



# STRENGTHENING YOUTH CAPACITIES FOR PEACE AND SECURITY

*A CAPACITY-BUILDING COURSE ON DEMOCRATIC PARTICIPATION  
FOR YOUTH ORGANISATIONS WORKING ON HUMAN RIGHTS AND PEACEBUILDING  
IN THE EURO MEDITERRANEAN REGION*

**15-22 September 2019**

Within the framework of the 20th edition of the University for Youth and Development  
Mollina (Spain)

# REPORT



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# CONCEPT NOTE

## The North-South Centre of the Council of Europe and the “Youth, Peace and Security” agenda

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The [Youth Cooperation Programme](#) of the [The European Centre for Global Interdependence and Solidarity](#), or “North-South Centre of the Council of Europe” provides capacity building, networking and confidence building opportunities to increase youth participation and foster interregional cooperation on youth policies for sustainable development.

**“Youth, Peace and Security”(YPS) is one of the current focuses of the Youth Cooperation Programme** and it represents an essential element of the North-South Centre’s work towards the to achieving of the United Nations’ Sustainable Development Goals and of the [Council of Europe’s youth priority “peaceful and inclusive societies”](#).

The [Lisbon Forum 2018](#) launched the North-South Centre’s YPS agenda, raising awareness and recognition among all the major stakeholders of the Council of Europe on youth engagement in peace and democratic processes.

A following quadrilogue seminar organised in the framework of the [7th University on youth and global citizenship](#) allowed a structured dialogues between decision makers and youth representatives, exploring the current policy and programmatic orientations and assessing the needs of young people to better interact in peace-related decision-making processes in the Euro-med region.

The outcomes and the recommendations of both events pointed out the same challenges: **the need to strengthen youth capacities in terms of knowledge and competences to better interact with institutional counterparts, to build alliances and to better use human-right tools and mechanisms.**

The training course “STRENGTHENING YOUTH CAPACITIES FOR PEACE AND SECURITY” intends to meet those recommendations by providing an **opportunity to develop youth-based and human rights-based competences**, while providing a **space to build new networks and explore new approaches on peace, security and human rights challenges**.

This training is part of the project “Euro-Mediterranean Youth Cooperation” which aims at **enhancing the quadrilogue approach in the youth sector in the Euro-Mediterranean region through multilateral cooperation, peer learning and the empowerment of youth actors**.

## Context and rationale

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The United Nations Security Council Resolution 2250 recognises the valuable contributions of youth to peacebuilding and conflict resolution, while simultaneously pointing out their vulnerability in armed conflict.

Likewise, despite the fact that both “Youth, Peace and Security” (YPS) and the “Prevention of Violent Extremism” (PVE) agendas recognize and highlight the importance of young people in the peace field and for the prevention of violence; each of them promotes a different narrative on youth:

- On the one hand, the YPS agenda promotes a positive narrative: “youth as peacebuilders”.
- On the other hand, the PVE portrays young people “at risk” of joining extremist armed groups. Following this rationale, actors in the security sector and counter-terrorism agencies often perceive “youth as a potential threat” that needs to be contained - even though data and research show the limits of this perception.

This negative stereotype is being used as a justification to limit dissenting youth voices, disregarding human rights and discharging demands for social and political changes coming from youth-led structures.

As a result, despite being a resourceful actor for peace, young people are being disproportionately affected by both armed conflict and counter extremism measures.

However, some youth-led peacebuilding organizations are making meaningful contributions for regional stability by using PVE agenda as a tool for the protection of human rights in their interaction with government bodies or to reclaim the civic space for political participation.

Youth peacebuilders and young human rights activists are also positively addressing injustices and inequalities, complementing the work of established organisations by recurring to different perspectives and practices grounded on the human-right based approach.

These different perspectives on the role of young people make clear the need for a **shift in public perception and in the policies for political inclusion for youth organisations** in the YPS-related decision-making processes.

Such shift needs a different approach when dealing with injustice and human rights but it also represents a major challenge for youth advocacy work.

