PEER EDUCATION ON YOUTH PEACBUILDING: TRAINING OF TRAINERS MANUAL

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1. BACKGROUND

United Nations Population Fund (UNFPA) Albania in close consultation with Regional Youth Cooperation Office (RYCO) team FOR Western Balkans are adapting and updating a youth peer to peer methodology for reaching out to the most vulnerable and hard to reach youth to enable them take initiative, participate in initiatives and engage for peace and trust-building in their communities and beyond. The module should effectively promote multi-ethnic relationships, peace-building, and tolerance among adolescents and youth from communities of diverse ethnic background, as well as ensure prudent gender-balanced activities that empower young women.

In the context of the UN RYCO project the manual and guide should be adapted to be useful tools to strengthen the capacities of young people, especially from the target marginalised groups, become Training of Trainers (ToTs) and be able to apply the peer-to-peer learning methodology on the youth, peace and security and amplify/expand outreach to other youth groups and organisations unable to attend the ToT trainings. It should be a tool for girls and boys to be equally equipped to engage, understand and then address the issues that affect personal, community and political security among young people. These tools will focus on collaborative, interactive and face-to-face training methodology, which then will build on each national context and have a specific focus on how it is experienced differently by different genders and by young people from various socio-economic, ethnic, and cultural backgrounds.

The project will organise, through youth-led networks, cross border exchanges and workshops as a tool for youth engagement in peacebuilding and reconciliation issues while also generating online information that could help further raise information and knowledge sharing among young people.

2. OVERVIEW OF YOUTH, PEACE AND SECURITY

Youth have been building peace since the beginning of time. Before youth begin to learn new skills and ideas, it is helpful to discover and appreciate the many ways youth may already be working for peace in their communities, countries and the region. It is also helpful for Youth to create a vision of how they would like to see youth like themselves participating in peacebuilding in the future. Peacebuilding programmes should give youth an opportunity to share what they are currently doing in peacebuilding, envision the kind of peacebuilding youth could do, and examine the gap between the reality, their aspirations and the ideal.

The Youth, Peace and Security agenda has gained momentum in recent years and marks a shift in the understanding of who young people are and their role for peace and security. United Nations Security Council Resolution 2250 (2015) for example, recognises the positive role young people play in preventing and resolving conflict, countering violent extremism and building peace. The UNSCR 2282 (2016) on the Review of the United Nations Peacebuilding Architecture further reaffirms *"the important role youth can play in the prevention and resolution of conflicts and as a key aspect of the sustainability, inclusiveness*

and success of peacekeeping and peacebuilding efforts", and calls for *ways to increase meaningful and inclusive participation of youth in peacebuilding efforts.*

2.1. East and Central Europe Context

Youth are a powerful force; therefore, youth are often manipulated by adults to engage in conflict. However, youth have a choice to be powerful leaders for peace as they have many peaceful options for change.

A report from Eastern Europe and Central Asia Youth Consultation, held in Istanbul, Turkey, from 23-25 May 2017 identified peace and security priorities, innovative peacebuilding projects, challenges, opportunities, as well as recommendations which are very useful for peace and security in Eastern Europe and Central Asia region. These include:

2.1.1. Challenges to Youth, Peace and Security in Eastern Europe and Central Asia

The report observed that the current peacebuilding projects conducted by UN, non-governmental organisations, governments and even youth-led peacebuilding organisations have limited capacity to exercise meaningful youth inclusion in the region. Projects mostly fall short to reach out young people living in rural areas, although they present themselves inclusive peacebuilding projects.

According to participants' experience, there is a lack of transparency in the distribution of funds allocated for peacebuilding programmes. Non-governmental organisations' pre-established personal relationships with donors and business networks shapes donors preferences on which organisation receive funds. In this respect, youth-run peacebuilding organisations are in disadvantageous position to compete for funds.

Instrumentalised Youth Participation in Formal Politics: according to the report, young people involved in formal politics do not necessarily defend the interests of youth population; they rather serve for the interest of political elite. Although there are mechanisms, such as national youth councils, established to realise youth participation in formal politics, youth involvement in these platforms is often limited to the youth organisations working with political elite.

