with this situation.

Some of the stakeholders have negative experience with involving an external person to help with solving a conflict between young people in their organisation.

- What kind of resources are missing as support for young people conflicts in your experience? What do they lack?

● Lack of professionalism from youth workers and lack of space for reflections. Lack of training courses and preparation for dealing with conflicts among youth workers and young people.
● Young people should be taught the basics of psychology like what are the emotions, how to recognise them, how to communicate in a constructive way, what are the needs etc.

- More specific materials are needed for young people. These materials should be adjusted to contemporary young people. They should be very visual and contain as little text as possible. They should show processes in an easy, graphic way. A good example is a graph with short questions and answers (yes/no) and based on these answers young people can learn what to do. If there is a long text, the shortened separate instruction is needed. Young people need simple materials where they can find answers quickly. And if this quick answer will be interesting for them, they will dig more. First, they need to know that it makes sense, and it is interesting.
- Missing topics: basics on communication, how to talk about something that we don't agree with, how to express yourself.
- Tools that will help young people to find their strengths and weaknesses - how to identify them and work on them. To build and develop a skill of creative thinking, flexibility and openness. Conflict doesn't have to be very difficult and negative; it can also bring lots of benefits, but young people do not have awareness of it.
- Youth workers should have some competencies to catch problems and have ideas on how to advise young people and look with them for solutions. They could improve their perception, distance and a bit of knowledge about conflicts, assertive communication, listening, empathetic attitude towards problems, using non-judgemental, straight forward language which at the same time is not imposing, dealing with their own emotions and distance towards young people's problems. To practise this, training courses are needed. They should be very practical, interactive and based on case studies combined with strong theory. Youth workers should have a possibility to consult their cases with experts (psychologists, mediators etc.).
- Supporting young people by preparing for them action plans. For example, a list of 20 beginnings of sentences that a young person can use to start a conversation about what they don't like. Case studies, simulations, role playing so then can opportunity to try out various formulas in different scenarios.
- Systemic measures are missing in supporting young people. Polish teens don't know how to talk about conflicts, they struggle to recognise them and don't know how to approach them. They often don't have an awareness that they can solve them. However, if a young person could have a space where he or she could talk to someone (for example youth workers) once in a while, it would be very beneficial. It would give an opportunity for young people to notice the conflict, to acknowledge it.

- What types of organisations do you know that work with conflict management for young people?

        Stakeholders struggled to name this kind of organisations.

- From your perspective, what are good practices that they already use? This can give info about those unconscious strategies/resources that young people use without noticing it´s already a technique or a tool.

Straightforward conversation about the conflict - each person in a group presents how she or he sees the situation, what is the problem and suggests solutions. Naming the conflict and emotions connected with it is a very important part of the process. Often this is carried out without an adult or adult has a role of moderating. However, adults might be involved and give advice.

Peer supervision. In case of conflict or difficult situations few people from outside are invited to help with solving this issue. After listening to perspectives from each person involved, supervisors suggest possible solutions, but young people decide how to proceed. However, this strategy is difficult to implement in youth organisations. Young people struggle to trust people who they don't know and do not wish to share their internal problems with a stranger.

Practising scenarios. It is good to get to know young people first to see what their needs and expectations are. Group activities during which they can practice different reactions towards various situations and communication skills. Young people can prepare cases that they face and then they can practice their behaviour and reflect on it. They even can prepare schemes of action in particular situations, practice them in a group, learn it and then use them in real life. At the beginning it is a technical learning but later they can see that they can assimilate it, transform it and automate it.

"Family of mentors" is a new initiative of supporting international young volunteers in an organisation where one of the interviewees works. Young people have a friendly family with whom they might spend time and in case of problems they might ask a particular member of this family for help. This idea is quite fresh so there are no outcomes yet to show.

Group activities/integration. Offering activities based on common challenges and integration where they can change their roles. These activities have to be followed by debriefing and in depth discussion. Integration activities also allow young people tension release, which they often bring from families or school.

Individual work.

5. Recommendations/Conclusions

Here you can write your conclusions based on the outcomes (see part 2). Any recommendations that come up from the actual interview or from your experience conducting it can also be mentioned here.

Definitely, there is a need for developing new educational tools to tackle conflicts in an effective way for two target groups: Young people and youth workers.

1. Young people. Simple, graphic materials available for young people are needed for young people as a starting point. These tools should be for individual work of young people, however if there is a need, young people can always ask the support of youth workers. Materials should consist of elements assessing problems and advising different actions/solutions, case scenarios, examples of statements that they might use in different situations and practising communication etc.
2. Youth workers. Tools that youth workers can use to help young people solve their conflicts in an effective way are missing. These materials should be based on knowledge, theories and practices regarding reasons of conflicts (real reasons that very often require digging deeper), reactions towards conflict situations (helping young people to combat their fear of dealing with conflicts or work with their aggressive attitudes, showing how conflict can be managed in a different way), impact on conflicts in young people's everyday lives and showing young people that conflict situations might be beneficial for them. However, as young people struggle a lot with recognising their emotions, dealing with them and even experiencing some of them (e.g. anger, sadness), emotions should be tackled in a very first place as without it, young people will struggle with managing conflict.

"CONFLICT TRANSFORMATION & MEDITATION IN YOUTH WORK

– REMEDY"

FOCUS GROUP SPAIN REPORT

Contents:

16. Summary of REMEDY project
17. Expected outcomes
18. Participant information
19. Summary of findings in Spain
20. Recommendations and conclusions

16. Summary of project

Generally speaking, the project REMEDY focuses on providing young people with tools to manage conflicts in their lives.

The <u>goals</u> of the research, which is the first stage of the project, and which includes the current focus groups, as well as interviews of stakeholders, are the following:

1.   Understanding the existing approach of young people to conflicts in each country

2.   Identifying 3 most relevant conflict scenarios in young people´s lives

3.   Identifying techniques, resources and good practices that are already in practice

4.   Mapping influencing actors

5.   Identifying best practices regarding mediation with young people

17. Outcomes

The purpose of the focus groups is to identify the **types** of conflicts that young people face, the **resources** that they have available to help them manage the conflicts, and the **needs** that they have identified.

18. Participant information

In Spain, three focus groups have been conducted, two related with young from a normalized context and one belonging to a risk of exclusion context.

Focus group 1: Online. 9 June 2021.

- Female, 24 years-old.
- Male, 20 years-old.
- Male, 29 years-old.
- Female,28 years-old.
- Male, 28 years-old.
- Male, 29 years-old.

Focus group 2: Online. 14 July 2021.

- Female, 20 years old.
- Female, 18 years old.
- Male, 18 years old.
- Male, 28 years old.
- Male, 24 years old.
- Female, 18 years old.

Focus group 3: Online. 28 de June 2021.

- Male, 34 years old.
- Female, 26 years old.
- Male, 24 years old.
- Female, 25 years old.

19. **Summary of findings, including representative quotes (please summarise the answers after each of the guiding questions that were asked during the focus group)**

- What is conflict for you?

  - "*Lack of understanding*" (Male, 34 years old, focus group 3).
  - "*A problem*" (Male, 24 years old, focus group 2).
  - "*A clash*" (Male, 28 years old).
  - "*When two or more people have a different point of view about a topic and they are not able to get to an agreement*."
  - "*It isn´t something good. It is originated by different ideas on a topic.*" (Female, 20 years old, focus group 2).

- Do you face conflict in your everyday life?

    Young people have reported to experience conflicts sporadically but not every day in their lives.

- *Give some examples. (With whom was the conflict? How did it make you feel? Did you manage to come to an understanding at the end? How? Are you satisfied with the outcome?)*

    SITUATION 1. PEER CONFLICT (INTRAGROUP)

    Scenario (Male, 24 years old, focus group 3): One person feels isolated from the group of friends because he discovers they met without inviting and calling him. After a few episodes, the trigger situation was that they were walking in a 6 people group and they didn´t realize he was present. One of them made a harsh comment saying; "Oh! You are still here."

How did you react? **Self-solving** the problem. Because this kind of situation had already occurred previously, and he had already tried to talk with them openly about the situation, after the trigger situation occurred, he analysed it and directly decided to change group, without talking about it anymore.

Do you think a mediator is appropriate for this situation? A mediator is not considered appropriate for one person-group conflicts. Moreover, there is a **lack of hope of finding an appropriate person to mediate** in this kind of conflicts.

SITUATION 2: PEER CONFLICT (INTRAGROUP)

Scenario (Male, 34 years old, focus group 3): In a group of friends, the leader thinks he is better than anyone else and misvalue the rest of the components. The conflict here is whether staying or leaving in the group. This kind of situation is seen as a personal decision more than a real conflict with the group although is a frequent situation for young people.

Do you think a mediator is appropriate for this situation? In this case, a **professional mediator** is preferred, someone external to the situation who doesn´t know neither the story nor the people involved. The affected young person did not feel there was any potential mediator available at that moment.

How did you react? **Self-solving** the problem. It was considered a personal decision whether staying in the group and accepting the norms or leaving. He left the group.

SITUATION 3. PEER CONFLICT (INTRAGROUP)

Scenario (Female, 25 years old, focus group 3): In a group, a boy sexually abuses (in private) from a girl from the group and she rejects him. After this episode, she feels the whole group is rejecting her. She thinks he is talking badly about her to the rest of the group so the group changes relationship with her.

How did you react? **Self-solving** the problem. The girl evaluated the situation and got support from her psychologist. The left the group.

Do you think a mediator is appropriate for this situation? A psychologist was seen a better option.

SITUATION 4. PEER CONFLICT (INTRAGROUP)

Scenario (Female, 18 years old, focus group 2): A group in class needs to agree on the date of the exams. The reaction of the group was that everyone thinks in his/her own benefit so they didn´t get to consensus.

How did you react? Trying to agree on a win-win problem solving approach, trying to make one part of the group thinking in the benefit of the rest and vice versa. Negotiating about the decision-making process, for instance, changing to blind voting proved to enhance participation of more components in the group.

SITUATION 5. CONFLICT AT WORK

Scenario (Female, focus group 1): Superior with negative style talks to all the employees in a negative way. The young person is doing an internship.

How did you react? The first style in approaching the conflict is avoiding the situation, ignoring the situation until she explodes. Then, she directly changes from avoiding the situation to reacting in an aggressive way. This provokes nervousness and bad feelings.

SITUATION 6. CONFLICT ABOUT CREDIBILITY OF THE SOURCE OF INFORMATION

Scenario (Female, focus group 1): A conversation where some people express their believe in that a type of vaccine is good of bad according to what they have seen on TV shows.

How did you react? At first, trying to convince them about what science has already proved and trying to agree on what sources of information are really relevant/trustable (meaning those based in scientific evidence). When she discovers they do not change perceptions, she moves to giving up.

SITUATION 7. CONFLICT ABOUT CREDIBILITY OF THE SOURCE OF INFORMATION

*Scenario (Male, focus group 1)***:** Conversation with negationist who do not believe in vaccines because they think all is a lie.

How did you react? First approach was trying to talk with them and convincing them to use scientific based evidences to agree on the topic. Once he realises he cannot change the way people think, second strategy was to avoid the conflict and pretend to agree. This leads to identity conflict because in reality he does not agree with the situation.

SITUATION 8. PEER CONFLICT (INTRAGROUP)

Scenario (Male, focus group 1): One person in a group doesn´t follow the prevention measures for COVID. He goes out without keeping social distance with a different group with much more people. Then, he comes to the first group where everyone cares about prevention rules.

How did you react? Two out of eight people in the group openly talked with him about this situation and asked him to either following the rules and avoiding risk situations or leave the group. The rest supports those who talk to him and wait to see what happens.

SITUATION 9. PEER CONFLICT (INTRAGROUP)

Scenario (Male, focus group 1): One person tries to put the group against another member talking bad things about him to the rest of the members.

How did you react? The person who is the target of the comments, at first tries to talk about the situation without success so he leaves the group. After some time, he talks again and discovers that the reasons for the bad comments where that the boy was in love with him and that he wanted go separate him from the girl he was going out with, who was in the group as well.

SITUATION 10. CONFLICT AT WORK.

Scenario (Female, focus group 2): The young person leaves a task uncompleted to be fulfilled in the next shift, then, the colleague criticises her at her back with other colleagues.

How did you react? First, analysing the situation, if it is considered not to be important enough, she ignores the situation, until she sees something else that is considered to be relevant enough. But there is the consciousness that despite not reacting at the moment, it somehow affects her in a personal way.

- Have you had experiences where you witnessed conflict but were not part of it?

SITUATION 1. FAMILY CONFLICT

Scenario (Female, focus group 3): Parents in divorce put young people in the middle on the conflict and they only talk to each other through the young person. She felt compelled to assume the role of mediator when she didn´t really want to.

How did you react? She didn´t know how to react in order not to leave their relatives alone but, at the same time, not to let the conflict affect her in a negative way. She reported to feel bad in that situation.

SITUATION 2. CONFLICT AT WORK.

Scenario (Jose, focus group 1): In an employment situation, two colleagues have a conflict and both of them puts the young person in the middle to talk about the situation one at the back of the other and vice versa.

How did you react? Trying to avoid the situation when talking with both parties.

SITUATION 3. CONFLICTS AT WORK.

Scenario (Female, focus group 1): Working with users as nutritionist, they put her in "difficult situations" she doesn´t feel comfortable with, for instance, trying to involve her in personal conflicts.

How do you react? Trying to avoid entering in the conflict.

- What conflicts are the most common for you?

    According to the given responses we can say, most common conflicts are:

    o Peer conflicts in groups.
    o Family conflicts.
    o Conflicts at work.

- Who are the people you go to when you have problems/conflict?
- **Relatives** (for instance mother, when there is a conflict with the siblings).
- **Friends** when there is a conflict in the group.
- **Teachers** when there is a conflict in school/university.

    Some have reported they would like to turn to a mediator but they don´t have expectations to find someone capable of developing that role.

- How do you manage the conflicts that happen to you?

    Most common reactions are **analysing the situation and avoiding those that are considered not to be relevant enough.** Many young people report to **openly talk** about things they don´t like with their peers, but if this strategy is not successful, they tend to **change groups** as a means of resolving the situation.

Another typical reaction is **"to avoid until they explode"**. Many have reported difficulties in being assertive, passing from avoiding to aggressiveness without middle term. They report to feel bad about this situation.

When they are **compelled to assume the role of mediators** in conflicts that are not directly related to them, they report to feel uncomfortable and not to know what to do. They would like to **have more skills** to be able to enter in an appropriate way but also to be able to stay outside the situation without making parties in the conflict feel ignored or abandoned.

- What are the resources/skills and/or competences you already have in order to face conflicts?

- **Analysing** the situation and **leaving** the relationship is one of the most frequent options for group conflicts (avoiding).
- **Talking openly** about the situations.
- **Listening to both sides** of the story.

- What would you like to have as additional support for your conflicts? What do you lack?

    Personal empowerment to face the conflict from a better starting point:

- Emotional intelligence, awareness.

    Social support

- Understanding the importance of social relations at each stage of life: Important to know not to emotionally and socially depend in one single pillar. So, if at one time one pillar fails, there are other pillars that can support you: family, friends, different groups.

    How to manage situations in which young are **not directly involved in the conflict**:

- To know what can they do to help people directly involved with conflict.
- To know what can they do to make people involved in the conflict understand that they are not there to mediate but at the same time they are not alone.
- To be able to explain the impact of the situation in their lives so they can take care of themselves.

    Having mediators available to young people living family conflicts not directly related to them so they are not obligated to assume the role of mediators. For instance, in parental divorces.

- When do you consider possible the intervention of a third party?

Common opinion from group 1 is to think that at the moment they didn´t turn to mediation but once the situation has passed it would have been a good idea to go if they could return to the situation.

In intragroup situations, there is normally someone from within the group who tries to mediate among the rest of the members of the group.

Main **obstacles** to make young people turn to mediation are:

- **To find a trustable person** capable of developing the role and available to them. Characteristics of this person for them are: neutral, with competences in dealing with conflicts. Depending on the situation, someone who knows the story: some think that the fact that the person knows the story and the situation is an asset for dealing but this brings the problem that that person could be affected by the conflict or take part on it. Other times, having someone totally knew to the situation is felt as a better option so they can trust more on the neutrality.
- To **feel shame about recognizing conflicts** and with the time discovering it was normal and that there is nothing bad in sharing personal conflicts.
- To be **able to differentiate personal appreciations from real conflicts** in which they can turn to external support (when it is not just my perception, it is not just a personal problem of myself).

20. Recommendations/Conclusions

Here you can write your conclusions based on the outcomes (see part 2). Any recommendations that come up from the actual focus group or from your experience conducting it can also be mentioned here.

Young people interviewed reported to have appreciated to receive training about the following skills that have been mentioned to be important/interesting for them:

- **Emotional regulation.**
- **Identifying types of approach to conflict** to try to respect or coordinate everyone´s needs.
- Cold heart and hot mind.
- To **differentiate personal appreciations from real conflicts**
- How to **stay neutral**, how to separate personal opinion from collective interests when representing a group.
- **Active listening.**
- **Empathy.**
- **Social skills**.
- How **not to explode** and being able to manage negative strong emotions ("Plan B" to explode).
- **Team working skills**.

Another suggestion is to create the figure of a "**mentor**", as someone who accompanies young people during a period of time (not just ad hoc mediator for a specific situation), someone who can coach the young person in different aspects of life (types of groups that benefit you, what to study, etc.). Then, if the young people have a conflict, the mentor is already available and prepared to intervene because s/he knows the story and they have already built a relationship based on trust.

More than a formal training, young people ask for **an informal and safe space to talk and reflect about their conflicts**. Some kind of a "Anonymous Joung People with Conflict" where they can talk about their conflicts and share their experiences openly and without feeling judged.

"CONFLICT TRANSFORMATION & MEDITATION IN YOUTH WORK – REMEDY"

STAKEHOLDER INTERVIEW SPAIN REPORT

Contents:

1. Summary of project
2. Outcomes
3. Participant information
4. Summary of findings, including representative quotes and quantitative data
5. Recommendations/Conclusions

1. Summary of project

The project REMEDY focuses on providing young people with tools to manage conflicts in their lives.

The goals of research, which is the first stage of the project, and which includes the current interviews of stakeholders, as well as focus groups with young people, are the following:

1. Understanding the existing approach of young people to conflicts in each country

2. Identifying 3 most relevant conflict scenarios in young people´s lives,

3. Identifying techniques, resources and good practices that are already in practice,

4. Mapping influencing actors

5. Identifying best practices regarding mediation with young people.

2. Outcomes

The purpose of the stakeholder interview is to identify the **types** of conflicts that young people face, how they manage their conflict, the **resources** that they have available to help them manage conflict, and the **needs** that they have identified. An additional goal of the interviews is to **map** organisations that are relevant to the project's purposes.

3. Participant information

The following interviews were conducted as part of the REMEDY project:

Ricardo, staff of a local government, youth advisor. Ayuntamiento de la Algaba (Sevilla). 15 years old of experience in invigorate youth in small-medium towns.