The [Progress Study on YPS “The missing peace”](#)<sup>1</sup> provides the right terrain to develop actions on this direction, also encouraging synergies between young people working in the peacebuilding and in the human rights fields<sup>2</sup>. In fact, both youth-led peacebuilding entities and young human rights activists share the objective of addressing structural barriers preventing inclusive societies; both are affected by the shrinking space in which civil society operates, a phenomenon which tends to greatly shake youth organisations, as they are being perceived as actors with limited legitimacy. It is evident that there is room for collaboration between peacebuilders and human rights activists, yet in practice, the space to explore synergies and learn from each other’s fields is limited.

Thus, empowering young people with basic **human rights tools and political participation competences** and **exploring the complementary relationship between democratic participation, human rights and peacebuilding** are crucial steps for increasing youth participation for Peace and Security.

### **Aim and specific objectives**

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The training course “STRENGTHENING YOUTH CAPACITIES FOR PEACE AND SECURITY” aims at **building up the capacity of experienced youth peacebuilders and young human rights activists in the field of advocacy, political participation, conflict transformation and PVE, enabling them also to use human rights mechanisms and reporting tools to address injustice and transform conflicts**<sup>3</sup>.

The training will be also an opportunity to reflect on what type of collaborative work between youth right activists and youth-led peacebuilding organizations can protect young people from violence and contribute to the realization of their rights.

The specific objectives of the training course are to:

- Increase participants’ knowledge on bodies and procedures of political participation in the peace and security field;
- build up the skills of young people to engage with stakeholders across the social and political spectrum by finding, analysing, and shaping policies on peace and security;
- empower young participants with tools and competences (such as negotiation and dialogue facilitation) to gain a greater space and safer role during decision making processes in conflict affected communities;
- explore how human rights mechanisms and reporting tools can be used by young peacebuilders young to address injustice and transform conflicts;
- understand the complementary relationship between human rights and peacebuilding fields and discover how synergies between these two sectors can be used to create spaces for political participation;
- provide a platform for peer-to-peer learning between young peacebuilders and youth rights activists; facilitating the creation of bottom-up networks and alliances that have a shared vision of achieving change through positive actions.

### **The framework of the training course: the 20<sup>th</sup> University for Youth and Development**

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The training course takes place in the framework of the 20<sup>th</sup> University for Youth and Development (UYD).

The UYD is a one-week residential event where different organisations operating at national and international level run their own activities (training courses, seminars, meetings, workshops) within a common framework that encourages multilateral cooperation, networking, peer education and sharing of knowledge.

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<sup>1</sup> See sections 1.3 “Debunking assumptions” and 3.1 “Meaningful political inclusion” of the Progress Study on YPS “The missing peace”

<sup>2</sup>See section 3.5 “Dealing with injustice and human rights” and the specific recommendations at page 122.

<sup>3</sup>[See more about this concern already addressed by OHCHR](#)

Besides being a platform for running youth related activities, through the “joint programme” and other parallel meeting and initiatives, the UYD explores the concept of global education and global citizenship, creates opportunities to advocate for youth participation and empowers young people towards their rights and duties. By applying a multilateral approach based on partnership-building, the UYD provides an exceptional space for young people, youth organisations and youth decision makers to meet, debate and cooperate on youth policies. More information about the Universities promoted by the North-South Centre and its partners is [available here](#).

### Participants’ profile and selection process

This training course brings together **20 experienced representatives, multipliers and young leaders from organisations working in peacebuilding or human rights in the Euro-med region.**

Candidates are considered for the selection phase on the basis of the following *eligibility criteria*:

- ✓ **be citizens of one of the 47 Council of Europe member States<sup>4</sup> or of the Southern Mediterranean Countries<sup>5</sup>;**
- ✓ be an active member of an youth-led or youth-related organization engaged in peacebuilding or human rights activities at a local, regional, national or international level;
- ✓ be aged between 18-35 years;
- ✓ be able to fluently communicate in English;
- ✓ be able to attend the course for its entire duration.

Candidates selected on the basis of the above eligibility criteria are then evaluated according to the following *selection criteria*, which must be clearly specified in the candidate's application form:

- ✓ experience in advocacy work, youth participation and democratic processes;
- ✓ be active in the field of Euro-Mediterranean youth cooperation;
- ✓ be able to apply the gained competences and to implements follow-up activities within a structured organization which has youth as main target group and peace and security among the objectives.

A facilitated discussion, “world café” and group working will create a comfortable environment where everyone will be encouraged to contribute in identifying challenges and drafting recommendations to advance the YPS global agenda.



<sup>4</sup>To check the member States of Council of Europe please visit [this link](#)

<sup>5</sup>Algeria, Egypt, Lebanon Libya, Israel, Jordan, Morocco, Syria, Tunisia and Palestine\* (\*this designation shall not be construed as recognition of a State of Palestine and is without prejudice to the individual position of Council of Europe member states on this issue).

# AGENDA

The agenda was introduced to the participants as a proposed and flexible timetable to be adapted throughout the week according to their needs and interests. In fact, the agenda was changed and amended almost every day to reflect the group dynamics and the daily assessment done by the trainers at the end of each day.

To make this report as comprehensible as possible, the following overview of the sessions relies on the initial outline that was presented to participants. Changes to the sessions are recorded under each headline.

Day Time	Day 1 Mon. 16 Sept.	Day 2 Tues. 17 Sept.	Day 3 Wed. 18 Sept.	Day 4 Thur. 19 Sept.	Day 5 Fri. 20 Sept.	Day 6 Sat. 21 Sept.
09.30	Introduction and Welcome	Exploring Human Rights	Joint Session	Unpacking Advocacy and UNSCR 2250)	Empathising and Active Listening	Profile of a Youth Activist
11.00	Coffee break	Coffee break	Coffee break	Coffee break	Coffee break	Coffee break
11.30	Opening ceremony	Mechanisms of Protection of Human Rights	Joint Session	Political Participation as a Human Right	Negotiation Simulation I	Final Evaluation
13.00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
15.00	Group Contract and Learning Objectives	Youth Transforming Violent Extremism	Making Sense of Conflict: Practical Tools for Peace and Conflict Analysis	Free afternoon	Negotiation Simulation II	Plenary Presentation Preparation
16.30	Coffee break	Coffee break	Coffee break		Coffee break	Coffee break
17.00	Setting a Common Ground: Peacebuilding and Human Rights	Networking & Good Practices	Envisioning Change		Critical Media Literacy and Biases	Final Plenary
19.00	Free time		Free time	Free time	Free time	
20.00	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner
21.30	Joint Thematic Activities	Ubanda Intercultural Evening	Joint Thematic Activities	Free evening	Joint Thematic Activities	Parade and Glocal Festival

Training session of the training course

Joint Programme of the UYD where all participants of all the UYD activities (including this training) are gathered to work on the topic "Youth and Justice".



# REPORT

## Day 1

### Session 1: Introduction and Welcome

Participants were welcomed by the representatives of the North-South Centre (NSC) who presented the project behind the training, the work and the objectives of the NSC and the approach and the values of the Council of Europe.

- Ambassador Manuel Montobbio - Chair of the Executive Committee.
- Mr Jose Caroco - Executive director.
- Mr Graziano Tullio - Youth cooperation programme (training course coordinator).

The NSC representatives remained with the participants for the rest of the session taking part in the round of introductions where everyone shared his/her own professional/personal background including a personal story connected to Peace and Security.

This moment of sharing represented a meaningful opportunity for participants to engage on a direct, almost eye-to-eye level, with decision-makers and institutional representatives.



### Session 2: Group Contract

Several team-building exercises allowed an honest self-assessment regarding each of the five learning objectives. Participants were also introduced to the principles of non-formal education, which provided the framework for the training course.

The experiences of previous team-building exercises and the principles of non-formal education were used as a foundation to create a group contract, contributing to additional ownership of the learning and participatory environment.

#### Group Contract

- Being on time to the sessions
- No blaming others for their experiences and opinions
- Replying to ideas instead of the person
- Recognising the UYD as a space of shared learning
- Taking leadership and responsibility for our own actions
- Seeing the best intentions in the contributions of others, especially if these are contradicting our own values or opinions
- Being mindful of the space and our contributions (stepping in and stepping out)
- To work collaboratively as a group



### Session 3: Setting Common Ground - Peacebuilding and Human Rights

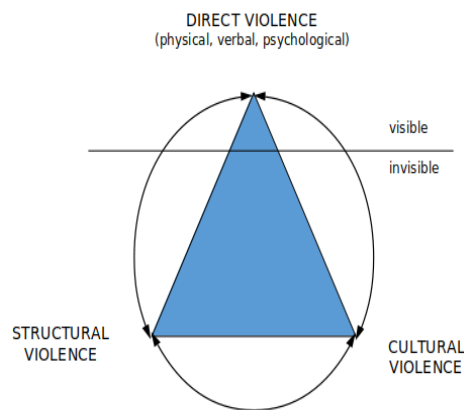
The terminology to be used throughout the training course was clarified.