Vanesa Santiago, Local Information Center for Women - Centro Municipal de Información a la Mujer (CMIM). 14 years of experience working with gypsy community in Campo de Gibraltar (a region composed of 8 municipalities in south Spain, province of Cadiz) and xx years experience working with women. Interviewed on 12/05/2021, online.

Dris, Intercultural Asociation "El Saladillo" (Asociación Intercultural El Saladillo). Founder of the organization, more than 20 years of experience working with youth in risk of exclusion. Interviewed on 12/05/2021, online.

Monhcine Hammane, Save the Children. 22 years of experience working with unaccompanied minors in streets in two sides of Strait of Gibraltar Algeciras (Spain) and Tanger (Morocco). Interviewed on 12/05/2021, online.

Marina Otero, Head of Mediation Service in Andalusian Obdusman. Xx years of experience working on mediation.

Juan Luis (Head of Minors Department at Andalusian Ombudsman). XX years of experience working in minor related issues. Interviewed on xx/xx/2021, online.

Staff and Teachers of Joaquin Turina high school. More than 20 years of experience Woking with young people from communities in risk of exclusion in Seville (gypsy and migrants). Interviewed on 17/06/2021, in person.

Cosette Franco, Polígono Sur, XX years of experience working with young people.

Educator at Young Offenders Institution La Marchenilla. 17 years of experience. Interviewed on 04/06/2021, in person.

Pedro Gómez, **Priest** at La Piñera Church. More than 20 years working with communities at risk of exclusion. Interviewed on 04/06/2021, in person.

4. **Summary of findings, including representative quotes** *(please summarise the answers after each of the guiding questions that were asked during the interviews)*

- What is conflict for the young people in your work?

• Young people have a high tolerance to loud talking and shouting, they don´t perceive any conflict in this way (Polígono Sur).

• Conflictos comunitarios

• In the context of a Young Offenders Institution any gesture or act can be perceived as an attack. For instance, the fact of leaving a knife heading to someone can be interpreted as a threat (Educator at Young Offender Institution La Marchenilla).

- Do they face conflict in their everyday life?

- What kind of conflict? With family, peers, partners, other groups, or society?

PEER CONFLICTS:

- **Feminism division (CMIM).** In very recent years, a new type of recurrent conflict can be identified: the hate among female - male youngsters. It seems to be a new stigmatization of men; they are all put at the same place, responsible of women´s problems. For instance, some girls say: "*I´m not feminist they are crazy, they only want to abuse men, they declare men are guilty of everything and they only want to get benefits from that.*"

This comes from the polarization of society when it comes to feminism vs. no feminism and can provoke discriminatory actions towards men.

For instance, the following is a real situation that occurred in a high school in Tarifa (Spain). A girl touches the bottom of a boy. The boy says he is upset with the situation and that he cannot stand it. The girl has not been sanctioned, and if it had been the other way, most probably is that the boy would have been sanctioned for touching a girl's bottom.

- **Jealousy and control over the partners (Priest at La Piñera Church).**

Recently, there are more and more signs of jealously and need of control from young people over their partners, especially with the use of social networks. This provokes peer conflicts that are being normalized more and more.

CONFLICT WITH SOCIETY:

- **Integration of young migrants after the institutional guardianship ends (Association Intercultural "El Saladillo").**

Young people coming from Africa to Spain are under guardianship until they are 18. Then, the guardianship ends and they are left alone. When, they try to get a job they don´t find good conditions and they feel exploited.

In many cases they work as fruit harvesters. Sometimes, they live in small communities with little resources that are not integrated in society. In these scenarios there are no open conflicts among co-workers or between workers and employer's despite of their bad conditions because there is no expectation for them of being able to change the situation.

- **Integration of migrants as minority groups in society (Save the Children).**

  There is a competition among local and migrant youth. They see differences as a competition, for instance, they compare who has more material things and who has less.

- **Early parenthood and occupation (Priest at La Piñera Church).**

  A common practice in recent years is that young couples without either employment or economic dependence occupy an empty house and decide to have children and raise them there. With the time this is a problem for both the family who has no resources and the community they live in.

  INTERGENERATIONAL CONFLICTS:

- **About the use of public spaces (Juan Luis, Head of Minors Department at Andalusian Ombudsman).**

  Young people drink in streets and make noises at night and neighbours want to close the streets to avoid groups of young people making noises at night.

- **About the use of technology (Save the Children and Cossete Franco).**

Young people who want to use it limitlessly and they see it as a way of communication, and parents think is useless and a waste of time.

- **About the use of technology (Cosette Franco)**

Among students and teachers there´s de debate of the rational use of technology as a didactic tool.

- **FIlio-parental attacks (Priest at La Piñera Church and Cosette Franco)**

Situations in which young people attack their parents. Many times, these situations are due to conflicts that originate with peers and then the young people pay the frustration with their parents.

This can be provoked by the lack of limits in families that provokes the inability of coping with frustration in young people (Educator at Youth Offender Institution). Parents give children everything they ask for, but when in comes a situation when parents cannot give them something they explode with violence. For instance, a mother has given everything to her child, but when he grows, he asks for a car she cannot afford so the young man destroys the kitchen or attacks her because he cannot cope with frustration and makes her mother guilty of that.

FAMILY CONFLICTS

- **About custody (Juan Luis, Head of Minors Department at Defensor del Pueblo Andaluz).** Whether doing communion or not.

- **Conflicts related with sport practices (Juan Luis, Head of Minors Department at Defensor del Pueblo Andaluz).**

Parents provoke conflicts that end up in violence. Normally these situations come from latent conflicts that explode during a match or sport event. Some sport associations have created an instrument in order to mediate these kinds of conflicts once they occur.

When young people are sheltered in families, conflicts are similar to those they have in biological families and once young people are institutionalized conflicts occur in the education centre in which young people live (Juan Luis, Head of Minors Department at Defensor del Pueblo Andaluz).

- How is it usually handled?

Young people go from 0 to 100, they **either avoid the situation or respond in an aggressive** way (either verbal or physical). (CMIM and Educator at Youth Offender Institution "La Marchenilla").

Until they don´t **get to the bottom** of the situation they do not turn to third people. In Islam community this is different, the mosque is a place where Muslims turn to other people to share their problems and find support, with time people try to create their "circle of trust" (Save the Children).

At Youth Offender Institutions, when a **young person intervenes as a mediator** in conflict with other young people some useful techniques that have been observed by educators are:

- To rest importance to the situation that is acting as a trigger.
- To act as an arbitrator if the situation allows it. For instance, if the conflict is triggered during a match and they don´t know if the ball is in or out the camp the third young person tells if s/he has seen the ball falling inside or not (Educator at Youth Offender Institution La Marchenilla).

- Where can young people go when they have problems/conflict? Is there a responsible authority in your organisation (psychologist, mediator)?

At school/high school they **turn to professors who are close** to them. These professors are not formally trained and/or selected. They take the initiative of mediating in the conflict and, if they have a good relationship with the students, they are accepted by them, otherwise they are not (CMIC).

At Youth Offenders Institution La Marchenilla, there are several **levels of structure** for handling conflicts:

- First, educators allow young people resolving the conflict by themselves.
- Second, they let young supervisors act as mediators. Young supervisors are those who have good behaviour and are appointed to "help" staff to manage the group and the group to perform better.

- If these doesn´t work, educators act as mediators at any occasion they see that a situation is deviating into conflict.
  Some useful techniques for dealing with conflicts in this context are: **listening** a lot, **resting importance** to superficial episodes, separating them and leaving a **cooling period**, trying to make them **put in other's shoes**.

- What resources are available to you to manage conflict when you work with young people (educational material, training, other)?

Training courses on conflict resolution and workshops on stereotypes (gipsy - non gipsy) (CMIM).

"Co-living and transit areas" (Polígono Sur).

At School in Polígono Sur they have created "co-living and transit areas" in which teachers try to generate a space for co-living among youth. School staff try to organize the composition of the group according to the formal and informal information they get about each student. In these "co-living and transit areas" they enhance the following activities:

- **Rule Reviews**.
- Each year there's a new topic to work around. I.e., follow your dreams.
- **Stances in older courses** so they can see what to expect and other ways of working.
- Assignment of a "**godfather**" to more difficult students. Godfathers are other teachers who co-work together with the tutors of these students and they support them. These professors are selected according to their personal characteristics. When a conflict arises, godfathers act as mediators. There are two ways to get to mediation, either the professor takes the initiative or students turn to them.

School staff at Polígono Sur always use the **prevention approach** because in communities such as Polígono Sur prevention **is key**, because once the conflict is triggered it is very difficult to manage it from the institutions; it is very common that a student-student conflict at school ends up in a clan-clan conflict in community where violence is the normal approach. Thus, many times, when conflict arises students are **automatically separated** and parents are called to come.

It also occurs that when the conflict between students arises, they are expelled a few days. During those days students are called to come to the co-living area and transit area so school staff can start working on the situation. Families must agree on the attendance of the student, they also need to compromise to follow the work done in the co-living area. Normally, families react in a positive way, because many times having the student at home is also a problem for them if they work, and clan normally tries to avoid problems with the institutions. The school staff try to get to know the students the more the better so they propose this formula only to those students they know that are willing to cooperate and there are expectations of success.

Student mediators (Polígono Sur)

There is also another program where the same students are the mediators. The negative side of this program is that some student mediators' parents don't want their child to get involved in conflicts in order to avoid they having conflicts themselves of negative effects of getting involved in others conflicts.

Community mediator (Polígono Sur)

The previous Director of the School is a relevant person in the community because of his long professional trajectory and he is well respected by everyone. He acts as mediator in

Workshops (Polígono Sur)

As well as being a tool for training, workshops can also be used as a tool for helping the two clans meet in a different space where different parents/clans can collaborate. They also try to connect these workshops with the subjects that they are connected to (i.e. gardening with maths). Workshops are organized open air and this is very well welcomed by students.

Conflict analysis plan (Polígono Sur)

A conflict analysis plan has been created together among teachers and the students. It has been a very interesting experience and the results are positive.

Enea Project (Cosette Franco).

The aim of the project is to give visibility to young people that can act as positive role models that can inspire young people.

Scouts Groups (Priest at La Piñera Church).

Groups of scouts have created healthy environment for socialization for young people and alternatives to young people getting involved with drugs or game addiction.

Young Mentors (Cosette Franco).

University students are called to become mentors for professional training and high school institutes.

Young parliament (Ricardo). It is a project leaded by the regional government where young prepare projects according needs that they perceive in their contexts to be finally implemented with external funding. For example related to integration with peers with disability, environmental issues, volunteerism, elderly people, etc.

Other **key resources** when leading youth conflicts are (Educator at Youth Offender Institution):

- **Listening to them** is very important in order to really get to know their vision of the situation. Many times, they do not feel heard.
- **Group dynamics to** help them **put them in other´s shoes.**

- What kind of resources are missing as support for young people conflicts in your experience? What do they lack?

- Being **aware of stereotypes**, being able to speak out and express themselves. Resources for professionals (educators, police, judge professionals), (CMIM).
- **Self-esteem, self-knowledge, lack of a life project**, they have a "life full of nothing", social networks that apparently are solid and vast once they are really needed they don´t provide for real support, trust (Cosette Franco).
- **Pyramid of educational hierarchy** (Cosette Franco).
  Description of transversal tools: empathy, emotional connection, therapeutic alliance, recognition of the damage created to the other, perspective taking from what is happening in the reality of the other person (what would the other person be thinking, doing?) take this to the communication skills ability, how should I communicate in order to take perspective.
- Reduction to the quick access to violence both physical and verbal, why and how? Training **alternative** ways of responding to difficult situations other than **violence**.
- Sometimes, **basic vocabulary** to communicate (Educator at Youth Offenders Institution La Marchenilla).
- **Lack of alphabetization** (Educator at Youth Offenders Institution La Marchenilla).
- **Lack of values in their family** (Educator at Youth Offenders Institution La Marchenilla)**.**
- **Lack of limits** (Educator at Youth Offenders Institution La Marchenilla)**.** This turns to a lack of ability to cope with frustration, so young people end up attacking their parents.
- **Parenthood schools** (Priest at La Piñera Church).
  Young parents and adults don't have resources in order to raise their children, this is very important.

In many cases it has been reported that all resources are available for school/high school periods but once young people finish this period there are not further resources for **life outside school**, neither from police, churches, etc. Polígono Sur, Save the Children, Association Intercultural El Saladillo).

- What types of organisations do you know that work with conflict management for young people?

See list on excel.

- From your perspective, what are good practices that they already use? This can give info about those unconscious strategies/resources that young people use without noticing it´s already a technique or a tool.

When we observe youngsters acting as mediators in conflicts situations, these are basic techniques that work (Educator at Youth Offenders Institution La Marchenilla).:

- Resting importance to superficial situations.
- Separating and leaving a cooling period.

5. Recommendations/Conclusions

Here you can write your conclusions based on the outcomes (see part 2). Any recommendations that come up from the actual interview or from your experience conducting it can also be mentioned here.

1. **Training** young people on:
   - Being aware of conflict.
   - Emotional intelligence.
   - Stereotypes and biases.
   - Act in an appropriate and proportionate way.

2. **Professional training** as a way of gaining employability.

3. **Stable tutors/mentors/godfathers** capable of accompanying young people are seen as a useful resource for orienting and reaching young people, not only in the very moment they have a conflict, but also creating an stable resource they can turn to when having difficulties in life.

4. To promote the creation of **youth associations as a means for empowering** young people, give voice to them directly in order to express their needs and interests, without being instrumentalized by other associations or groups of interests. These kinds of associations are normally linked to political parties, sport activities or the like but they lack representativeness in youth interests out of these areas.

Stakeholder interview report COLOMBIA

Contents:

1. Summary of project
2. Outcomes
3. Participant information
4. Summary of findings, including representative quotes and quantitative data
5. Recommendations/Conclusions

1. Summary of project

The project REMEDY focuses on providing young people with tools to manage conflicts in their lives.

The research is the first stage of the project and includes the interviews to stakeholders as well as the implementation of focus groups with young people. The goals of research are the following:

1. Understanding the existing approach of young people to conflicts in each country

2. Identifying the 3 most relevant conflict scenarios in young people´s lives,

3. Identifying techniques, resources and good practices that are already being held,

4. Mapping influencing actors

5. Identifying best practices regarding mediation with young people.

2. Outcomes

The purpose of the stakeholder interview is to identify the **types** of conflicts that young people face, the **resources** that they have available to help them manage conflict, and the **needs** that they have identified. An additional goal of the interviews is to **map** organisations that are relevant to the project's purposes.

3. Participant information

During the REMEDY project three interviews were made.

The interviews were conducted on august – 2021 as part of the REMEDY project. Three stakeholders participated in total. All the interviews were conducted online. The three stakeholders are the leaders of key community organizations that work with young population to help them in tackling their emotions and deal with conflict in a healthier way. Because of this, the interviews asked about the general characteristics of the organizations, the type of service offered, their vision about conflict and best practices they have identified when solving and tackling conflict. The goal was to obtain relevant information when thinking what good strategies are to prevent young people to face conflict in an

inconvenient way. As a general consequence of this clause, the interviews constantly asked about what specific methodologies and approaches had been successful and what explains that success in the context of their lives, their perspective about their target community and the resources of the organizations.

Overall, the interviews allowed to identify the framework within the one conflict is understood and handled by young people in the context of community organizations. In this way, it is possible to characterize conflict using a broader number of key features and noticing how are the circumstances that facilitate to face conflict in an effective way.

4. **Summary of findings, including representative quotes** *(please summarise the answers after each of the guiding questions that were asked during the interviews)*

- What is conflict for the young people in your work?

All young people interviewed insisted in the relevance of defining different types of conflict. Consequently, it would not be possible nor accurate to answer the question assuming a specified type of conflict. The typologies considered are related to different dimensions in the conflict as well as different levels of responsibility young people have when generating it.

According to their perspective there are conflicts associated to macro problems linked to political contradictions, which affect the life of young people insofar they are forced to be lived in that context, which facilitates personal conflicts to escalate and helps in creating conflicts that normally would not be possible to be involved with. Young people oppose this conflict to the different problems that emerge at a daily basis. They state that *"this form of conflict is embedded in our life, livelihoods, in some cases, it perceives as a problem in our imagination. But some conflicts are the source of confrontations, in those cases, the most important is trying to find what is the main cause of the conflict."*

When young people are asked about the nature of the letter type of conflict, they diversify the typology just described. For them, that type of conflict can't be seen just from one perspective. They explain that "we could classify the conflict in different types such the symbolic, the familiar conflicts, the conflicts in the everyday relationships, for example, the conflicts among young could be based on cultural aspects, the way they talk, the way of wearing or the different ways to communicate with each other".

This second type of conflict depends crucially on the personal sphere and the psychological aspects linked to build and stablish an identity and a personality that helps in navigating the world. This depends on defining key issues around "the conflict of being myself, of who I am, who we are, how we behave".

In the Colombian case, conflict takes place at different levels. On the one hand, it is possible to understand conflict from the perspective of war and armed conflict. In these cases, young people end up being involved in problematic situations that are likely to escalate in a violent way. They must solve their personal and familiar issues using the existing resources, consequently, conflicts may be ordinary in

principle, but the ways to solve them and tackle their consequences change dramatically. On the other hand, there are problems which are inherent to their condition as young people that don't depend on the external world necessarily but occur within a complex context that changes the possibilities of young people to solve them.

An example of this is the work made by young people with the issue of sexuality, where they are "always making analogies of this, that helps us a lot to look at how violence makes its way into our bodies"

-   Do they face conflict in their everyday life?

When asked about this, young people explain that violence and conflict are constant in their lives. They are normally trying to find ways to tackle conflict and get the best out of it. They talk about it using a gender perspective, explaining that women face street harassment all the time. In this context the idea of the macho men becomes problematic and threatening. In addition to this, young people explain that in the field of graffiti they denigrate of women because they think they are not capable of doing things correctly.

The previous analysis is the core of the ideas given by young people during the interviews. Nonetheless, they also mention constantly that conflict is lived at a daily basis, also when they are victims of forced recruitment by participants of the armed conflict, specially, when they are members of gangs in the neighbourhoods where they live. Both conflicts share something relevant, namely, that they are part of the nature of the interactions in their communities. They are external conflicts, in some way, that conditionate the limits within the ones young people can explore their identities, future and decisions.

In addition, it is also noticeable the case of family conflicts. In this case, young people mention that "nobody chooses their family, we need to stay with our family until we group up and we have the power to decide for ourselves". This situation generates internal conflicts linked to patterns of behaviour and emotional and economical dependences created.

-   What kind of conflict? With family, peers, partners, other groups, or society?

Young people interviewed explained that conflict is everywhere, therefore it would not be possible to select a specific type of groups that reunites most of the conflict. About this point, there is a trend to talk about the role of family a local community in generating conflicts.

-   How is it usually handled?