In small working groups, participants explored how *gender equality, human rights and justice, inner peace, peace education*, and the *environment* relate to the concept of a culture of peace

It was then introduced a peacebuilding perspective of the concepts of:

- *conflict*; (i.e. occurring naturally and is not negative, but neutral),
- *(non-)violence*;
- *peace*;
- *human rights*.

Using the three core values of the Council of Europe (human rights, rule of law and democracy) as an example, the interconnectedness of these issues was easily explained.



## Day 2

### Session 4: Exploring Human Rights

Building on the knowledge of the previous day, participants were split up into smaller working groups to cover five human rights in more depth:

1. freedom of expression;
2. prohibition of discrimination;
3. prohibition of torture;
4. right to fair trial;
5. freedom of assembly and association.

In the subsequent group discussion participants were surprised to find out that though they were coming from very different backgrounds, they were all facing similar problems.

While nobody was disputing the qualitative differences between the severities of human rights violations in war zones compared to democracies in Europe, the recognition that access to justice is not self-evident became clear to everybody.

The sharing of personal experiences by some participants who had experienced severe human rights abuses by their own governments (torture and imprisonment) added very much to making more accessible this rather theoretical and abstract topic.

### Session 5: Mechanisms of Human Rights Protection

The session explained the difference between a human rights violation and breach of national law. Participants analysed several scenarios using a set of criteria to decide whether or not it was a human rights violation.

Afterwards, were introduced several mechanisms and instruments of human rights protection (e.g. European Convention of Human Rights, European Court of Justice) as well as the levels at which they operate (global, regional, and national).



## Session 6: Youth Transforming Violent Extremism

An exercise introduced the concept of protecting identity as a factor playing a role in radicalisation leading to violent extremism.

An activity that gave space to participants to reflect on thought-provoking questions prepared the ground for the dissection of three concepts:

- countering violent extremism;
- preventing violent extremism;
- transforming violent extremism.

Subsequently, participants discussed if and how the work in their communities related to primary, secondary and tertiary prevention of radicalisation leading to violent extremism.

By the end of the session participants had a good understanding of how they could become active in addressing violent extremism. In conclusion it appeared clear that radicalisation is a symptom of a larger societal issue.