When young people are asked about how do they handle conflict, they answer describing the work that their organizations do to do so. They explain that they focus their activities on workshops using techniques such as art therapy. This helps in building alliances with other organizations and groups of young people. Finally, their goal is to create networks that facilitate intervention and campaigning.

Another technique they describe is the articulation with external institutions and the work done by some social policies of the city. They are seeking for good practices to solve conflicts; therefore, they are always open to link their work with what other types of groups are doing and pursuing. They indicate that they also created a network of support and develop a methodological strategy to provide a toolbox that seeks to reduce aggressive language and prevent any type of physical aggression between people.

Another strategy which has been used is related to the work in the creative and cultural sector, young people from this sector explain that music, theatre, posting photos and videos on social networks are helpful to tackle conflict. There is also a recurrent element in the speech of young people interviewed, which is related to the word *Resistance.* A young person who made the interview said about this concept "*I think it is a tool that is a boomerang effect. The idea of resisting is to change the system, but by resisting they do not change anything because they have no energy, they are only focused on making criticism."*

Overall, it must be noted that the strategies used by young people when asked about this specific point depend on securing the community-based organizations that are willing to support the kind of work they are doing.

- Where can young people go to when they have problems/conflict? Is there a responsible authority in your organisation (psychologist, mediator)?

Young people involved explain that when young people have problems/ conflicts they use the resources of the organizations to tackle these situations. As a general consequence of this, there is always a professional in the organization that helps in these circumstances. For example, in the case of the foundation *in place of war*, they encourage managers, those who do cultural management, to help young people to empower themselves, to help them to understand and to connect them with entrepreneurs.

In the case of other organizations art therapy with the help the psychologist is always available for young people who are willing to use the service. In addition, they also have alliances with the police station to facilitate legal procedures linked to gender violence when detected by them and protect women in a more effective way.

Co-funded by the
Erasmus+ Programme
of the European Union

- What resources are available to you to manage conflict when you work with young people (educational material, training, other)?

Young people interviewed explained that they have a defined set of materials which are useful for their purposes. They have informative material, campaigns, multiple workshops on diversity, life stories, and feminism. Other organization has a training course to educate creative entrepreneurs that seeks a social impact in different parts of the world. The organization provides young people with a book with a structure, videos of other entrepreneurs like them in other parts of the world and generates physical or virtual meetings for them to meet and develop their projects with this methodology. All organizations have multiple sources to raise money and define a marketing strategy that allows them to secure funding.

It is basically about educational material.

What kind of resources are missing as support for young people conflicts in your experience? What do they lack?

All young people interviewed agreed on the fact that there is always a lack of resources, because their sustainability depends on getting governmental help. Therefore, there is a lack of people who want to work in these organizations, but that would impulse the development and impact of the organizations. Another consequence of this situation is that most people working on these organizations do it part time or without receiving any payment. This limits seriously the time available to generate projects.

- What types of organisations do you know that work with conflict management for young people?

The young people interviewed mentioned

- The community-based group Luna-Sol.
- ¨no copió¨ of the Comuna 13 of the organization Casa Morada.
- ¨Elemento Ilegal¨ which are some guys who are also graffiti artists and have a very good work with children and children affected by the armed conflict.
- Comfama
- Ideartes
- Sena
- Ministry of Culture
- Mi Sangre Foundation

-From your perspective, what are good practices that they already use? This can give info about those unconscious strategies/resources that young people use without noticing it´s already a technique or a tool.

Young people interviewed explained that a good practice is the dialogue, the open recreational spaces where young people can communicate with their peers to explore other forms of socialization, sports scenarios, and arts to express their emotions. They talk a lot about the relevance of the activities to analyse own decisions.

In addition, they explain it is relevant to improve the social impact of companies to have better changes of transforming the communities. In this way, some companies reduce what they expend on marketing and use it in improving social projects. Overall, they indicate that the best practice is to create alliances.

5. Recommendations/Conclusions

Here you can write your conclusions based on the outcomes (see part 2). Any recommendations that come up from the actual interview or from your experience conducting it can also be mentioned here.

- It is quite relevant to generate alliances that help in improving the processes that young people running these organizations held.
- Young people have a set of tools in these organizations to help them in tackling conflict. However, it seems that these toolkits are limited and are designed for a very specific type of population.
- Conflict for young people interviewed seem to be embedded by the problems linked to the war in Colombia.

"CONFLICT TRANSFORMATION & MEDITATION IN YOUTH WORK – REMEDY"

FOCUS GROUP

COLOMBIA REPORT

Contents:

1. Summary of project
2. Outcomes
3. Participant information
4. Summary of findings, including representative quotes and quantitative data
5. Recommendations/Conclusions

1. Summary of project

The project REMEDY focuses on providing young people with tools to manage conflicts in their lives.

The goals of research, which is the first stage of the project, and which includes the current focus groups, as well as interviews of stakeholders, are the following:

1. Understanding the existing approach of young people to conflicts in each country

2. Identifying 3 most relevant conflict scenarios in young people´s lives,

3. Identifying techniques, resources and good practices that are already in practice,

4. Mapping influencing actors

5. Identifying best practices regarding mediation with young people.

2. Outcomes

The purpose of the focus group is to identify the types of conflicts that young people face, the resources that they have available to help them manage conflict, and the needs that they have identified.

3. Participant information

In Colombia, there was the opportunity to run the focus group physically, and face to face we had around 20 young people between 13 – 20 years old immerse in vulnerability conditions

4. **Summary of findings, including representative quotes (please summarise the answers after each of the guiding questions that were asked during the focus group)**

Guiding questions were:

- What is conflict for you?
- How is it related to health?
- What are the tools to face conflict?
- How do you tackle conflict?
- When is it possible to intervene in a conflict?
- Had you ever seen a conflict?
- Who you look for when you have a conflict?
- What kind of additional support would you like to have to face your conflicts?
- Do you face conflicts at your daily life?
- Examples
- Topics you would like to work on

Results[1]

Most groups answered in relation to the question 1, namely, what is conflict?, that it is a Confrontation or disagreement between ideas where more than one

---

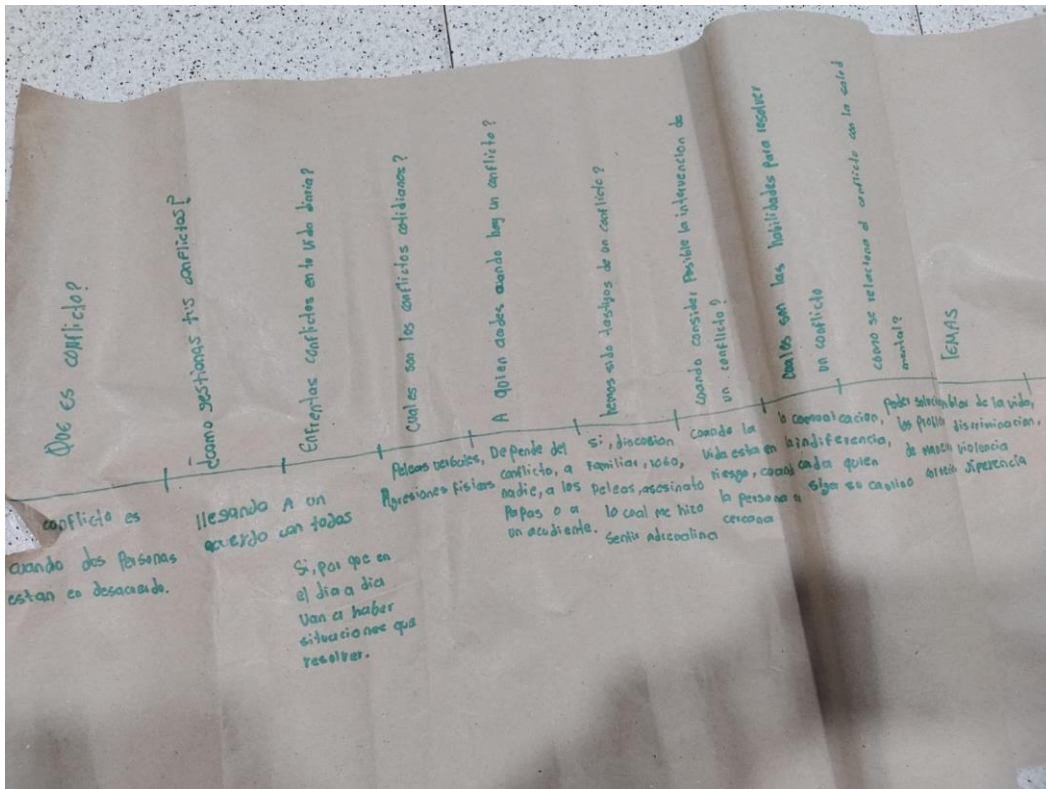[1] Please find attached in the excel file the answers of the participants

person is involved. It must be noted that the group number 4 points out that it is a constant in life, not a circumstantial element.

Most of the small groups answered in relation to the question 2, which asks about the relationship between conflict and health, that conflicts generate a negative reaction over them. They point out, it generates an uncomfortable environment and uncertainty in the relationships.

Most groups answered in relation to the question 3 that dialogue and to carefully listening are the key tools to face conflict. Nonetheless, group number 2 asserts that indifference and ignoring the conflict is also a good alternative.

Groups answered question 4 in very different ways. Groups number 2 and 3 agreed on the dialogue and agreements as the ways they use to tackle conflict. However, group 1 pointed out that they use direct action or even violence actions if necessary. Conversely, group number 4 said that they prefer to evade the situation and discuss it with external actors.

Groups answered question 5 in very different ways as well. Group number 1 explained that it is better to intervene in a conflict when people involved are calm. Similarly, group 4 said it is better to do it at the beginning of it, preventing it to escalate. However, group 2 pointed out that it is necessary to intervene when life is at risk, and group 3 said that for them, the right time is when it is possible to find the key differences between the positions involved in the conflict.

Most groups answered in very different ways to the question 6, which asks whether they had ever seen a conflict, and they assert that all of them had seen conflicts at different levels. It is remarkable that group number 2 pointed out that to see homicides makes them feel adrenaline.

Groups answered questions 7 in very different ways. The question asked who you look for when you have a conflict. In this case, group 1 said "We go to people we trust such as friends, family and the police. In many cases we go to the people in the gang close to our place". Group number 2 explained that it depends on the nature of the conflict but said that they would normally go to their parents. Group number 3 talked about the role of friends and family. Finally, group number 4 mentioned psychologists and the police.

Most groups gave similar answers in relation to the question 8, which asked what kind of additional support would you like to have to face your conflicts? All of them talked about the need of someone who listens carefully to the feelings and situations.

Co-funded by the
Erasmus+ Programme
of the European Union

Finally, all groups gave the same answer to the question number 9. Namely, do you face conflicts at your daily life. At this point, all of them asserted they face conflicts of different levels every day.

When asked about examples all groups pointed out familiar discussions, personal problems related to mental health, physical violence they experiment, and the conflicts derived from the armed conflict at their neighborhood. It must be noted that they would like to learn more about how to handle conflict, discrimination, violence, difference, and their emotions. They ask for tools to learn how to manage their emotions.

Description of the activities

The first activity had as main objective to achieve a rapprochement and recognition among the participants through a network of meanings.

The first activity has three key moments. The first moment had a duration of 10 minutes and started with a presentation of the moderators. At this point, it is asked to the participants to make a drawing related to their passions, hobbies, who they live with, if they have pets and their favorite food, among other personal questions.

The second moment has a duration of 15 minutes. At this point, the participants are asked to build a woolen net, using fabric. This activity must include a presentation of each of the participants, an expression of their drawings and their answers to the question: what binds me to life? This moment finishes when all the participants concluded their presentations and are all of them connected through the net.

The third moment has a duration of 5 minutes and at this point the moderators explain the meaning of the net, how it is a metaphor to networks and social interactions, and how it is connected to the daily life of all participants.

The second activity had as main objective to promote a space of trust, free of prejudice in which the participants manage to externalize experiences, moments and learnings that answer to guiding questions that are directly related to their relationship with the conflict.

Therefore, this activity is called "Line of life", through this methodology it is intended not only to collect insights that help in the elaboration of the diagnosis required by the project, but also to generate empathy and trust for the effective development of the activity.

Consequently, the physical space in which the activity takes place is conditioned so that the participants perceive it as a calm, safe, reliable, and as a prejudice-free environment. The materials required are Kraft Paper, markers, magazines, glue, and scissors. The participants are asked to make their life line using drawing techniques, narratives and graphic elements.

In addition, the participants should draw a line on the paper to answer each of the guiding questions, pointing out the context and moment in life that is relevant for the question.

Finally, it is asked to the participants to voluntarily socialize their perception of the workshop with the group. If this strategy does not work, then, they are randomly selected to discuss with the other participants the experience they just had. The goal is to listen to their perceptions regarding the space and development of the activity and listen about how they felt, and what are the difficulties in the implementation of the activity. Finally, the moderators give the participants a snack and thank them for their participation.

5.   **Recommendations/Conclusions**

In general terms the people in the group have similar thoughts about conflict as we can see in the next chart:

It's a highlight that one person said: "to solve conflict we ask the gun's gay". Other important point for common comments is about ways to solve conflicts in the group: they ask for support system, and in primary level they think about a friend and in second level they go for family member.

Question	What is conflict?	How is it related to health?	What are the tools to face conflict?	How do you tackle conflict?	When is it possible to intervene in a conflict?	Had you ever seen a conflict?	Who you look for when you have a conflict?	What kind of additional support would you like to have to face your conflicts?	Do you face conflicts at your daily life?	Examples	Topics you would like to work on
Group 2	It is a moment of tension, where there are problems or fights,	It is related to the extent that the conflict generates a negative or positive change in our mental health	Listening, dialogue, looking for help with other people or institutions.	Through direct action (punches) or dialogue everything depends on the situation	It is possible when the people involved are calm	At different times we have witnessed different types of conflicts, some turn to physical violence and others are more for ideological reasons.	We go to people we trust such as friends, family and also the police. In many cases we go to the people in the gang close to our place	Have support from someone and more emotional capacities to face the situation	yes, in different situations conflicts are faced	Sometimes we have fights with members of our family, which makes us feel sad and angry, to solve them we give ourselves space and then we talk.	The conflicts
Group 2	It's when two people disagree	Being able to solve problems directly	Communication, indifference because everyone goes their own way.	Making agreements with everyone	When life is at risk or when the person is close	yes, family arguments, robbery, fights, murders which made me feel adrenaline.	it depends on the conflict, we dont look for help, if we do, we go to our parents		Yes, because in everyday life there are situations to solve	verbal fights, physical aggression	Talk about life, discrimination, violence, difference.
Group 3	Confrontation or disagreement between ideas	It affects us negatively because many of these conflicts are with the family and it leaves us thoughtful	Tolerance, listening, waiting and respecting	Listening and talking	to find the differences that lead to conflict	yes, since we are going to have a disagreement with ourselves or with another person.	Friends and family	More support from family.	yes, conflicts at school that are disagreements	Conflict with the person I live with and conflict when I wake up	

| Group 4 | Our lives are already a conflict, for they are a disagreement between two or several parts involved. | Normally conflicts make me angry, sad, anxious, guilty and powerless. | To face a conflict, dialogue is very important. | Finding someone to talk to, be alone, cry and go for a walk. | at the beginning, because as the conflict progresses, people get more and more angry. | Yes, fights that are physical and verbal. Also, internal and psychological conflicts | Psychologist, people we trust, national police | To have a friend as a psychologist. | Who does not? | Armed conflicts, conflicts due to differences of opinion. | Managing emotions |

REMEDY PROJECT

REPORT FOCUS GROUP 1

- Date: 30 June 2021
- Number of participants: 6 young people
- Place: Naples, Italy
- Interview modality: Online Zoom
- Age of the participants: 23 to 28 years old

Contents:

1. Summary of project
2. Outcomes
3. Participant information
4. Summary of findings, including representative quotes and quantitative data
5. Recommendations/Conclusions

1.   Summary of project

The project REMEDY focuses on providing young people with tools to manage conflicts in their lives.

The goals of research, which is the first stage of the project, and which includes the current focus groups, as well as interviews of stakeholders, are the following:

1. Understanding the existing approach of young people to conflicts in each country
2. Identifying 3 most relevant conflict scenarios in young people´s lives
3. Identifying techniques, resources and good practices that are already in practice
4. Mapping influencing actors
5. Identifying best practices regarding mediation with young people

2. Outcomes

The purpose of the focus group is to identify the **types** of conflicts that young people face, the **resources** that they have available to help them manage conflict, and the **needs** that they have identified.

3. Participant information

The focus group was conducted on **June 15, 2021** at as part of the REMEDY project. A virtual meeting was held via Zoom with 6 young people from the city of Naples, Italy. The age of the participants ranged between 23 and 28 years.

The meeting began with an introduction by the moderator who explained to the participants the objectives of the REMEDY project and the main thematic concepts, such as: conflict and conflict resolution.

Subsequently, the mode of participation in the interview was explained to them and a presentation space was given to the participants, in which a group dynamic was carried out with the intention of breaking the ice and creating an environment of trust and reciprocal participation. After this the moderator proceeded with the guiding questions.

4. Summary of findings

➢ What is conflict for you?

For the young people, the conflict is perceived as a disagreement between two or more parties involved, caused by the difference of opinions, interests, objectives, etc. Conflict can produce a shock, confrontations and provoke negative emotions that make social interaction difficult, however, it can promote personal growth, motivate open-mindedness and represent a meeting point between different perceptions.

"Conflict is a difference between two or more points of view that can cause an emotional shock, however a situation that can be perceived as a conflict does not necessarily imply a negative meaning" **(Alice, 23 years old).**

"It is the difference of opinions, a social block that prevents socializing" **(Valentino, 27 years old).**

"For me, conflict is two forces that oppose each other due to differences in interests, but within the conflict it is possible to expand our vision and find opportunities for personal growth" **(Aurora, 25 years old).**

On the other hand, it was identified that some young people conceive the conflict as a situation of internal struggle that occurs on a psychological level and that corresponds to the opposition of their own desires, thoughts or perceptions, so that the conflict represents an obstacle hindering decision making.

"For me, conflict is of an internal nature and can represent an obstacle to making decisions, but it can be also an opportunity for growth" **(Claudia, 23 years old)**

> ➢ **Have you had experiences where you witnessed conflict but were not part of it?**

Most of the participants reported having witnessed different types of conflict without getting involved, in contexts such as: family, professional and social.

4 of the 6 young people interviewed declared that they do not like to intervene in conflicts that do not affect their own interests and they prefer to maintain a passive attitude in the face of situations of disagreement, even if these occur within their immediate context.

"It depends on the context and whether the conflict affects me directly or not, for example: if I find myself at the center of a situation between friends, I don't take a position, I don't like to intervene in conflicts" **(Alice, 23 years old)**

On the other hand, 2 of the participants agreed that it is difficult for them not to intervene in a conflict when it arises in their immediate contexts, since even if it does not affect them directly, the conflict can generate an unpleasant environment and generate major problems if it is not quickly resolved, so they consider it better to intervene and try to mediate to find a solution.