## Day 3

### Session 7+8: Making Sense of Conflict + Envisioning Change

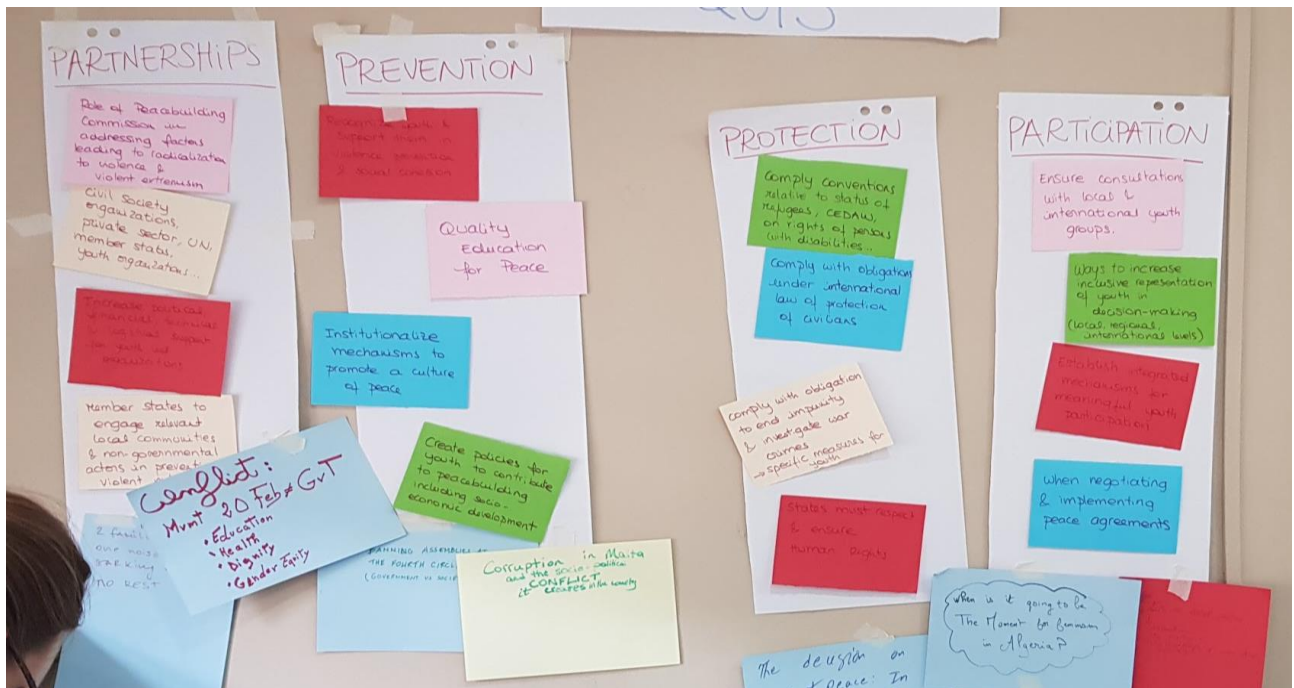
These sessions provided knowledge about:

- how the United Nations Security Council Resolution 2250 (UNSCR 2250) can be used to support youth-led peacebuilding efforts;
- how to link this knowledge with the skills related to the analysis of complex conflicts.

After presenting the content of UNSCR 2250 on Youth, Peace and Security, conflict analysis tools such as the "Conflict tree" and "stakeholder mapping" were introduced.

Working in group, participants applied those tools to real issues in their own countries.

The final debriefing part underlined the importance of being specific when selecting the initial issue: the exercise on issues such as "delivering medicine to Transdniestria" tended to have better results than working on broad conflicts like "the civil war in Libya" that might bring to a feeling of hopelessness because of the sheer scale of the conflicts.



## Day 4

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### Session 9: Advocacy

This session prepared the ground for the simulation on the following day. The coming-about of UNSCR 2250 as result of a global advocacy campaign was discussed and then linked to a discussion on what advocacy entails.

In small working groups, participants explored and evaluated three different forms of advocacy (i.e. advocacy for, advocacy with, and advocacy by a vulnerable group) and the different levels they can be applied on (i.e. local, national, regional and global).

In small working groups, participants explored and evaluated three different forms of advocacy (i.e. advocacy *for*, advocacy *with*, and advocacy *by* a vulnerable group) and the different levels they can be applied on (i.e. local, national, regional and global).

### Session 10: Political Participation as a Human Right

The session on political participation was an opportunity for participants to present their own work and learn about the work of others in the form of a *world café*.

During the subsequent facilitated discussion, participants explored the various formats of *political participation*, going far beyond the idea of voting in elections. From developing campaigns to facilitating structured dialogues with policy makers, the ideas for how young people can participate in the political process were far reaching and creative.

## Day 5

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### Session 11: Core Skills: Empathising and Active Listening

The session on empathy and active listening was initially planned as a preparatory step for simulated negotiation to happen in the following session, but it quickly became a session to remind the group, the contract done at the beginning of the week.

During several smaller exercises, participants displayed low levels of active listened empathy, often interrupting or talking over others. During the debriefing, participants were able to consciously reflect on these behaviours. Throughout the rest of the week, participants were more likely to be aware of their own behavior. This increased awareness was positively reflected on the following negotiation simulation.



### Session 12 + 13: Negotiation Simulation I + II

Participants were re-introduced to the six points of the advocacy cycle and then split into small working groups. Each group was presented with a different scenario having different stakeholders (e.g. Council of Europe, national governments, European Youth Forum etc...) to become the target of their advocacy mission.

After devising a strategy, each advocacy group had a simulated advocacy meeting with the stakeholders to address.