"Yes, I have been a witness in some conflicts without being part of them, but for me it is always difficult not to participate, I tend to mediate and propose solutions because I believe that even if it does not affect me directly, the negative effect of any conflict can always spread to other environments if not resolved" **(Aurora, 25 years old).**

> ➤ **Give some examples. (With whom was the conflict? How did it make you feel? Did you manage to come to an understanding at the end? How? Are you satisfied with the outcome?)**

"The biggest conflict I have experienced is with my family when I decided to study dance and they wanted me to study law because of family tradition, at that moment I felt that nobody understood me and that everyone was against me, it was very difficult months trying to convince them of my choice, and even thought about leaving home. They finally accepted it; however, I feel that they are still not happy with my decision and I do not feel that to this day the conflict has not really been fully resolved" **(Francesca, 24 years old).**

"I have had to face a very strong conflict with the perception I have of myself and what others think of me, I have many insecurities that make me feel inadequate and inferior compared to other people. Therefore, it is very difficult for me to establish relationships and that it generates conflicts with the people who are close to me, because they always tell me that what I think is not real and that I have to change my perception of myself, but it is really complicated, I don't know how to handle those conflict situations and I feel very dissatisfied" **(Claudia, 23 years old).**

"In my work environment I had many conflicts with my boss, since he was an excessively authoritarian person, who did not accept suggestions or different points of view even if he was wrong. This caused me to feel unmotivated and angry when he worked, on several occasions I tried to talk to him but I never got a positive response, so I decided to resign and I am satisfied with that". **(Stefano, 28 years old).**

> ➤ **Do you face conflict in your everyday life? If YES, what kinds of conflicts do you face?**

All the participants affirmed that they face conflicts of a different nature in their daily lives.

> ➤ **Family conflicts:** some participants reported that the conflicts they face most frequently are family conflicts, since there is often a divergence between what their parents expect and what they want to do with their lives. The young people stated that they did not feel supported in their decisions and were constantly criticized for their way of dressing, their friendships, their professional choices, etc.

- ➢ **Intrapersonal conflict:** some of the young people interviewed stated that they mainly had conflicts with themselves, which can be defined as internal crises that occur in their minds and that cause them frustrations, insecurities and an inability to socialize properly.

- ➢ **Work or academic conflicts:** the participants reported facing problems in their academic or work environments, with their teachers, bosses or colleagues. They affirm that most of these conflicts derive from the difference in their work styles, personal interests, individual goals, difference in perceptions or competition between them.

- ➢ **Conflict with peers:** young people reported having certain types of conflicts with their peers due to intolerance towards cultural, physical and social differences. Some participants commented that the lack of empathy and support from their peers has led to loneliness and isolation.

"I feel that I had some conflicts with my classmates due to my physical appearance, since when I began to study dance, I did not meet the pre-established standards for this type of activity and this caused me self-esteem problems" **(Francesca, 24 years old).**

"My main conflicts have to do with my personality, I have a strong character, but I am a sensitive person and sometimes people don't understand it and don't give themselves the chance to get to know me and accept me" **(Valentino, 27 years old)**

➢ Who are the people you go to when you have problems/conflict?

Depending on the context in which the conflict is generated, the young people declared asking different people for support. Most of them agree to seek advice or seek solutions to daily conflicts from their peers (friends, partners, etc.), while for the resolution of serious conflicts they approach family and closest friends.

However, regarding intrapersonal conflicts, the young people declared that they would solve them by themselves, since it is difficult for them to share their intimate feelings with others.

"I prefer to solve my conflicts by myself in the first instance, but if it is something too serious, then I turn to my parents, because they have more experience than me" **(Stefano, 28 years old).**

> ➢ **How do you manage the conflicts that happen to you?**

Some participants stated that they prefer to avoid conflict and stay out of situations that generate controversy or disagreement. They say that sometimes it is better not to get involved in problems that do not correspond to them and to maintain a neutral attitude when faced with differences.

Most of the participants stated that when they have to face a conflict, most of the time they try to find points of agreement with their opponent, give in to the demands of others or accept certain conditions, so as not to make the problem bigger. However, 2 of the young people interviewed affirm that once they find themselves in the conflict it is very difficult for them to change their point of view and position, which is why they are constantly unable to resolve the conflict and even worsen it.

"When I have a conflict with someone, I try to put myself in the other person's place and understand their position, in this way I try to propose solutions that benefit us both" **(Aurora, 25 years old)**

"I am a person who strongly defends his point of view and this has caused me many conflicts, since I very rarely change my opinion regarding my convictions, I feel that if you do not know how to defend your position, sometimes people can take advantage of that" **(Valentino, 27 years old)**

> ➢ **What are the resources/skills and/or competences you already have in order to face conflicts?**

Most of the young people reported having different skills and abilities to resolve the conflicts they face, among the most important are: empathy, analysis capacity, mediation capacity and assertiveness.

On the other hand, some participants declared they lack personal skills to resolve conflicts, because they prefer to avoid situations of disagreement and adopt a passive attitude when they are involved, they express a lack of initiative or a tendency for others to resolve conflicts.

"I am very empathic and I manage to understand the motivation of others, so I always try to balance my interests with those of other people, but sometimes putting myself in another person's place can lead me to lose the motivation to defend my own point of view and I lose sight of my goals" **(Aurora, 25 years old).**

"It depends on the situation, normally I do not like to intervene in conflicts, however when I am involved, I think I am very assertive and express my wishes in a clear, respectful and decisive way, this has helped me to resolve various conflicts and reach common agreements, but it always depends on the moment and the dimension of the conflict" **(Alice, 23 years old).**

"I have many conflicts with myself and I have not been able to resolve them, therefore when I have conflicts with other people, I prefer to avoid them, ignore them or let someone else solve them, I know it is not something that benefits me but I think I need to work on myself first to deal with external conflicts" **(Claudia, 23 years old).**

> ➢ **What would you like to have as additional support for your conflicts? What do you lack?**

According to most of the participants, one of the main problems they face in conflict resolution is the lack of determination to defend their points of view and the ability to transmit a clear message about their needs and desires. All the participants declared that they would like to improve their communication skills in order to better interact with their environment, in different contexts. Some of the participants mentioned that they would like to improve their analytical and active listening skills to be able to better understand differences of opinion.

On the other hand, a relevant aspect identified in the responses of some participants is the need to feel understood and accepted by their family, friends, teachers and other people who can help them in a conflict situation. Likewise, some of them believe that they need to develop confidence and self-assurance to deal with their internal conflicts.

"I consider that I can be a very reserved person with my emotions, I think that I have to learn to communicate better with the people around me, listen to other points of view and consider their motivations without becoming defensive or believing that my perspective is the only one validity within the conflict" **(Valentino, 27 years old).**

"Sometimes for fear of losing a job, or not generating tensions in my group of friends, I have stopped defending my point of view; I think that conflict is like a wall between two people who do not have the intention of understanding each other and I prefer not to make an effort to tear down that wall. In that sense I think I should trust people more, but above all I should have more confidence in myself" **(Stefano, 28 years old).**

"For me, the most important thing is to feel that my family accepts and understands my decisions without judging me. I consider that if I had their support, it would be much easier for me to resolve any type of conflict, because I would feel stronger" **(Francesca, 24 years old).**

➢ When do you consider possible the intervention of a third party?

Most of the participants stated that they consider that it is better to resolve conflicts only between the parties involved because they can understand the personal motivations that gave rise to the conflict. They believe that in some cases they can seek advice from their relatives, friends, teachers or people who have some experience related to the conflict; They argue that the third party must maintain an objective position and not make judgments, whose function would be to mediate between the parties in conflict.

Some participants agree that in certain cases it is necessary for the parties in conflict to recognize their limits to dialogue and that in this scenario they should ask for the support of someone outside the conflict to have an experienced and different vision of the issue.

"This person must never take a position; must be a person capable of reflecting without making judgments but simply mediating so that the parties understand. Sometimes the conflict is maintained by decision instead of solving it because it is a way of expressing anger and in that case the intervention of a third party would be useful" **(Stefano, 28 years old).**
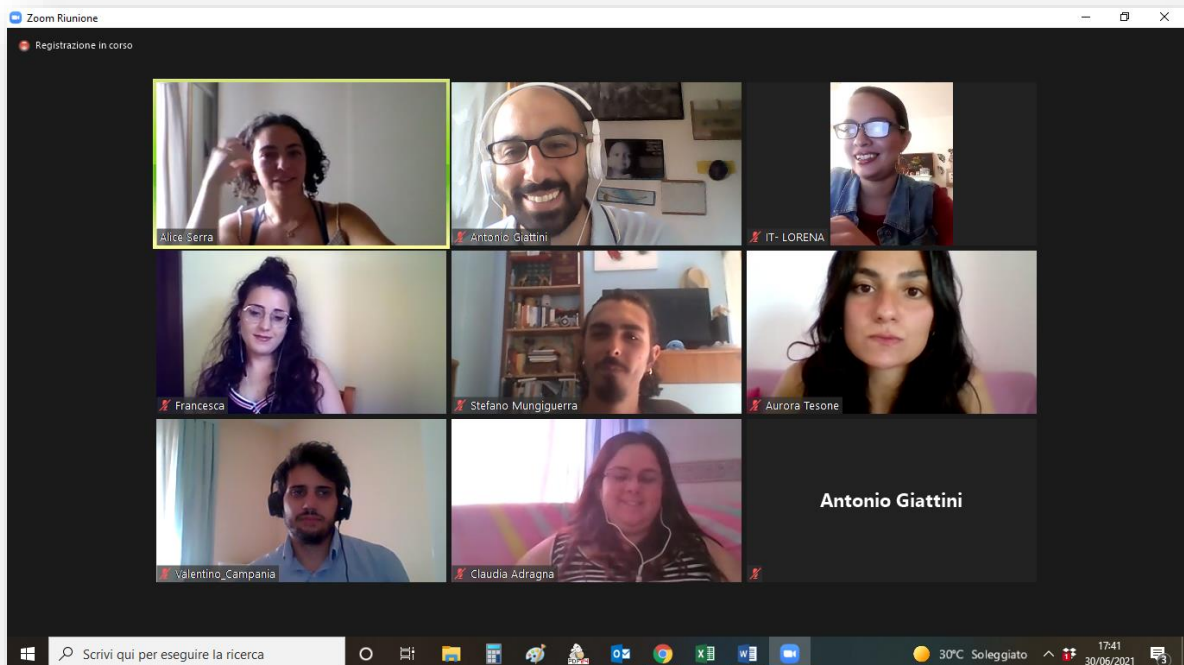
"I would like to have a third party to help me and who could balance the situation and not feel like a victim, not feel alone" **(Claudia, 23 years old).**

"I think that when there are emotional interests it is not good to involve a third party, but in conflicts where there are economic, logistical or material interests, it is possible to request the intervention of someone who provides a practical solution" **(Francesca, 24 years old).**

5. Recommendations/Conclusions

➤ In the initial stage of the interview, the young people involved had some problems to share their feelings and experiences. After few minutes, by creating a comfortable environment and letting growing the confidence between the participants and the facilitators, and above among the same participants, all young people started to answer to the several questions in a more fluid, relaxed and unwrapped manner.

➤ A strong presence of internal conflicts was identified in young people, derived from the negative perception they have of themselves, or the sense of misunderstanding of their environment towards their lifestyle. It is necessary to equip young people with skills such as: self-perception, personal and interpersonal expression, stress management, assertive communication and resilience.

➤ Due to the intrapersonal conflict and the emotive limits that the young people have, they are used to avoid the external conflict by preferring not taking decisions about this or a solution by a third party not involving them. By the consequence, the emotional impossibility of intervening in the conflict, moreover, makes harder the internal conflict. Linked to this condition, it's evident that young people don't know how to identify clearly the element of the own internal conflict, and also that they are not able to express emotionally their feelings in a conflict situation. About this regard it's recommendable:
  − To develop a general orientation to recognize and acknowledge the problems
  − To define the elements of the problem
  − To generate alternative solution to the problem
  − To take decisions about the problem

➤ Some participants declared to have empathy and to be able to understand the perspective of the other people. By the consequence, they admitted to be not able in keeping the own focus and perspective in an adequate manner and to surrender to the point of view and conditions of the other person in the conflict. It's recommended to design "achievement-focused" strategy focused on achieving their goals, despite obstacles and setbacks. In order to achieve this ability, a person has to develop "assertiveness" and creating a positive perspective, as well as the ability to adapt to adverse situations.

➢ The development of personal assertiveness allows the young people to increase the levels of self-esteem, self-confidence and consciousness, to have a more functional emotional life and better and beneficial interpersonal relations.

➢ Most of the young people interviewed stated that they do not resort to third parties to resolve their conflicts and when they do, they prefer to ask their peers for advice, while only in very serious cases do they resort to family, teachers or other adults. This shows a lack of trust and lack of communication in emotional situations that affect the daily lives of young people. From this perspective, it is necessary to create strategies that promote adult education to approach the youngest, such intergenerational dialogue spaces for discussion and negotiation, reinforcement of affective relationships, intergenerational empathy, etc...

REMEDY PROJECT

REPORT FOCUS GROUP 2

(Disadvantaged conditions)

- Date: 29 June 2021
- Number of participants: 7 young people
- Place: Naples, Italy
- Interview modality: Online Zoom
- Age of the participants: 20 to 30 years old

Contents:

1. Summary of project
2. Outcomes
3. Participant information
4. Summary of findings, including representative quotes and quantitative data
5. Recommendations/Conclusions

1.   Summary of project

The project REMEDY focuses on providing young people with tools to manage conflicts in their lives.

The goals of research, which is the first stage of the project, and which includes the current focus groups, as well as interviews of stakeholders, are the following:

1. Understanding the existing approach of young people to conflicts in each country
2. Identifying 3 most relevant conflict scenarios in young people´s lives
3. Identifying techniques, resources and good practices that are already in practice
4. Mapping influencing actors
5. Identifying best practices regarding mediation with young people

2.   Outcomes

The purpose of the focus group is to identify the **types** of conflicts disadvantaged youth face, the resources available to them to help them manage the conflict, and the **needs** they have identified.

2.   Participant information

The focus group was conducted on **June 29, 2021** at as part of the REMEDY project. A virtual meeting was held via Zoom with 7 young people from the city of Naples, Italy. The age of the participants ranged between 20 and 30 years. The young participants are part of the "Hip hop" collective, which is an association that promotes the inclusion of young people in vulnerable or risk conditions through Break dance.

The meeting began with an introduction by the moderator who explained to the participants the objectives of the REMEDY project and the main thematic concepts, such as: conflict and conflict resolution. The dynamics of the session and the general objectives were explained to the participants. Subsequently, an Ice braking presentation was carried out with the intention of creating a more comfortable and participatory environment, and then the moderator began the interview.

3.   Summary of findings

➤ What is conflict for you?

Most of the young people in this focus group agree that conflict is something subjective that can be perceived in different ways, depending on the context or the personal conditions of each person. Likewise, some common traits about what the conflict represents for them were identified in the group.

Young people associate the conflict with uncertainty, insecurity when they make decisions regarding their personal life and their future. Therefore, they see the conflict as something that is triggered internally when they must respond to a certain situation in their own reality.

"The conflict can have different meanings, it can be a public or internal conflict, I identify it as something internal, as an aspect of identity because young people cannot understand their role in society and are perplexed about the future because they cannot understand what they really want" **(Raffaele, 25 years old).**

"For me, conflict is everything that manifests itself outside of our comfort zone, even the smallest things that we cannot resolve because we are not capable of making a decision". **(Ciro, 20 years old)**

The conflict is internal and has to do with decision-making for daily life and the future. It is the feeling of uncertainty that is lived every day and that makes us feel vulnerable and insecure. **(Wanda, 24 years old)**

Another interesting aspect that was identified was that several of the young people conceive of the conflict as a dissonance between who they are and what they should be in their social context. Some of them agree that it is precisely the context that causes them internal problems, since every day they have to face difficulties in order to integrate and be included due to the fact that they are different from the others.

"The conflict is the insecurity we feel for not being able to accept ourselves as we are and wanting to fit into a context that tells us how we have to be. The conflict arises from the need to want to please our parents, our friends, or the society in general, while we fight against our own beliefs or desires". **(Antonio, 23 years old)**

"Conflict is a question that developed within us but that is generated from the context in which we live and manifests itself when we cannot respond to external demands or when daily difficulties arise that prevent us from doing the things we want" **(Manuelle, 27 years old)**

> ➢ **Have you had experiences where you witnessed conflict but were not part of it?**

All the participants said they had witnessed some kind of conflict without being part of it. Some of them declared that they had been passive in some conflict situations because they did not know how to deal with the circumstances; however, several of them express having suffered the effects of the conflicts that arise in their contexts, family, social, academic, etc.

Several of the participants claim to be used to witnessing conflicts of all kinds in their daily lives since they belong to very complicated social contexts, but they prefer to stay out of them and look for alternatives to evade or avoid them. In this sense, the group of participants expressed that the *breakdance* is precisely an activity that helps them focus their thoughts on positive things, learn other types of values and discover a different reality.

"I think that every day I witness conflicts that I am not a part of, at home when my parents argue, in my neighborhood where there are many problems with violence, in my schools where very conflictive young people attend, or in my group of friends who suffer from conditions economic or family very complicated. The truth is that although all these conflicts affect me most of the time I try not to get involved as an active part" **(Alberto, 24 years old)**

"Of course, I have witnessed conflicts that I have not been a part of, honestly, I am a person who prefers to stay out, because I do not know how to react and the times, I have been involved the situation has worsened". **(Davide, 30 years old)**

"It is difficult for me not to take part in the conflicts that I witness every day because they directly or indirectly affect and influence me, I am impulsive and it is difficult not to take part, but over time I have learned that I cannot solve everything that happens because are things that do not depend on me" **(Wanda, 24 years old)**

My reality is full of conflicts, I think I have learned to live with them without being part of it, because I have enough of my internal conflicts to deal with those that are generated in the context. I know it is a passive attitude, but I think it is necessary to resolve one's own conflicts in order to resolve what is outside. In that, breakdancing has helped me a lot, it makes me feel safe and trust myself. **(Antonio, 23 years old)**

> ➢ **Do you face conflict in your everyday life? If YES, what kinds of conflicts do you face?**

All the participants say they face different types of conflicts in their daily lives.

Economic Conflicts. All the participants expressed suffering in different way from a scarcity of economic resources in their homes, which gives rise to various conflicts, since this directly impacts their way of life, desires and ambitions. Some participants pointed out that for them the lack of money is the main cause of conflict because this determines both their present and their future.

The unfavorable economic conditions are a factor of great influence in the decision-making of young people, since this often opposes their wishes. Some participants expressed feeling trapped because their economic situation does not allow them to do what they want and sometimes they are forced to give up their dreams in order to meet the basic needs of the day.

Family Conflicts. Most of the young people declared that they usually have family conflicts due to various situations. Some of them stated that they belong to dysfunctional family contexts, two cases due to the absence of the father figure, which causes the family support to be in charge of the mother and that has forced them to work or support the family from a very early age and neglect or abandon their education.

Some cases state that although the parents live together, they often have various problems, arguments and even manifestations of violence. Only one of the interviewees declared belonging to a family that remains together despite moments of adversity.

Internal conflicts. All the young people declared having internal conflicts related to their way of life, their future and choices. Some of them expressed feeling dissatisfied, frustrated and powerless in the face of everyday difficulties. In the same way, most of them declare that they do not feel happy and suffer from anxiety, due to the lack of opportunities and the unfavorable conditions of their contexts.

Some young people expressed having conflicts, for not feeling accepted and supported in their life decisions and suffering from the discrepancy between what they want to do and what they should do.

Social conflicts. Most of the participants declared feeling in conflict with their social context, which is disadvantaged in most cases. They declare that one of the main problems is escaping from violent and conflictive lifestyles and trying to be better people in an environment that promotes a lack of values, that is precarious and that does not offer them opportunities.

"Yes, I face conflicts on a daily basis, most of my conflicts are caused by lack of money, I live in a precarious situation, and I have had to work from a very young age to help my family. I wanted to study cinema, but it was not possible because I didn't have the resources to do it, so I had to settle for studying a technical degree that would allow me to start working as soon as possible" **(Davide, 30 years old)**

"My father died when I was 12 years old and since then my mother has been in charge of supporting the family, I have 1 younger brother, we live at my grandparents' house, but they are elderly and have physical limitations, so I have to take care of the house and assume responsibilities from a very young age. This condition forced me to delay my studies and keeps me still living with my family. I feel that I cannot make free decisions because I have to think first of my family, they expect a lot from me but I feel misunderstood and frustrated". **(Manuelle, 27 years old)**

"Since I was a child, I have had to face many conflicts on a personal level, my passion is dancing but for my family this is just a waste of time, so many times I have had to hide it to avoid problems. I have never felt free to do what I like, I have had to comply with the demands of my family and my context, but I am not happy because I feel that nobody accepts me for who I really am" **(Alberto, 24 years old)**

➢ **Give some examples. (With whom was the conflict? How did it make you feel? Did you manage to come to an understanding at the end? How? Are you satisfied with the outcome?)**

Most of the interviewees gave examples of conflicts that have afflicted them in general. Only 2 of the participants expressed having been able to resolve the conflict and feeling satisfied with their way of dealing with it. However, most of the young people stated that they did not know how to deal with conflicts and that they had not been able to solve them. Several participants showed a special emphasis on internal conflicts, such as those that are more difficult for them to face.

"My biggest source of conflict has to do with the environment in which I develop because sometimes I feel that I am not part of it. Girls my age aspire to get married and have children or are mainly concerned with their love relationships, but I would like to continue preparing myself professionally and achieve a better economic situation to get out of here, be able to travel and do the things I like.

At some point I had many conflicts with my friends for thinking differently, that made me feel excluded and I began to isolate myself, but later I understood that everyone thinks according to their experience and personality and that it is necessary to accept others in order to be accepted as well. In the end I think I was able to solve that part and live it in a better way, therefore I feel satisfied about it". **(Wanda, 24 years old)**

"My main conflict is with my father who has always criticized the things I do. This has generated internal conflicts for me because sometimes I doubt myself and I think I'm not doing what I should. Not having the approval of my own family is very difficult and it makes me feel inadequate and alone, I really don't know how to handle it because whenever I try to explain my reasons, I end up fighting especially with my dad". **(Antonio, 23 years old)**

"I have internal conflicts that I can't resolve, because I don't know what I want from life, I don't know what I'll do in the future, and I think that everything I've done up to now has been because I had no alternative. I think this happens with many young people, because we live in a world full of banalities and superficiality, that is why we cannot find the meaning of things, we lack motivation, we lack guidance and even though we are surrounded by people, in the end we feel alone" **(Raffaele, 25 years old).**

> ➢ **Who are the people you go to when you have problems/conflict?**

Young people declared that they mainly go to their peers when they find themselves in a conflict situation. However, some of them affirm that they prefer not to talk to other people, because they do not feel understood and prefer to resolve the conflict themselves, especially when it comes to internal situations. Only one participant stated that they had approached her parents to resolve conflicts and another of them had asked for help from their teachers or people with more experience.

"Normally I do not share my internal conflicts, because over time I have understood that everyone thinks differently and that although someone can advise you, the only person who can solve your problems is yourself" **(Wanda, 24 years old).**

"I prefer to go with my friends or with my girlfriend, since they are the people I trust the most and I feel that they can understand me and help me, but occasionally when it comes to something very serious I prefer to tell my family because they have the capacity and the experience to solve things that we as young people do not have" **(Ciro, 20 years old).**

> ➢ **How do you manage the conflicts that happen to you?**

In general, the young people interviewed stated that they resolved conflicts on their own and did not give importance to the opinion of other people. Most of them state that they prefer not to confront each other as this can make the problem worse. Only two participants stated that they prefer to resolve the conflict by talking and trying to understand the point of view of people who have an opposite vision. An interesting point is that many of the participants affirm that most of the conflicts are generated by a personal perception and therefore it is necessary to try to resolve it internally before externalizing it.

"It depends on the type of conflict, when I have a conflict with another person, I think about the causes that are causing me discomfort, I try to analyze if it is just my perception or if there really is something that justifies the conflict, most of the time I prefer not to externalize it. and solve it by modifying my own behavior." **(Davide, 30 years old)**

"I prefer to avoid conflict, sometimes my way of solving things is to not give them importance, I prefer to close myself in my world and resolve the conflict with myself than to face people, because after all people don't change and don't understand how I feel or how I think and arguing is useless most of the time" **(Alberto, 24 years old)**

➢ **What are the resources/skills and/or competences you already have in order to face conflicts?**

The participants indicated various types of skills that they have to deal with the conflicts that arise in their daily lives, among which are: patience, flexibility, calm, resilience, active listening and reasoning. Several of the interviewees stated that their point of strength lies in the ability to reflect on their own thoughts and modify their approach to avoid complicating the situation they are facing. Likewise, 2 participants agree that they do not know how to express their opinions without getting angry or feeling guilty, so they prefer not to express emotions, especially with unknown people.

"I am a resilient person, I have learned to deal with conflicts and learn from them, this has made me stronger, more tolerant and patient over time. I think that the best thing you can do when you are in a conflictive environment is to be flexible and adapt, sometimes it is difficult because in this process you can feel alone or unprotected but, in the end, you become stronger" **(Manuelle, 27 years old).**

"I continually live in a situation of internal conflict because I feel very insecure about the future and about my decisions. Most of the time I face this situation reflecting and reasoning about my mistakes and trying to change things that are not right, it can be said that they are an introspective person. When it comes to external conflicts, I think that in general I am a tolerant person, so I rarely argue with others" **(Raffaele, 25 years old).**

➢ **What would you like to have as additional support for your conflicts? What do you lack?**

The participants agree on the lack of communication skills to be able to resolve external conflicts, several of them agree that they do not know how to express their feelings and for this reason they prefer not to express their disagreement, since most of the time they relate the conflict to the violence and aggression due to the complex context. The participants also state that they do not feel confident with the people around them and fear being judged or misunderstood, so they would like to develop their security, self-esteem, assertiveness, and empathy.

"Although I have improved with age, I still need to work on aspects such as empathy, that is, putting myself in the place of others to understand their point of view. Before, I felt excluded and misunderstood, but I realized that I didn't try to understand others either. I also need to reinforce my assertiveness to be able to express my opinions without impulsiveness or aggressiveness, I have realized that this is a good way to resolve conflicts." **(Wanda, 24 years old).**

"I would like to improve my communication skills, to be able to express my disagreements without fighting or making the situation worse. I would like to be more open and have more confidence in myself and with the others, defend my points of view more forcefully, without fear of being judged. Sometimes I feel that others perceive me as weak or passive because I rarely get into arguments or defend my opinions and many times, I end up changing my behavior" **(Davide, 30 years old).**

➢ **When do you consider possible the intervention of a third party?**

Most of the participants consider the intervention of third parties in the resolution of conflicts unnecessary. Only two participants consider that in serious conflicts someone with higher skills or a neutral position could be of help. The participants assume that in a conflict only those involved should try to resolve their differences so that the problem does not get bigger. While in relation to internal problems they agree that the only ones who can solve them are themselves.

"I believe that it is possible to consider the intervention of third parties when it is not possible for the parties involved to reach an agreement, for example, when I have a conflict with my siblings, my parents usually intervene to solve it. Also, when it comes to serious conflicts at the school level, they are the ones who intervene. I think it is useful to ask for help when you do not have the ability to resolve things yourself **(Ciro, 20 years old).**

I believe that a conflict should only be resolved between the interested parties, I believe that when someone else intervenes the problem becomes bigger and spreads to other people, I believe that someone outside the conflict can have a neutral perception but at the same time cannot 100% understand the reasons that gave rise to the conflict. **(Antonio, 23 years old).**
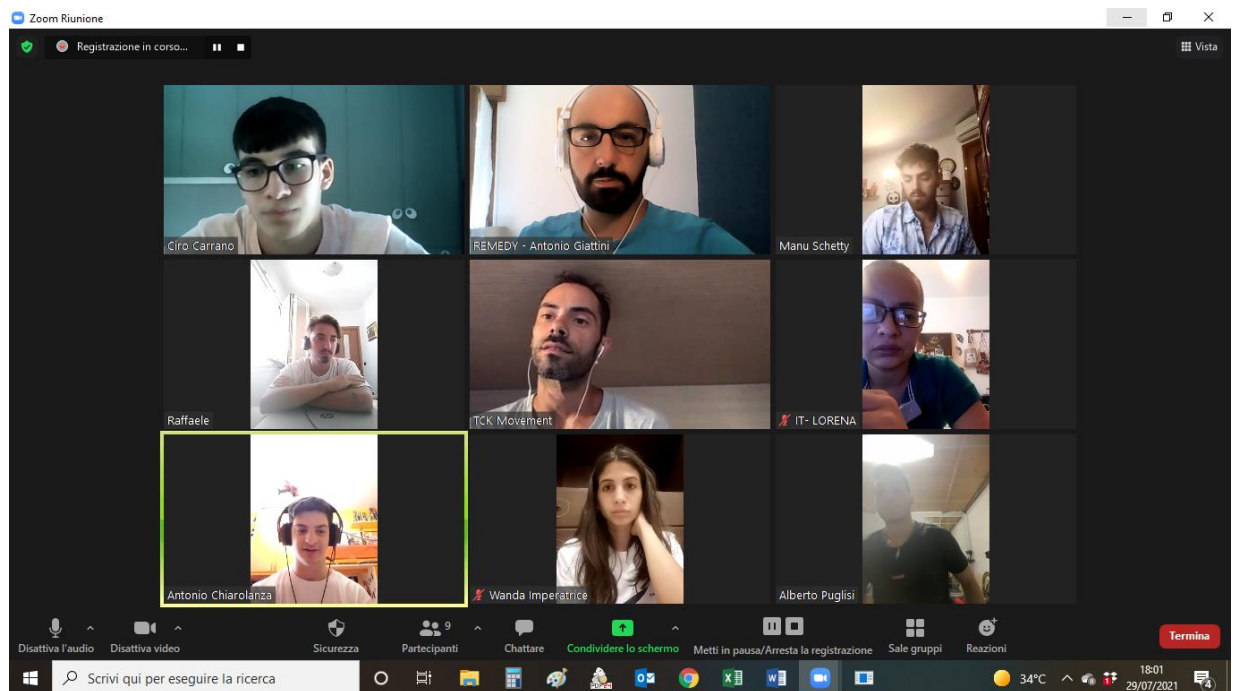
4. Recommendations/Conclusions

➢ In this focus group it was observed that young people in unfavorable conditions face daily conflicts related to nature of the different environments where they come from; most of them suffer from complex family situations and are exposed to violence and aggression, likewise their economic conditions are usually precarious and several of them have had the need to start working from an early age. All these problems have led young people to feel unable to carry out their personal projects, so they must settle for what their context offers causing them above all a strong sense of frustration.

Regarding this, it is recommended to implement actions that allow young people in disadvantaged conditions to develop their emotional intelligence to understand and manage emotions, both their own and others, and adapt to different situations. These skills are related to self-awareness, resistance to frustration, mood regulation, stress management, expression of feelings, empathy, and assertiveness.

On the other hand, it is necessary to create spaces in which young people find ways to express their emotions and passions, places where they can feel the freedom to be themselves and promote their aspirations. In this case, the young people interviewed belong to a Hip Hop collective, in which they have been able to find an alternative reality to their contexts of belonging and in which they have been able to strengthen their identity as individuals and as a community.

➢ In this focus group, the presence of strong internal problems was also evidenced, related to self-perception, insecurity, uncertainty, lack of confidence, lack of motivation, inability to express emotions, among others. In this sense, it is necessary to provide young people with psychological support, which allows them to resolve conflicts constructively, favoring communication, empathy and the ability to adopt perspectives, teaching them to think about the decision-making process, anticipating its consequences and helping to detect and correct the frequent distortions that occur in highly stressful situations.

➢ In this focus group it was very evident that young people automatically associate conflict with violence, for this reason they prefer to avoid conflict, avoiding expressing their feelings, hiding their disagreements, or simply ignoring problematic situations. Most of them think that getting involved in the conflict increases the problem and that there is no way to solve it without falling into aggressive situations.

➤ For this, it is necessary to teach young people a new conceptualization of the conflict, promoting the importance of resolution through communication and negotiation strategies. In this sense, it is necessary to develop strategies that allow young people to create and strengthen aspects related to the management of their emotions, the establishment of affective bonds, the identification of the root of the conflict, the promotion of trust and the sense of community.

REMEDY PROJECT

REPORT FOCUS GROUP 3

- Date: 21st July 2021
- Number of participants: 6 stakeholders
- Place: Naples, Italy
- Interview modality: Online Zoom
- Age of the participants: from 27 to 46

Contents:

1. Summary of project
2. Outcomes
3. Participant information
4. Summary of findings, including representative quotes and quantitative data
5. Recommendations/Conclusions

1. Summary of project

The project REMEDY focuses on providing young people with tools to manage conflicts in their lives.

The goals of research, which is the first stage of the project, and which includes the current focus groups, as well as interviews of stakeholders, are the following:

1. Understanding the existing approach of young people to conflicts in each country
2. Identifying 3 most relevant conflict scenarios in young people´s lives
3. Identifying techniques, resources and good practices that are already in practice
4. Mapping influencing actors
5. Identifying best practices regarding mediation with young people

2.   Outcomes

The purpose of the stakeholder interview is to identify the **types** of conflicts that young people face, the **resources** that they have available to help them manage conflict, and the **needs** that they have identified. An additional goal of the interviews is to map organisations that are relevant to the project's purposes.

3.   Participant information

The focus group was conducted on **July 21st, 2021** at as part of the REMEDY project. A virtual meeting was held via Zoom with 6 stakeholders from the area of Naples and Province (San Giorgio a Cremano and Castellammare di Stabia), Italy. The age of the participants ranged between 27 and 46 years.

The meeting began with an introduction by the moderator who explained to the participants the objectives of the REMEDY project and the main thematic concepts, such as: conflict and conflict resolution.

Subsequently, the mode of participation in the interview was explained to them and a presentation space was given to the participants, in which a group dynamic was carried out with the intention of breaking the ice and creating an environment of trust and reciprocal participation. After this the moderator proceeded with the guiding questions.

4.   Summary of findings

➢ What is conflict for the young people in your work?

Following the discussion and the answers, the conflict in the young people can be divided in 2 categories: internal and external. The stakeholders work with young people from different areas of Naples and areas at South of the city where the contexts show similar and different characteristics. In the cases of young people coming from areas at risk (such as Eastern Naples), the conflict are at social and economical level. The conflicts are among young people and in some cases end in real fighting, bullying, and violence (not only psychological, but also physical). In these cases, the young people are also afflicted by the conflict with young criminal.

Generally, all the stakeholders argue that all the young people have internal conflict coming from the uncertainty of the daily life, the violence of the social media which impact very strong on their life, and the fear for the future. All the stakeholders agree that the young people have a negative perception of themselves, or the sense of misunderstanding of their environment towards their lifestyle. A lot of cases show how the young people are facing many mental health problems which need strong psychological support.

➢ **Do they face conflict in their everyday life?**

The participants, the most of them, declare that the young people don't face the conflict in the daily life for some reasons. The first is that the young people don't believe to be able to face some conflict and prefer to avoid the conflict or finding a solution. On the other side the conflict is faced not searching for a solution but fighting to overhead it. One of the stakeholders (Luigi, TCK Movement, 37 years old) says that *"the young people face the conflict when they are guided, or they can be protected since they are members of an organization"*. All the stakeholders declare that the young people show having problem to leave the "comfort zone".

➢ **What kind of conflict? With family, peers, partners, other groups, or society?**

Since the stakeholders come from different places, also the young people with they work come from different contexts. In this sense, the conflicts are very different and regard all the aspects of the daily life. In general, there are some categories of conflict that can be recognized coming from the experience of the participants. The main conflict is **personal:** the young people face conflict with themselves and the internal crises. *"the young people talk with me about their fears and insecurities, they don't feel able to face the challenges of daily-life regarding the own skills and capacities"* (Valentino, Youth Unesco, 29 years old). Another kind of conflict is in the **work space or at School/University**. In this case, the most of these conflicts derive from the difference in their work styles, personal interests, individual goals, difference in perceptions or competition between them. Of course the family conflicts are a very relevant part of the conflict of the young people. All the young people live the "youth season" of conflict with the parents but this can be watched from 2 different perspectives. On one side there is **transgenerational gap** that always affects the relationship within the family. In this case the participants say that the young people are able to face this kind of conflict and that it's possible to see how the parents today are most open to the dialogue and the discussion. On the other side there is a big problem where the conflict in the **family** is due to the complex situation (economical, social) or when there are cases of violence. In this case, *"the options are 2: a) the young people are closed in themselves or b) they decide to fight against. In both cases it's very complicated to mediate and find a solution"* (Andrea, 36 years old). Another kind of conflict faced by the young people, emerged by the discussion, is the one **with peers**: young people have certain types of conflicts with their peers due to intolerance towards cultural, physical and social differences. In particular, argued the participants, it's the lack of empathy and support from their peers which has led the young people to loneliness and isolation.

➢ **How is it usually handled?**

With regard to this issue, from the discussion emerged 2 main answers. The first one is that **usually the young people avoid the conflict**, so they don't handle it but prefer to stay out the conflict (also internal in some cases). In other case, so when they decide to face the conflict, 2 main ways has been analyzed by the stakeholders**: to fight vs. to elaborate.**

Usually, the young people prefer not facing or handling the conflict especially the one with other people or if they live in complexed contexts. "The internal conflicts are, in the most of cases, faced by themselves, or better – not faced or handled, but many young people are aware of their conditions and ask for psychological support".