The unique format of the UYD, allowed the training to benefit from the presence of many representatives of international organisations who were involved in parallel UYD activities. Therefore, the participants had the chance to practice their advocacy strategies with real representatives of the stakeholders presented in the simulated cases handed out.

This opportunity added a fundamental element of realism to the exercise. This was highly appreciated by participants, who had spent a lot of time in preparing those meetings considering that it was their chance to interact with representative of international organisations.



### ***Session 14: Critical Media Literacy and Biases***

The session explored the connection between false beliefs and personal biases, and helped participants in recognising and countering misinformation.

This session was considered relevant at this stage since throughout the programme, the need to provide evidence-based information came up several times.

Especially when exploring violent extremism, during the conflict analysis exercise and on the occasion of the simulated advocacy meetings, it was clear that false information can easily be spread, bringing devastating effects and even leading to violence.

After being introduced to the psychological science underlying beliefs and group-thinking, participants split up in small working groups and analysed articles providing false or one-sided information and altered images aimed at manipulating the audience. At the end participants were introduced to a variety of fact-checking tools and techniques.



## ***Day 6***

### ***Session 15: Profile of a Youth Activist***

This session served as an opportunity for participants to reflect on their own abilities and strengths.

The exercise they had to perform created also a moment of reflection on their own group-working skills when working as part of a diverse team oriented towards the same objective.

The profiling exercise, with its self-assessment dimension, created a fertile ground for the final evaluation session.

### ***Session 16: Evaluation and Follow up***

The overall feedback for the training course was very positive. Several participants mentioned that they had never participated in such a well-organised course and emphasised the dynamic between the three trainers as something that helped with making sense of the training course.

As part of the self-evaluation, participants took some time to pledge on how they would apply the learning of the training course to their own context.

Their pledges are listed below in an anonymous form:

1. I commit to duplicate the outcomes of this training with my civil society network in [country] in order to contribute to a culture of peace. This is crucial as the latest protests are all peaceful and youth is committed to keep them this way;
2. I commit to follow up with those participants who have approached me and expressed interest to join the network of young peacebuilders;
3. I commit to sharing gained experiences with my colleagues and I will continue the collaboration with other participants from this training;

4. I commit to keep working on preventing racism and to let people back home know about the work of the North-South Centre and its work;
5. I will quit my job and start working on my skills for this year. I want to organise focus groups on peace and security at my university. I will start a project with one of the participants from this training course and try to find more motivated people like I met here;
6. I will apply many of the energizers and focus group facilitation tools I learnt in my own focus groups. I will try to 'inject' a youth dimension into the strategy I am developing and will campaign to apply 2250 to my national strategy;
7. I will write a report about lessons learned and practical methodology of transforming conflicts and youth participation in this process, including identified ideas for the negotiation process for the [national] conflict;
8. Encourage activists to advocate for youth rights and create a culture of peace among youth;
9. I commit to organising a #PeaceYouthDay with my organisation where I can share what I learned. I will connect with [contact] at the [country] ministry of youth to create a network of youth;
10. I will create a workshop in my community in [country] where I can spread the tools and techniques and involve as many youngsters as I can. I commit to working on our alumni project to make it sustainable;
11. I commit to reading the materials from the training and conduct a workshop on conflict resolution with young people from different ethnical background from my country;
12. I will integrate the topics covered into trainings that I plan to deliver;
13. I commit to complete what I have achieved on the national forum on youth, peace and security and will do my best to implement 2250 in my country before the end of this year;
14. I commit to increase the focus of [United Nations agency] in [country] on SDG16 by engaging as many companies as possible and directing CSR strategies towards peacebuilding;
15. I commit to starting my own social enterprise based on the fundamental tools and strategies I learned in this training course;
16. I commit to creating my own NGO even though I do not like public speaking. I want to launch it and be involved in asylum seeker legislation;
17. I commit to facilitate a first session at [organisation] on youth, peace and security;
18. When I go back home, I commit to focus on peace education in my school.

During the reflection process on follow-up measures, on one hand the desire to carry out follow-up activities in their own communities was highlighted and on the other hand, it was clear the need to establish an alumni network to find mutual support for their follow-up initiatives.