The young people prefer avoid the conflicts or, in the worst case, they don't care about the conflict, especially when this conflict affects the community or the place where they live if they have a way to escape from it. Just in few cases they decide to face the conflict even If they are not aware to the consequences. About this regard, says Luca (Luca, 38 y.o., Youth Ercolano Pro Loco), "*the young people see the conflict as a fight between them and someone (or something) and the only way they know is to find a "weapon" to win without considering all the aspects of the conflict. It looks that they prefer to fight in order to not admit their responsibility (especially of the conflict regards more aspects of their daily life*". In some cases, finally, some young people are able to elaborate the conflict and understand the reasons. Usually this happens when the young people come from contests more educated and when they can count of the external support of someone else (an organization, a supporting group, etc…).

➢ **Where can young people go to when they have problems/conflict? Is there a responsible authority in your organisation (psychologist, mediator)?**

About the first question, the stakeholders say that per each kind of conflict there are different organizations aimed to support young people in facing problems and conflict. Some organizations are more focused on community promotion and other are more engaged in youth work. In the organizations of stakeholders are no available mediators or psychologists dedicated to this issue, and in general the young people go to the staff of the organizations if they trust them to discuss about a problem or a conflict. The mediator, as emerged by the discussion, are only present in the organizations working with the young people at risk (like orphan or addicted), or with specific categories of people (like migrants). So the mechanism most common is the one where the young people decide to join the staff members of the local organizations, share with them the conflict/problem and find jointly a solution but this doesn't happen so easily.

> ➢ **What resources are available to you to manage conflict when you work with young people (educational material, training, other)?**

All the stakeholders say that it's very limited the number of resources at disposal to manage the conflict especially in terms of skills needed to face this issue. In particular, the resources available are educational material or the non-formal methodologies that the staff use in the field of their activities (especially for those working in Erasmus Projects). In general, as explained previously, there are no dedicated mediators or psychologists in the organizations, but it's possible that in some cases there are people (staff) with some skills related helping in to do this. The resources available are especially at level of high school and university degree but it's not easy to have access to it. In some cases, the local government has organized some initiatives to increase the awareness about the youth challenges and problems but these few and with not a good impact. The general comment it has been that the only one at disposal currently is composed by different skills and abilities to resolve the conflicts are: empathy, analysis capacity, mediation capacity and assertiveness (so personal skills).

> ➢ **What kind of resources are missing as support for young people conflicts in your experience? What do they lack?**

About this kind of issue, by the discussion between the stakeholders, two main aspects emerged related to the lack for supporting the young people. The first one is the lack education and practical skills for staff of the organizations that want to be more efficient in supporting the young people. The second one is the *lack of spaces* for discussion and the organizations of initiatives able actually to manage conflict in young people. "*The most of times, we need to understand the conflict situations which the young people are living, and then to find a way to held them but it's not easy since we can just count on our experience. We need to be trained on this and we need to reinforce the links and relations between all the actors of the society: family, school, organizations*" (Chiara, 41 y.o.).

Often are organized events about the mental health of young people and the situations lived especially in areas of the city more at risk. This is considered not enough to face the conflict especially at community level.

➢ **What types of organisations do you know that work with conflict management for young people?**

The organizations known by the stakeholders are the one specialized in youth works, mental health and psychological support and migration management. In the area of Naples (Eastern Naples) there are 2 Youth Centers where are active some organizations which work with young people coming from very dangerous areas at risk. In this case the organizations face the problems of young people related also to camorra and organized crimes. In other cases, in the area at East/South of Naples, there are some psychological organizations which are focused on the young people with mental health problems which also have specific programs related to the management of the conflict of local young people. What emerged by the discussion is that there are no organizations specifically focused on the conflict management for young people but a lot of organizations which are active in solving some common problems at community level which can affect also transversally the young people from different perspectives.

➢ **From your perspective, what are good practices that they already use? This can give info about those unconscious strategies/resources that young people use without noticing it´s already a technique or a tool.**

"Due to the high numbers of conflicts that every day the young people face, they have developed some self-resilience skills making them able to overhead a lot of challenges and problems" (Luca, 38 y.o.).

The participants say that the in general, the best way that, in some unconscious manner, they adopt is to create a "save zone" with some friends or dearest people around them to feel more strong and able to face the problem. Another practice emerged is, in some cases, the participation in activities held by the organization with they collaborate and work on a specific social issue. In this case, the young people can empower themselves, develop skills and acquire behavioral inputs from the live experience with activists and volunteers. A very good practice can be the participation in artistic organizations (like breakdance) where they can feel the unity with other young people facing some problems. The stakeholders agree that the good practices come from associative experiences like the "scout" or the "camping" where they can know other people, meeting same feelings, hopes, fears and put in discussions their lives and what they live every day (including the conflict).

Finally, two stakeholders underline that the first good practice is in the school, especially in the work of teachers "elected" that are able to create communication channels with the young people and their conflicts.

5. Recommendations/Conclusions

In the initial stage of the interview, the stakeholders have explained the contexts where they work, this was very important to understand the different contests and recognize the different kind of conflicts which involve the young people. The main aspects emerged by the interview are:

➢ The young people face different kinds of conflicts based on the daily life experience and considering the different scenarios, so in a more general analysis, it's important to consider the different kind of conflicts emerged (from personal to social).

➢ The young people, as emerged by the discussion, are not ready to share their feelings with the big risk that this leads to unexpressed conflicts or, in the worst case, to the worsening of mental conditions.

➢ There is a lot of gaps and lacks for the organizations in supporting the young people facing conflicts. At first, the organizations lack personnel with skills to support young people; secondly there are no spaces for discussing; thirdly the public institutions are almost absent with this regard except for the schools where there are good teachers able to recognize problems and work to support the young people.

➢ There is a gap of communication between the several actors which can contribute to support the young people and helping them to emerge from difficult situations. It's needed a creation of networks of organizations, educational institutions, families, and public institutions.

➢ From the discussion emerged how it's necessary to equip young people with skills such as: self-perception, personal and interpersonal expression, stress management, assertive communication and resilience.

➢ There is a lack of trust and lack of communication in emotional situations that affect the daily lives of young people. From this perspective, it is necessary to create strategies that promote adult education to approach the youngest, such intergenerational dialogue spaces for discussion and negotiation, reinforcement of affective relationships, intergenerational empathy, etc...

➢ Training Suggestions: it's recommended to include in the training the specific sessions about:
  - the youth work methods;
  - the psychological support methodologies for young people;
  - how to create spaces for discussing young people problems;
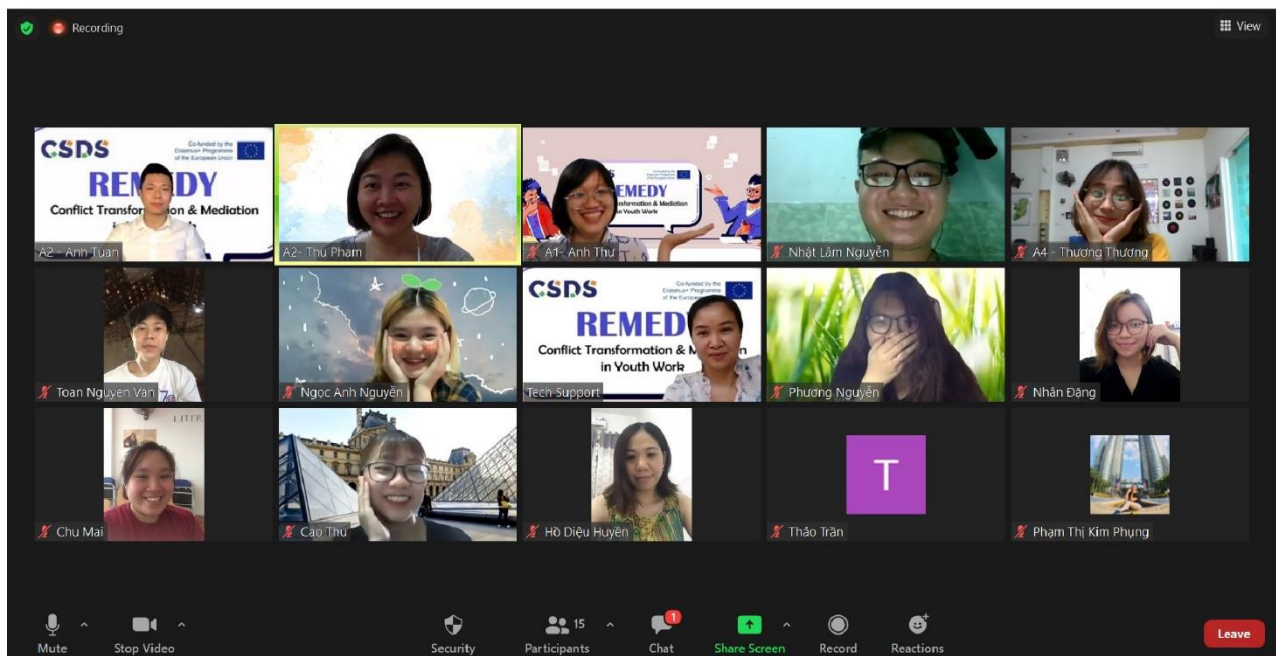 - how to connect the local actors.

FOCUS GROUP REPORT

Time: 29 May 2021

Number of participants: 14 young people

Place: Zoom meeting

Outcomes: To identify

* The types of conflicts that young people face,

* The resources that they have available to help them manage conflict

* The needs that they have identified.

FOCUS GROUP REPORT

Contents:

1. Summary of project
2. Outcomes
3. Participant information
4. Summary of findings, including representative quotes and quantitative data
5. Recommendations/Conclusions

1. Summary of project

The project REMEDY focuses on providing young people with tools to manage conflicts in their lives.

The goals of research, which is the first stage of the project, and which includes the current focus groups, as well as interviews of stakeholders, are the following:

1.   Understanding the existing approach of young people to conflicts in each country

2.   Identifying 3 most relevant conflict scenarios in young people´s lives,

3.   Identifying techniques, resources and good practices that are already in practice,

4.   Mapping influencing actors

5.   Identifying best practices regarding mediation with young people.

2. Outcomes

The purpose of the focus group is to identify the **types** of conflicts that young people face, the **resources** that they have available to help them manage conflict, and the **needs** that they have identified.

3. Participant information

The focus group was conducted on 29 May 2021 as part of the REMEDY project. Ten young people participated. It was conducted online.

Co-funded by the
Erasmus+ Programme
of the European Union

4. **Summary of findings, including representative quotes (please summarise the answers after each of the guiding questions that were asked during the focus group)**

- **What is conflict for you?**

  Conflict for young people in general is the contrariety in values, thoughts, ideologies, beliefs and actions between two or multiple parties. Conflict happens between two persons with different opinions about a certain subject, but also can be the disagreement in thinking between a person with a group of people. Conflict usually results in negative impacts when different stakeholders cannot participate in an open process of dialogue to resolve the disagreements. However, conflict could be a catalyst for the development of a relationship if being well managed.

  "A conflict is a disagreement that occurs between two individuals who have opposing views on an issue." - Nguyen Ngoc Anh (19 years old)

  "Conflict is a disagreement about the thinking and views of each individual in a group. The incompatibility of each individual in a group." - Vu Bao An (20 years old)

  "Conflict is when one's feelings, thoughts, and behaviors are not in harmony with the feelings, thoughts and behaviors of others, causing conflict." - Ho Thi Hong Phat (23 years old)

  Besides, a majority group of youth also consider conflict as a process of inner struggle within oneself to "choose" between many ways of thinking or courses of action. This type of conflict usually happens when a person goes through a period of introspection and realizes the vast difference between his/her natural instincts and the beliefs/social norms that his/her has been taught.

  "A conflict that occurs between two or more individuals or between two or more thoughts and actions of an individual" - Tran Phuong Mai (22 years old)

  "I live in constant fear of being judged, everytime I meet a person of the LGBT community I feel the compassion for them but it is conflicting with my religious beliefs" - Dang Thi Nhan (22 years old)

  "Tormented by 2 or more choices" - Pham Giang Yen Binh (21 years old)

- **Do you face conflict in your everyday life? Have you had experiences where you witnessed conflict but were not part of it?**

  Over 90% (91.4%) of youth responded that they face conflict in their daily life. In contrast, only nine out of ten (8.6%) respondents say they don't suffer conflict personally but have witnessed conflict that did not involve themselves.

CSDS

Co-funded by the
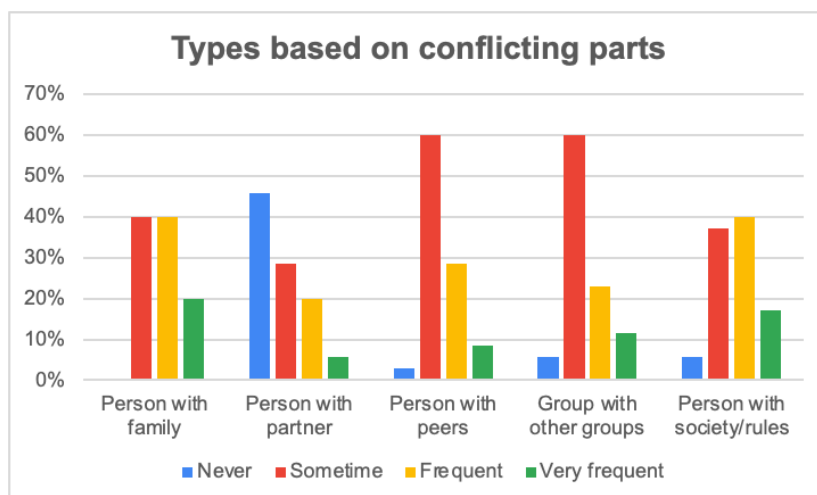Erasmus+ Programme
of the European Union

- **Give some examples. (With whom was the conflict? How did it make you feel? Did you manage to come to an understanding at the end? How? Are you satisfied with the outcome?)**
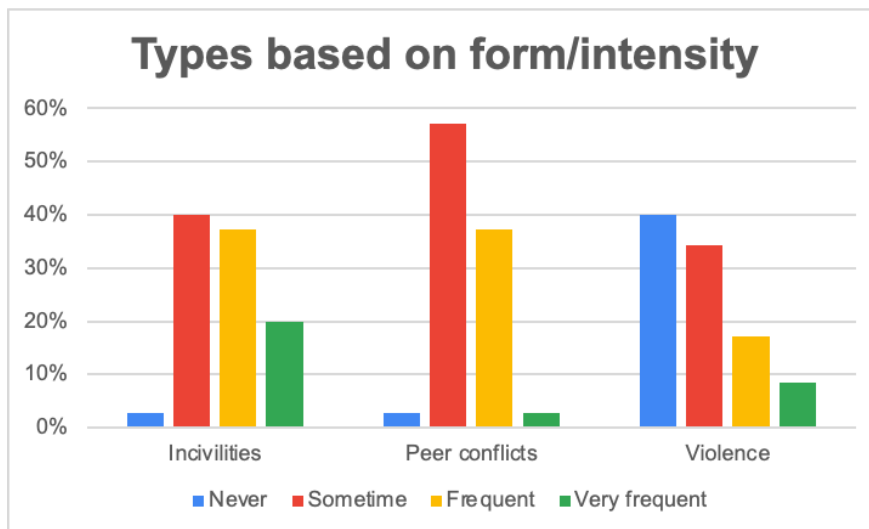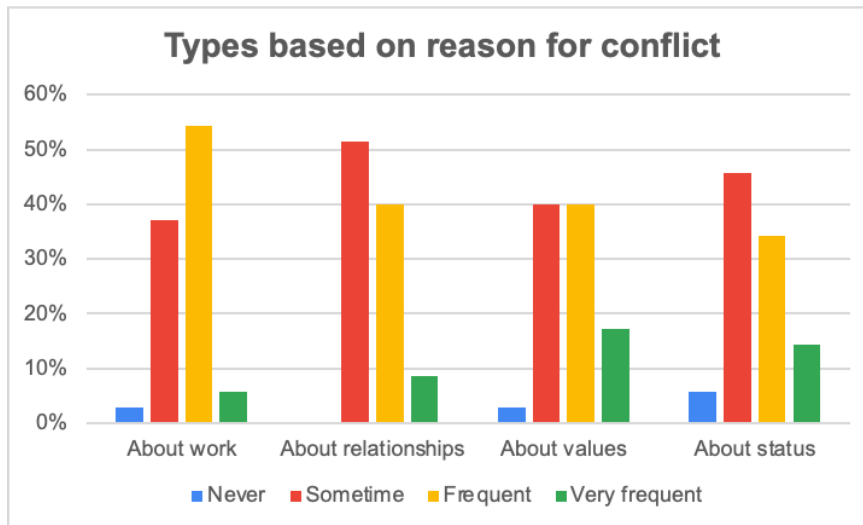
"The biggest conflict that I ever faced was in a club that I am currently working at. We had a reflection meeting on our recent badly managed event. The conflict emerged when I (as the leader) pointed out the mistakes of each member, nobody admitted their mistakes and started to blame the others. With my experience with conflict, I managed my temper but I observed the serious tension between other members. We chose to put aside the conflict, give everyone time to think about it and reschedule another meeting to discuss when we can look at the problem calmly. After that we had a quite successful meeting, everyone had time to put themselves in each other's shoes and accept one's mistakes. The conflict was resolved and I was very happy with the result." - Le Ha Linh (21 years old)

"I have stumbled in many conflicts due to my high temper and strictness. I have conflicts with my little brother very frequently. I can easily scream and shout at him whenever he spits at me. I am aware that even though I did not use any bad language, I still would upset anyone within hearing distance with my tone of voice, but still I do it. I acted as a big sister telling her younger brother the right things, but not with such a voice. Now, I am trying to control myself and wait 15-20 minutes before talking to my brother. I feel that it helps me to calm down with a friendlier voice. I can sense that my brother is still not happy with me but at least I can see some of my improvement." - Cao Thi Minh Thu (20 years old)

"I had a long-going conflict with one of my classmates. Only 2 weeks ago, he was slandering me for reading his messages by stealing his account password, but I did not do it. I texted him to explain but he blocked me. I felt very upset about it." - Nguyen Minh Phuong (19 years old)

- **What conflicts are the most common for you?**

Co-funded by the
Erasmus+ Programme
of the European Union

Types based on reason for conflict

Types based on form/intensity

- **Who are the people you go to when you have problems/conflict?**

In everyday context, youth often approach the closest people around them to seek support when they have problems/conflict. These people usually include family members (mother, siblings), they also put their trust in their lovers/partners, close friends or share the problems/conflict with a group of friends to ask for advice. In the school or working context, they sometimes go to teachers and their managers for support.

Young people also reach out to organizations such as Child Protection or Domestic Violence hotlines, UNICEF or other non-profit organizations. When the conflicts evolve violently, they also report to the Local Police Department.

However, some of the participants hesitate to share their problems/conflict and decide to keep it for themselves under the fear of social judgement.

CSDS

Co-funded by the
Erasmus+ Programme
of the European Union

- **How do you manage the conflicts that happen to you?**
  - *Accept and avoid the conflict:*

Many young people choose to accept and avoid conflict, especially when they encounter the disagreement from a person or a group with more physical/social power than them such as: youth and parents, female and male, employee and employer…Some of the tactics includes: let the opponent win the argument; keep silent and block all the conversational channels (phones, social media…); leave the conflict and accept the situation. In most of the circumstances, they leave the unsolved conflicts with the feeling of despair, unhappy, unsatisfied and sometimes anger.

"The conflict happened between me and my friends (boys). I felt very unhappy. In the end, I stepped back and went home. I don't feel satisfied with the final result." - Nguyen Ngoc Anh (19 years old)

"One of the most unhappy conflicts that I faced was with a friend at work. I felt unbreathable, depressed but I still had to push it down. I chose to change my work, unfriend (on social media) and delete everything that reminds me of friendship." - Dinh Xuan Anh (24 years old)

Open for dialogue and sharing to resolve the conflict:

One of the main conflict management strategies of young people is to bridge the gap of misunderstanding between people through dialogue and open sharing. They patiently provide the time and space for everyone to calm down before starting the dialogue. The process often involves the explanation and analysis of pros and cons of all the arguments and allows everyone to express their personal desires and perspectives. This approach usually helps young people to build trust in the relationship and achieve a high level of satisfaction.

"My boyfriend and I got into a conflict about our decision to relocate. I felt unhappy, angry and very stressed. I chose to have a dialogue with him to share our wishes, discuss the pros and cons in the future and how each of us can adapt with the relocation...We still need to talk more but the conflict was resolved and I felt quite satisfied." -Pham Thi Kim Phung (25 years old)

"I used to face a conflict with my father when deciding my university major. I felt quite unhappy because we did not understand each other. I chose to share with him the reason behind my decision and not follow his wish. After listening to me, my father respected and supported my decision." - Chau Hoang Cat Tuong (21 years old)

Violence/aggression:

Some of the conflicts are accelerated to violence actions or aggressive conversations between young people and the other side (usually their peers or siblings). This very often jeopardizes the relationship and worsens the situation, which results in frustration of everyone involved.

"I often have conflicts with my younger brother about daily life matters and I feel very tired, depressed, inhibited everytime it happens. Usually the conflict will go away only after a series of quarrels and fights" - Ho Dieu Huyen (28 years old)

Social media and self reflection:

On the one hand, young people use social media such as Facebook, Instagram to share with their friends to seek advice and release the stress attributed to the conflicts. On the other hand, some people also practice different types of self reflection through daily journals, writing blogs about the conflict and the lessons learnt in the efforts to calm themselves down and resolve the inner conflicts. These above-mentioned approaches support young people to reduce the mental pressures and stress but they still feel stuck with the conflict in general.

"I write daily journals to manage my emotions and I chose to think about the small conflicts rather than the big ones. But I still feel stuck in general" - Dang Thi Nhan (22 years old)*

Seeking for support:

Only a few of the people participating in the discussion tried to seek support from a (unprofessional) third party such as family members, trusted friends or teachers, but the engagement of an outsider usually only stops the conflict temporarily and even accelerates the conflicts.

"I used to be a victim of school violence, bullied by my friends. I tried to report to my teacher but it makes my friends hate me even more." - Nguyen Kieu Ngan (29 years old)

- **What are the resources/skills and/or competences you already have in order to face conflicts?**

   ● Firstly, the prominent skill that young people are equipped to manage conflicts is **emotional control**, this enables them to prevent further escalation of the existing conflict. Besides, emotional control allows youth to distance themselves from the problem and think about the possible solutions or potential supports available.
   ● Secondly, **problem solving** skills are an asset that help youth to understand the root causes of conflict, analyse the possible consequences and opportunities that they might face . Therefore, it is a key factor of the conflict resolution process.
   ● Lastly, the ability to **empathize** is also an important competency of young people to manage conflict. This skill not only supports them to face conflict with an open mindset but also motivates them to look at the issue from different perspectives to find a compromising solution.

- **What would you like to have as additional support for your conflicts? What do you lack?**

Most of the additional support that young people would like to have focus on building their conflict skills such as:

- **Self awareness and self esteem,** young people shared their needs to receive support to develop their personal values, building their confidence to help them reduce the potential risks as well as manage conflict better.
- **Self expression skills,** interviewed youth shared that they lack the ability to express their opinion and emotion.
- **Communication skills,** they also would like to foster their listening and feedback skills.

- **When do you consider possible the intervention of a third party?**

- **Stressful situations,** as mentioned earlier, young people usually consider the support from the closest and trusted people around them (family, friends, lovers…) to help them reduce stress of the conflict.
- **Out of control conflicts,** young people consider the intervention from professional third parties such as trained teachers, mediators, advisors, and psychologists when the conflict has accelerated beyond their capacity and impose risks to their mental health.
- **Physical harm and threats,** when the conflict involves violence acts, threaten their lives and violate law. They will consider the intervention from authorized forces such as police, court…

5. Recommendations/Conclusions

Here you can write your conclusions based on the outcomes (see part 2). Any recommendations that come up from the actual focus group or from your experience conducting it can also be mentioned here.

- *Conduct assessment to understand deeper capacity building needs of young people to identify the key skills/competences that they want to develop.*

- *Design and provide interactive training to help equip young people with communication skills in intercultural dialogues, problem solving skills, conflict management.*

- *Provide contact information and connect young people in conflicts with professional supporting services such as psychologists, school mediator, youth workers, youth support organizations…*

- *Establish an effective network amongst NGOs, organizations who fund youth programs to coordinate youth activities, conducting impact analyses to monitor the wellbeing of youth affected by conflict and actively engaging youth as participants in the peace process not simply as beneficiaries.*

- *Promote "service–learning" at schools and universities as one of the most effective mechanisms for engaging youth in peacebuilding activities. Because it increases youth awareness of the needs of others, effectively teaches social values, increases levels of personal and social responsibility and promotes youth to work in harmony with other people.*

DISADVANTAGED GROUP REPORT

Time: 30 May 2021

Number of participants: 8 young people

Place: Zoom meeting

Outcomes: To identify

* The types of conflicts that young people face,

* The resources that they have available to help them manage conflict

* The needs that they have identified.

DISADVANTAGED GROUP REPORT

Contents:

1. Summary of project
2. Outcomes
3. Participant information
4. Summary of findings, including representative quotes and quantitative data
5. Recommendations/Conclusions

1. Summary of project

The project REMEDY focuses on providing young people with tools to manage conflicts in their lives.

The goals of research, which is the first stage of the project, and which includes the current focus groups, as well as interviews of stakeholders, are the following:

1. Understanding the existing approach of young people to conflicts in each country

2. Identifying 3 most relevant conflict scenarios in young people´s lives,

3. Identifying techniques, resources and good practices that are already in practice,

4. Mapping influencing actors

5. Identifying best practices regarding mediation with young people.

2. Outcomes

The purpose of the focus group is to identify the **types** of conflicts that young people face, the **resources** that they have available to help them manage conflict, and the **needs** that they have identified.

3. Participant information

The focus group was conducted on 30 May 2021 as part of the REMEDY project. 6 young people participated. It was conducted online.

4. Summary of findings, including representative quotes (please summarise the answers after each of the guiding questions that were asked during the focus group)

- **What is conflict for you?**

Conflict is the unsolved controversy in values, beliefs, opinions, attitudes, words, lifestyles or perspectives about a certain topic between at least two individuals, groups. Conflict usually happens when at least one person is living off the social norms.

> *"Conflict between individuals about an issue, opinion, or lifestyle in human life when behaviors and behaviors deviate from society's standards."* - Pham Tuong Vi (22 years old)

> *"Different values or beliefs of individuals are the cause of conflict."* - Tran Minh Tu (20 years old)

- **Do you face conflict in your everyday life? Have you had experiences where you witnessed conflict but were not part of it?**

About 92% of youth responded that they face conflict in their daily life, which includes approx. 15.4% of the participants have experienced themselves and witnessed different forms of conflicts. In contrast, only nine out of ten (8.6%) respondents say they don't suffer conflict personally but have witnessed conflict that did not involve themselves.

- **Give some examples. (With whom was the conflict? How did it make you feel? Did you manage to come to an understanding at the end? How? Are you satisfied with the outcome?)**

Young disadvantaged people also feel they have less power compared to their "general population" peers. For instance, a young girl from this interview shared that despite her efforts to become the leader of the group, she still feels unrespected by her team members.
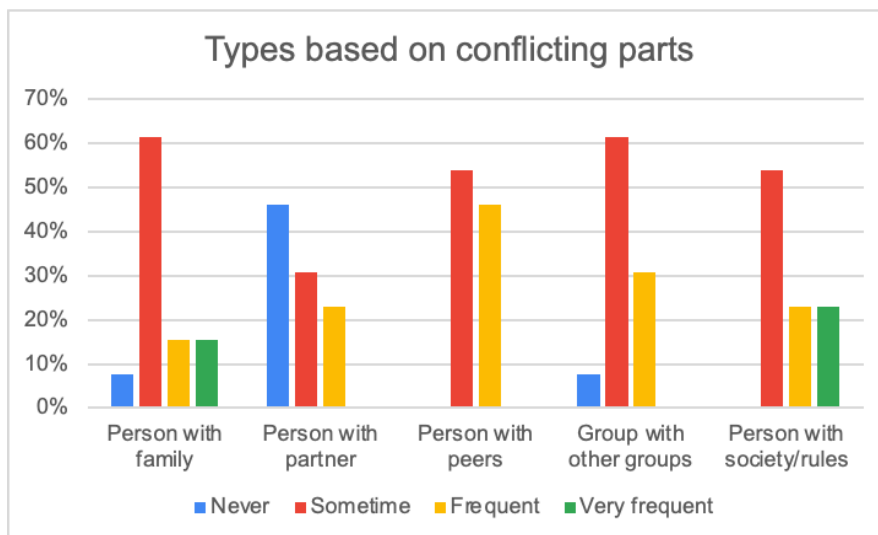
Overall, they frequently feel unhappy and unsatisfied coming out from the conflicts because they did not have the opportunity to express themselves. They also shared the feeling of being demotivated and stuck when they were unable to have an open conversation to build trust and understanding with the other side.
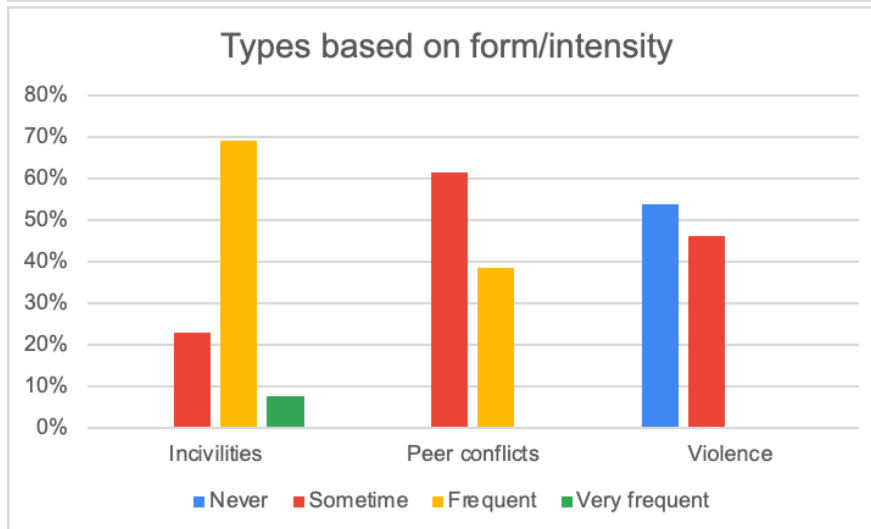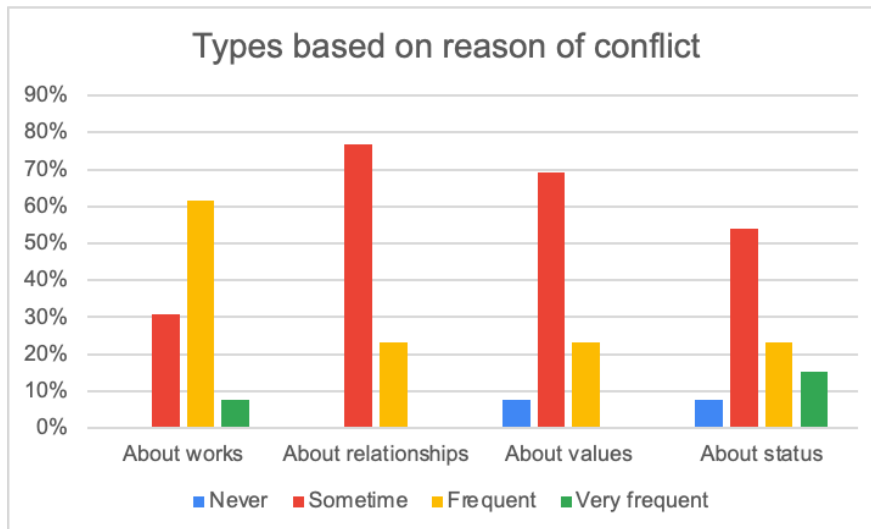
"The conflict happened between a younger member that I used to work with in a club. As the team leader, I request all the members to submit their tasks to me for review before publishing on the club's fanpage. On that day, he submitted his design to me after a long day working on it. However, I still had to ask him to send me his design in progress as I intended to continue to edit the final work to meet the standards, I knew he was very tired after a long working day. He fell asleep and did not receive my message, hence I decided to replace his product with a new one to meet the deadline. I was also very tired and forgot to inform him about the decision. He was very mad at me for not using his artwork. I was hurt by his words and his attitude towards me as a senior member. I understood my mistake and apologized to him first, but he still expressed his attitude. After a long conversation, the conflict was resolved. I was satisfied with the result but still wondering whether I should lower myself just for the sake of the conflict. Also, I sensed that his attitude and respect for me was not as it was supposed to be." - Le Thi Duong (21 years old)

CSDS

Co-funded by the
Erasmus+ Programme
of the European Union

"The conflict happened when I worked as a leader in a startup group, I have a different working style compared to another member. I knew each of us were right in our own ways. However as a leader I didn't want our conflict to cause any trouble to the group. To make things work, I decided to apologize to him and follow his idea because I knew we would never come to an agreement, and I thought that I would be a bad person for not stepping back. Despite my efforts, the conflict didn't disappear and left me in the middle of a dilemma." - Nguyen Nhat Hoang Anh (21 years old)

"The conflict occurred when my homework team agreed to follow one of my suggestions, but later on my teammates blamed me as the reason that everyone got a lower grade than other groups. I decided to keep silent but since then I feel hesitated and have less confidence to contribute to the group. I felt very upset because of their attitude towards me." - Vu Thi Hop (22 years old)

- **What conflicts are the most common for you?**

CSDS

Co-funded by the
Erasmus+ Programme
of the European Union

Types based on reason of conflict

Never   Sometime   Frequent   Very frequent

Types based on form/intensity

Never   Sometime   Frequent   Very frequent

- **Who are the people you go to when you have problems/conflict?**

  Young people who have higher chances of facing conflict regularly are more likely to keep the conflict for themselves. Occasionally, they will open up with the people they are close to, for instance: mother, siblings, lovers for friends.
  They often do know or do not want to approach other entities outside of their trust circle such as: teacher, conflict mediator or other types of professional services.

- **How do you manage the conflicts that happen to you?**
  Avoiding and self-blaming
  It is obvious that almost everyone participating in the interview would take the first step to withdraw from the unsolved conflict. They often perceive themselves as a mistake maker in the conflict, they also have a pattern of blaming themselves as a cause for the conflict and it is their responsibility to find the solutions.

  "When I had a conflict with other members in my school club, I felt the ways they behaved were

Co-funded by the
Erasmus+ Programme
of the European Union

unacceptable since they initiated the conflict. I don't feel satisfied when I have to choose to keep silent to avoid danger that they can cause to me with their violence acts." - Pham Tuong Vi (22 years old)

- **What are the resources/skills and/or competences you already have in order to face conflicts?**

  ● This group of young people agreed that the **ability to abide the pressure** from the conflict and **keep silence** is their best tactic to prevent further consequences.
  ● They also rated **self devaluation** as a necessary competence to deal with conflict.

- **What would you like to have as additional support for your conflicts? What do you lack?**

  ● Young people from the interview shared that they need support to develop themselves to be able to speak out to others.
  ● They also need to be empowered to **build their confidence**, this would support them confront the conflict, overcome their inner fear and take risks.
  ● Besides, they still consider sharing and being listened to by **family, friends, lovers**...is a very important support that helps them go through the conflict.

- **When do you consider possible the intervention of a third party?**

  ● **Before the problem occurs** is the best time to have the intervention of a third party to prevent the conflict.
  ● **When they can not the manage the conflict,** young people in this group also consider the role of an experienced outsider is necessary to point out the mistakes of people in the conflict
  ● **When they feel overwhelmed with the rise of emotions,** they need to share their emotions and feelings to reduce the stress.

5. Recommendations/Conclusions

Here you can write your conclusions based on the outcomes (see part 2). Any recommendations that come up from the actual focus group or from your experience conducting it can also be mentioned here.