### ***Session 17: Plenary Presentation Preparation***

This session was dedicated to preparing the plenary session of the UYD, during which the groups of participants of each UYD activity presented the outcomes of their week-long course in a creative way.

The trainers let the participants self-organise the session, which led to another occasion to test the learning points of the training when it came to the soft skills of a youth worker: team working, creativity, public speaking, negotiation, advocacy etc.

After the break, participants joined in the final plenary the other 150 participants of the 9 activities which built the UYD 2019. Their presentation lasted approximately 10 minutes and combined personal stories, awareness raising element about the UNSCR 2250 and final call for action for more empathy, peace and justice.



## Final feedback from participants

During the daily reflection moments, participants remarked that every day they felt challenged in a positive way. Although the days were certainly very long, all participants stayed engaged until the last moment, sometimes even working over the lunch break.

In the words of a participant: “We had a ten minute lunch break and were working the whole time, but it was absolutely worth every minute.”

Participants expressed appreciation for most of the sessions, as they were equipped with concepts and knowledge which they could practically apply to their work. A variety of learning outcomes were pointed out, e.g. the Galtung’s violence triangle, the difference between different justice and human rights, the spectrum across positive and negative peace, the different forms of violence etc.

Finally, the participants expressed an interest for further training in the format of “training for trainers”, which could be incorporated in a larger project that provides capacity building and subsequent mentoring to participants from the Euro-Mediterranean region.

The evaluation form was distributed as an anonymous Google form one week after the activity ended. By the time this report was written, 13 out of 20 participants had submitted their evaluation. The evaluation is summarised below.

### *How much the training did met the following objectives (taking into account the length of the course):*

Increase participants’ knowledge on bodies and procedures of political participation in the peace and security field.	Very much: 38%	Quite a lot: 40%	Sufficiently: 30%	Not much: 8%
Build up the skills of young people to engage with stakeholders across the social and political spectrum by finding, analysing, and shaping policies on peace and security.	Very much: 54%	Quite a lot: 15%	Sufficiently: 31%	Not much: N/A
Empower young participants with tools and competences (such as negotiation and dialogue facilitation) to gain a greater space and safer role during decision making processes in conflict affected communities.	Very much: 31%	Quite a lot: 54%	Sufficiently: 8%	Not much: 8%
Explore how human rights mechanisms and reporting tools can be used by young peacebuilders to address injustice and transform conflicts.	Very much: 31%	Quite a lot: 23%	Sufficiently: 31%	Not much: 15%
Understand the complementary relationship between human rights and peacebuilding fields and discover how synergies between these two sectors can be used to create spaces for political participation.	Very much: 31%	Quite a lot: 46%	Sufficiently: 23%	Not much: N/A
Provide a platform for peer-to-peer learning between young peacebuilders and youth rights activists; facilitating the creation of bottom-up networks and alliances that have a shared vision of achieving change through positive actions.	Very much: 54%	Quite a lot: 38%	Sufficiently: 8%	Not much: N/A

## Final feedback from trainers

Though the experience was certainly positive and successful, trainers remarked that the six days were not enough to go deep on each of the learning objectives. This resulted in understandable frustration for parts of the group.

The cross-sectorial approach that has merged peacebuilding with human rights education and youth participation was a positive element that marked the uniqueness of this course.

The different but complementary profile of the trainers allowed linking the Council of Europe values and legal framework with the peace studies from academia and to peace initiatives coming from youth peacebuilding organizations.

The training course served as a reminder for the sensitive nature and the contradictions in which youth engagement takes place. All participants of the training course attended voluntarily, participated with the best intentions, and were chosen because of their demonstrated willingness to work on making their communities better places for everybody. Yet, when traditional narratives were challenged throughout the week, tensions between participants began inevitably to arise.

Eg: on the first day of the training, a participant refused to speak with two other participants coming from countries he perceived as “hostile” to his motherland. Over the course of the following days, the training discussions and group work as well as the interaction with many other participants of the UYD taking part at the Joint programme of the UYD, helped this participant to humanise the other two, breaking the silence and creating a new positive dynamic among all of them.

While six days are not enough to result in a permanent attitudinal change, the experience provided a counter-narrative to the stereotypical image he had of the people living in neighbouring countries. This example shows how the training course had the power to sustain dialogue and a meaningful interaction for peace.