- *Provide different kinds of learning experience to help young people who are likely to face conflict to build their confidence and self esteem.*
- *Create safe space and environment to help disadvantaged youth to share their stories and seek peer support.*
- *Build a network of NGOs or organizations which support the wellbeing of disadvantaged youth affected by conflict and actively engage youth as participants . They do not want to be perceived as a target group for whom support must be found, but they want to be accepted as partners for development.*
- *At school or university, set up mentoring for students and teachers. Students can learn from their peers how to handle difficult situations and make the most of their schooling. Teachers can discuss to decide which students or situations that need attention or special care.*
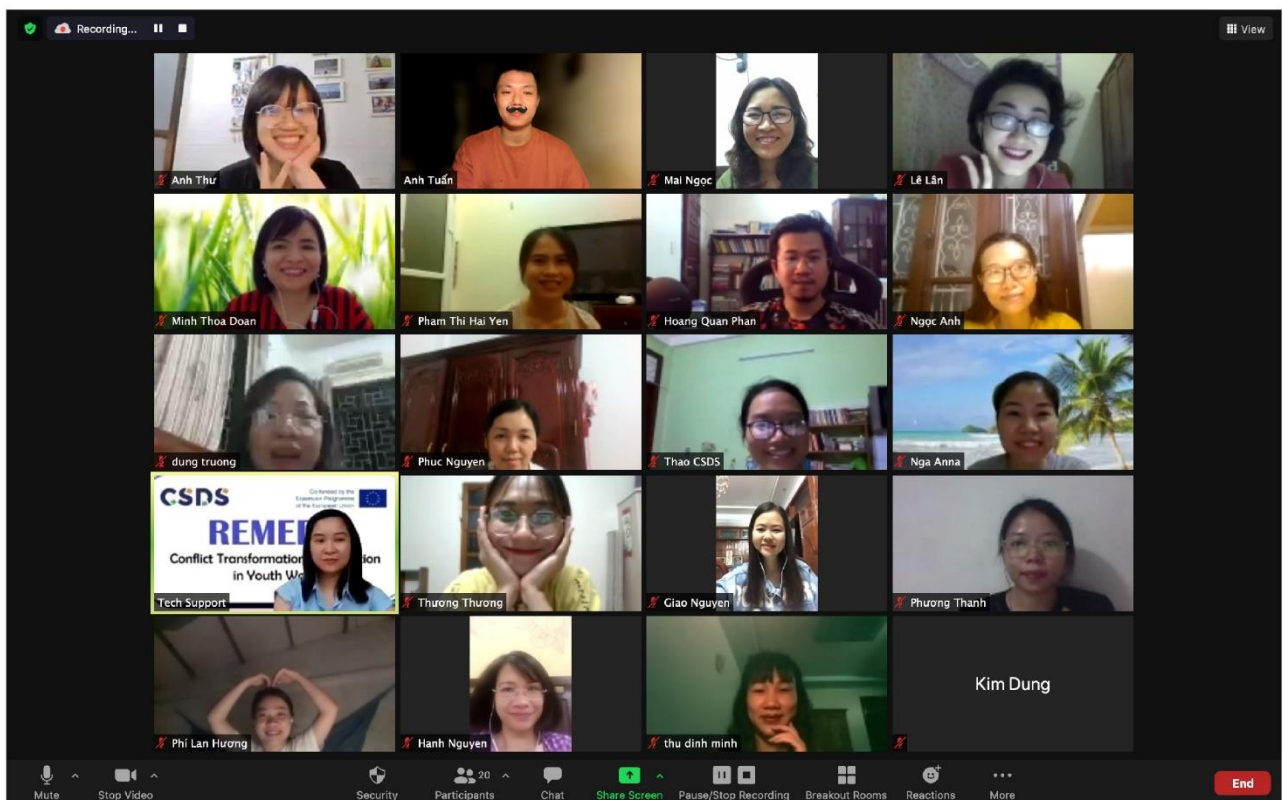
STAKEHOLDER INTERVIEW REPORT

Time: 30 May 2021

Number of participants: 18 people

Place: Zoom meeting

Outcomes: To identify

* The types of conflicts that young people face,

* The resources that they have available to help them manage conflict

* The needs that they have identified.

* To map organisations that are relevant to the project's purposes.

STAKEHOLDER INTERVIEW REPORT

Contents:

1. Summary of project
2. Outcomes
3. Participant information
4. Summary of findings, including representative quotes and quantitative data
5. Recommendations/Conclusions

1. Summary of project

The project REMEDY focuses on providing young people with tools to manage conflicts in their lives.

The goals of research, which is the first stage of the project, and which includes the current interviews of stakeholders, as well as focus groups with young people, are the following:

1. Understanding the existing approach of young people to conflicts in each country

2. Identifying 3 most relevant conflict scenarios in young people´s lives,

3. Identifying techniques, resources and good practices that are already in practice,

4. Mapping influencing actors

5. Identifying best practices regarding mediation with young people.

2. Outcomes

The purpose of the stakeholder interview is to identify the **types** of conflicts that young people face, the **resources** that they have available to help them manage conflict, and the **needs** that they have identified. An additional goal of the interviews is to **map** organisations that are relevant to the project's purposes.

3. Participant information

The interviews were conducted on May 30th at CSDS Vietnam as part of the REMEDY project. 18 stakeholders participated in total. They were conducted online through zoom. They are members of youth organisations (NGOs, Social Action Projects - SAPs) and are members of organisations that provide activities for young people (High schools and universities in Vietnam).

Co-funded by the
Erasmus+ Programme
of the European Union

- NGOs (local and international): CSDS (Center for Sustainable and Development Studies), CED (The center for Education and Development), VPV (Volunteer for Peace Vietnam), Save the children
- Social Action Project: The power of 2000
- High Schools: Newton Grammar School, Doan Thi Diem High School, FPT High School
- Universities: Hanoi University, Van Lang University, University of Language and International Studies

Some important characteristics of interviewees

For all of the above stakeholders, they all work with or relate to young people, however the characteristics of these youth groups are different. They can be divided into 3 main groups:

- Youth who are working or participating in NGOs or SAPs (20 - 30 years old): They are students or graduates, active and interested in social and community activities. They pay a lot of attention to self-development.

----------> *Stakeholders: Their mentors, their managers or their colleagues who support, provide guidance, training courses and give feedback if needed.*

- Youth who are students (18 - 23 years old): The main concern of the students are the balance between study and part-time work, relationship and self-actualization. Learning requires a lot of initiative and teamwork

-----------> *Stakeholders: Their lecturers, their form teachers and/ or their learning consultants.*

- Youth who are pupils of high schools (15 - 18 years old): They are in adolescence and experience physiological changes. The biggest concerns are studying, taking exams and choosing the major at university. They are influenced a lot by their parents.

-----------> *Stakeholders: Their homeroom teachers who not only take attendance but also support and give students advice.*

4. **Summary of findings, including representative quotes** *(please summarise the answers after each of the guiding questions that were asked during the interviews)*

- **What is conflict for the young people in your work? Do they face conflict in their everyday life?**

For the youth in NGOs or young-led organizations, the main conflicts are:
- **Conflict within themselves, young people engaging in activities with NGOs and other -led organizations often express different forms of conflict in their thinking, cannot define what they really want as well as lack the ability to distinguish between their desires and what is good for them.**
  " There were times when I was very angry at myself, blaming myself for anything that I did or didn't. - An intern shared it with me." *(Tran Thi Thuong Thuong, CSDS)*

- **Conflicts with their peers due to differences in opinions, values.**

CSDS

Co-funded by the
Erasmus+ Programme
of the European Union

""I am an environmentalist, I often refuse to use plastic bags when shopping. But my family and neighbors looked at me with judgments and said that I am such an oddball." (Nguyen Ngoc Anh, VPV)

- **Conflict with family about career choices, their parents usually being unsupportive for their desirable career choices in the social work area.**
  "My parents told me that I can't volunteer forever, there's no future and no advancement. Gotta find a stable job, then get married, don't fly around like a bird." (Phi Lan Huong, The power of 2000)

For the youth in universities, the main conflicts are:

- **Conflict with peers arises during teamwork due to lacking skills to collaborate with their teammates and often results in conflict for regular issues such as: disagreement in task assignment , late deadlines...**
  "One of my students complained: in a team assignment, some people do too much, some do nothing. But the final grade is equally given for all members. If the team got a low score, everyone in the group complains and blames the leader." (Ms. Thu, Hai Phong University)

- **Conflict about relationships with friends, lovers**
  "At this age, they are starting to have romantic relationships. Arguing with their lovers can immediately reduce their focus and motivation to study" (Ms. Thu, Hai Phong University)

- **Conflict about the balance between study and part-time jobs, extracurricular activities**
  " Students participate in too many groups, clubs, projects and even work part-time. Especially in my school, they teach foreign languages as tutors. And the amount of homework in school is also very large, so when the deadline comes, they start to get confused and angry with themselves and the people around them." (Phan Hoang Quan, Hanoi University)
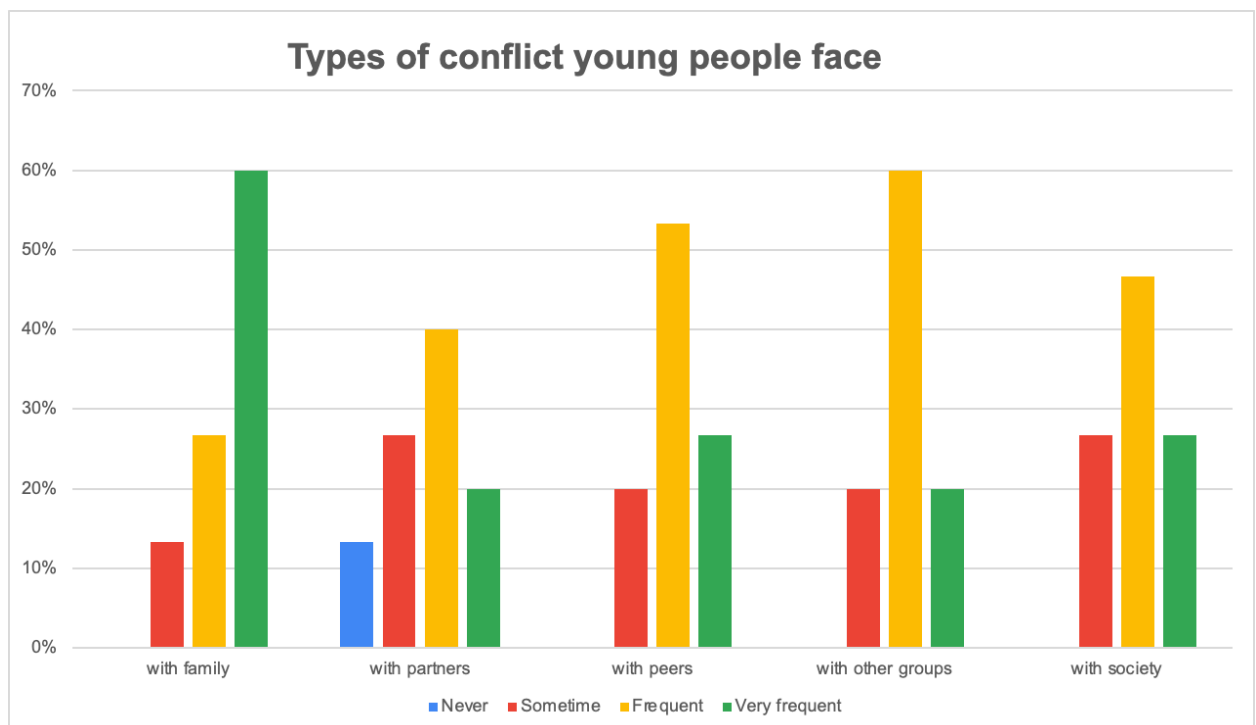
- **Internal conflict and frustration when trying to follow parents' orientation which does not align with their personal choices.**
  "*There was a case where a 2nd year student at my school was depressed due to academic pressure and pressure from her family. She did not like it and feels that she doesn't fit with the major but still had to to study because of her parents' direction"* (Le Thuy Lan, University of Language and International Studies*)

- **What kind of conflict? With family, peers, partners, other groups, or society?**

There are 5 types of conflict which young people face: with family, with peers, with partners, with other groups and with society. In which:

- All young people experience conflict with their family, from little to often. The frequent level is most popular with 60% of young people experiencing it.
- Nearly 90% of youth have conflict with partners (from "sometimes to frequent" level.) 40% of them frequently experience conflict with their lovers.
- Conflict with peers and conflict with other groups is very popular with only 20% of young people sometimes having conflict. The remaining group have conflicts frequently and very frequently.
- All young people experience conflict with society, with about 50% on frequent level, nearly 30% each on "sometimes" and "very frequent" level.

Types of conflict young people face

- **How is it usually handled?**

There are many different ways that young people use to resolve conflicts. However, it can be classified into 2 main groups: *self-solving and seeking outside support*

- *Self - solving:*
- Keep silent, don't dare to speak their mind
- Write a diary, blog, or post on social media without addressing a specific person
- Actively dialogue with the person with whom they have a conflict to find a solution together
- Participate in communities that have the same problem to share their feelings and be empathised.
- *Seeking for help:*
- Share with a group of friends to seek for advice.
- Share with teachers they trust for advice.

- Talk to their parents and ask for advice.

- **Where can young people go when they have problems/conflict? Is there a responsible authority in your organisation (psychologist, mediator)?**

  - In high schools, when there is a problem, students can go to the school psychology counseling room, where there is a psychologist to support them.

  - In universities, there is no specialized department, students can look to their homeroom teachers or academic advisors. Particularly at Van Lang University, there is a Student Capacity Development Center where there is a responsible department to support them.
  - At NGOs or SAPs, they can talk to their direct manager.

- **What resources are available to you to manage conflict when you work with young people (educational material, training, other)?**

  - In high schools and universities, there are education management training courses that cover working with students.
  - In NGOs, there are specific policies when working with young people. In addition, there are training courses on communication and conflict resolution.
  - Self-study from people with experience or have a community to share with each other at school every month.

- **What kind of resources are missing as support for young people conflicts in your experience? What do they lack?**

In general, many stakeholders said that young people nowadays have acquired many resources to manage conflicts from training courses at school, organizations to conflict resolution materials. However, what they lack most is the skill which can be developed through practice.

There are some necessary conflict resolution skills:
- **Self awareness:** young people need to understand their identity, value, what they really want to develop, therefore, they know what behaviors are aligned with their values.
- **Respecting differences:** youth should not only be aware of their identity but also value others' identities and their choices, which can help them to avoid conflict. They can use difference as the chance to learn, not the source of conflict.
- **Communication skills:** including their listening and feedback skills. Practicing to express their needs clearly and understand others' needs are the effective way to build trust and reduce conflict.

- **What types of organisations do you know that work with conflict management for young people?**

CSDS

Co-funded by the
Erasmus+ Programme
of the European Union

In Vietnam, we suggest some NGOs, Social Action Projects or Community organization with addresses as follows:

1) Beautiful Mind Vietnam – Website https://beautifulmindvn.com

2) CWD Center for Women and Development (for women only) – Hotline 0946833380 or 0946833384 – Address: 20 Thuy Khue, Tay Ho, Hanoi

3) Community Research, Development and Consultation Center - Hotline 0902204344 - https://www.facebook.com/corecommunity.vn/

4) Green Pine Tree Clinic (child care consultation) – Hotline 0436365656 - https://www.phongkhamcaythongxanh.org.vn/

5) Hanoi Psychological Counseling Group - http://hanoicounselingpsychology.com/

6) National Institute of Mental Health – Bach Mai Hospital, Hanoi - http://nimh.gov.vn/en/

7) SHARE – Hotline 0422116989 or 0435149499 - https://tuvantamly.com.vn/

8) Hotline: Tomorrow - https://www.facebook.com/duongdaynongngaymai - hotlinengaymai@gmail.com

9) Are you OK? VN Express - podcast@vnexpress.net - 0833553386

10) Wings to dreams - 0934673996- https://www.facebook.com/chapcanhuocmo.vn/?ref=page_internal

- **From your perspective, what are good practices that they already use? This can give info about those unconscious strategies/resources that young people use without noticing it´s already a technique or a tool.**

● **Good practices:**

- Young people have chosen dialogue as a priority in conflict resolution. All points of view are voiced before the group decides which way is appropriate and effective.

- Young people also respect differences, criticize but do not judge the opinions of others, working together towards a common goal. This thinking allows youth to distance themselves from the problem and think about the possible solutions or potential supports available.

- Young people also actively seek support or participate in seminars to improve their ability to resolve conflicts.

● **Unconscious strategies/ resources**

- Some young people solve themselves by being silent, disappearing on social networks to take time to think for themselves. Meanwhile, some youths are more active online, writing negative posts on facebook.

- Some young people connect in groups with similar problems to support each other. Meanwhile, some join the group and speak ill of and criticize the person with whom they disagree.

- Some of them relieve themselves by exercising, blogging, ... while others seek support from family, relatives, teachers.

Co-funded by the
Erasmus+ Programme
of the European Union

- In special cases, especially high school students, it is easy to find social evils as a way to express their resistance.

5. Recommendations/Conclusions

Here you can write your conclusions based on the outcomes (see part 2). Any recommendations that come up from the actual interview or from your experience conducting it can also be mentioned here.

According to the interview with stakeholders from diverse organizations (from NGOs, high schools to universities), here are some significant conclusions:

From the perspective of stakeholders, there are 3 types of conflicts that young people most often encounter in work and life: conflict in communication, conflict in relationship and conflict in future orientation. However, with each age, the manifestation of each type of conflict is different.

Conflicts in communication with young people in high school mainly are in communication with adults such as parents and teachers, while for university students, it shows in communication with classmates in teamwork activities.

Conflict in relationships also has diversity within groups. For university students, it is with friends and lovers, while for young people doing social activities, it is the difference in values and views with those around them.

For high school and college students, the conflict in future orientation is the conflict between the parents' orientation and the individual's interest in the field of study. Meanwhile, for young people at NGOs, it is a contradiction in choosing a career.

In terms of resources, they are also divided into 2 groups, the group of available resources to support youth and the group of resources that are equipped to support stakeholders.

About the resources for the youth: In high schools, when there is a problem, students can go to the school psychology counseling room, where there is a psychologist to support them. In universities, there is no specialized department, students can look to their homeroom teachers or academic advisors. At NGOs or SAPs, they can talk to their direct manager.

About the resources for the stakeholders: In high schools and universities, there are education management training courses that cover working with students. In NGOs, there are specific policies when working with young people. In addition, there are training courses on communication and conflict resolution. Moreover, self-study from people with experience or having a community to share with each other at school every month is also an effective resource.

Stakeholders also identify the needs to support both them and young people in conflict resolutions.
In general, many stakeholders said that young people nowadays have acquired many resources to manage conflicts from training courses at schools, organizations to conflict resolution materials. However, what

they lack most is the skills which can be developed through practice, such as: Self awareness, respecting differences skills and communication skills.

For stakeholders, they need more conflict resolution training or detailed tools to help them support young people in specific situations. They also have the need to build a community to exchange experiences and support each other. Some lecturers are also developing subjects related to conflict solving, so they are quite interested and want to learn more about nonviolent communication.

Currently, in Vietnam, there are also quite a number of organizations that support conflict resolution for young people, ranging from NGOs, hotlines, magazine programs to social projects (details are mentioned above).

Here are some recommendations that come up from the actual interview:

To help young people manage conflict, support from internal and external factors are needed. About internal factors, it is very important to help young people be aware of their values and build empathy with others. This skill not only supports them to face conflict with an open mindset but also motivates them to look at the issue from different perspectives to find a compromising solution.

About external factors, the accompanying teachers, lectures and direct managers are vital. This is the place to give useful advice, help relieve and give appropriate orientations for young people in difficult times. These people themselves also need support, a community to connect and help them improve their self-efficacy.

Currently in Vietnam, there is no official toolkit to help stakeholders work with youth about conflict resolution. It's all based on experiences and somewhere in the training courses they take. In addition, all support activities take place in a sporadic, unsystematic and disconnected manner. Therefore, designing and providing interactive training to help equip young people with communication skills in intercultural dialogues, problem solving skills, conflict management… are recommended.

In addition, they also suggest establishing an effective network amongst NGOs, organizations who fund youth programs, creating a Youth Peace Building Network to coordinate youth activities, conducting impact analyses to monitor the wellbeing of youth affected by conflict and actively engaging youth as participants in the peace process not simply as beneficiaries.

It is suggested to promote "service–learning" at schools and universities as one of the most effective mechanisms for engaging youth in peacebuilding activities. Because it increases youth awareness of the needs of others, effectively teaches social values, increases levels of personal and social responsibility and promotes youth to work in harmony with other people.