# ANNEX 1

## TRAINERS & PARTICIPANTS

### TRAINERS

#### **Mr Benedikt Hielscher**

Benedikt is a facilitator and trainer specialized in empowering traditionally marginalised groups and communities. As a member of the European Youth Advocacy Team of UNOY Peacebuilders he has advanced the implementation of European policies to support youth peacebuilding efforts in Europe and globally.

Benedikt has a background in peacebuilding and mediation support. In recent years he has focused on peace support in the Middle East and North Africa, working closely with the UNAMID peacekeeping mission and UNDP Sudan to support local peacebuilding capacities in Darfur. His work with Libyan tribal communities, youth and women's organisations resulted in the implementation of the first Libya International Peace Forum.

Benedikt holds a master degree in political psychology from Queen's University Belfast where he focused on analysing communities in the Middle East

#### **Ms Romeral Ortiz Quintilla**

Romeral is a committed peacebuilder practitioner who is truly inspired by the role that youth plays in preventing violence and promoting peace. Since 2009, she started her journey as a youth and peace advocate. She was part of UNOY Youth Advocacy Team advocating for the adoption of UNSCR 2250 on Youth, Peace and Security. She has been involved in initiatives related to youth empowerment in peacebuilding from youth-led organizations to international institutions (UN, EU and Council of Europe) in Europe, Latin America and the Caribbean, North Africa and Asia. She is a senior trainer and has delivered and facilitated trainings and consultations on youth and peace and on localizing UNSCR 2250 to youth-led organizations and youth institutions in those geographical areas based on non-formal learning methodologies. She is the main author of UNOYYouth4Peace Training Toolkit.

#### **Ms Agata Stajer**

Agata has been involved in human rights education since 2004. She is a co-founder of Alive Peace and a board member of the Youth Peace Ambassadors Network (YPAN), running international trainings on peace and human rights education, gender equality and peace activism. Agata was trained in the field of peacebuilding in a long-term project of the Council of Europe. Her methods of creating learning spaces for young people and designing their educational processes are deeply rooted in non-formal education, focusing on participation, holistic and cooperative learning. Agata is also a lawyer specialized in Human Rights by profession and within the Human Rights Commission of the Polish Bar Association she works on the development of human rights education among young lawyers.





PARTICIPANTS			
	Name	COUNTRY	ORGANISATION
1	Nassim Rizik	Israel (Arab-Palestinian)	Small Projects Istanbul
2	Tumel Sabanci	Cyprus	TDP Youth Branch
3	Tommaso Emiliani	Italy	IPCRI - Israel/Palestine Centre for Research and Information
4	Dina Dahoud Dabash	Jordan	The Norwegian Refugee Council
5	Ikram Houimli	Tunisia	United Nation development programme Tunisia
6	Rebecca Hovhannisyan	Armenia	United Network of Young Peacebuilders
7	Ivan Hladyshenko	Ukraine	Kakhovsky local free secondary legal aid center
8	Karolina Rankovic	Serbia	Association of Roma prosperity
9	Malvina Condrațiu	Moldova	State Chancellery, Bureau of reintegration policies
10	Rusudan Jamaspishvili	Georgia	National Security Studies Center (NSSC)
11	Ismayil Farajli	Azerbaijan	United Nations - The Office of the High Commissioner for Human Rights
12	Ahmad Helmi	Syria	Ta'afiinitiative - Kesh Malek
13	Hassan Younes	Lebanon	UN Global Compact Network Lebanon
14	Mohamed Edabbar	Libya	United Nations Major Group for Children and Youth (UNMGCY)
15	Charlotte Myers	UK	Omid Project
16	Monika Veljanoska	Macedonia	Association for democratic initiatives (ADI)
17	Sean Ellul	Malta	TDM2000 Malta
19	Sabrina Boukorssa	Algeria	Friedrich Ebert Stiftung
19	Seifeddine Souid	Tunisia	United Nations Office for Project Services
20	Adam Mchaouar	Morocco	Morocco Interfaith Alliance



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For more info about the “Youth, Peace and Security” agenda of the North-South Centre of the Council of Europe, please, visit [this webpage](#)

[Here is the photo album of the training course in the framework of the 20<sup>th</sup> UYD](#)