2.1.2. Youth Peace and Security Priorities in Eastern Europe and Central Asia Region

Cultivating Culture of Tolerance: The report mentioned above highlighted supporting peacebuilding projects that aim to foster culture of tolerance as a priority issues by young people. Accordingly, current peace and security projects that are targeting youth mostly make national, cultural and religious differences more noticeable than they are. Other youth priorities for peace and security include:

- Talking about Security: Participants emphasised that they would like to be able to raise their voice on security related issues. In this respect, consultation participants highlighted that ensuring young peoples' freedom from fear is one of the most important ways to contribute positively to peace and security policies in Eastern Europe and Central Asia. Participants strongly defended the idea that talking about

security related issues should be perceived as their personal freedoms that young people have.

- Promoting Family Level Peacebuilding Programmes: Participants emphasised that priority should be given to family-level peacebuilding programmes to support youth, peace and security in the region. In their views, current peace and security projects fall short to understand the role of families in peacebuilding processes, and lacks family level conflict analysis skills.

- Highlighting the Role of Gender in YPS Agenda: There are multiple types of sexual and gender-based violence that has to be seen as priority concerns for the youth, peace and security agenda in the region. Forced and early marriages, bride kidnapping, domestic violence, crime against transgender, trafficking of women and girls are some of the major security concerns that were mentioned by participants in relation to protection of young people.

- Supporting Peace Journalism: It is a priority for young peacebuilder in the region to have space in mainstream media and safe spaces in online platforms to demonstrate their positive agency in building peace and preventing violence.

2.1.3. Opportunities to Youth, Peace and Security in Eastern Europe and Central Asia

Participants emphasised that youth-led diplomacy is an opportunity to find to solutions to protracted conflicts in the region. According to participants' experience, youth-led diplomacy often tries to resolve the conflict from a different angle than traditional diplomatic relations.

- Trust between Youth-based Peacebuilding Organizations and Governments: building trust between governments and youth-based peacebuilding organizations is an opportunity for the YPS agenda

- Training young people to work as mediators is an important opportunity to advance youth, peace and security agenda in the region. Participants use often peer-to-peer mediation techniques in schools and universities to bring solutions to youth involvement in violence, and transfer their skills in dispute resolution to their peers.

- Peacebuilding on the online platforms: When youth have difficulties to find safe space to meet and organize activities, they often use online platforms to build peace and security. In various circumstances, young peacebuilders in the region use social media to reach their peers and build initial virtual relationships. Online world is also perceived as an opportunity to create intergenerational dialogue, informing older generations on the positive traits of young people in social change.

2.1.4. Innovative Youth, Peace and Security Projects from Eastern Europe and Central Asia Region

Using Art to Transform Conflicts: It is often the case that participants build peace and security through various forms of participatory art projects. In participants' view, using art is a functional and transformative way to overcome ethnic and religious differences that divide social groups in the region. Using art projects is a functional way to build peace, because participation in these projects does not require special knowledge or status.

Building Peace on the Move: Young peacebuilders in the region perceive mobility as an effective way to build peace and security. Their peacebuilding projects use busses as mobile spaces to organise problem-solving workshops in conflict affected regions. They invite young people from ethnically and religiously diverse background to travels with them to conflict-affected zones.

Creating Safe Space: Creating a safe space for young people to build peace should be considered as a priority for youth, peace and security agenda. However, this priority should not overlook the fact that young people themselves are able to create safe spaces to build peace and prevent future violent conflict. In their view, understanding local culture plays an important role in creating safe space for peacebuilding.

2.2. Western Balkans – peace and security context

The countries of the Western Balkans are geographically surrounded by EU member states, and the EU's general approach towards the region is characterised by stabilisation through integration.

The conflicts which blighted the region in the 1990s posed an existential challenge to the Common Security and Foreign Policy (CFSP) and in 2003, the EU went beyond its declaratory statements and launched the first ever Common Security and Defence Policy (CSDP) mission, EUPM, in Bosnia and Herzegovina and subsequently, the first military operation, Concordia, in the former Yugoslav Republic of Macedonia. Currently, the military operation EUFOR Althea in Bosnia and Herzegovina and the Union's largest mission to date, EULEX, in Kosovo, provide tangible illustrations of the EU's continued commitment to ensuring peace and stability in the region. Furthermore, the objectives of the Union and the work of the High Representative are also supported by the European Union Special Representatives (EUSRs) in Bosnia and Herzegovina and Kosovo.

On 1 July 2013, Croatia became the 28th member state of the European Union. In 2012, Montenegro opened the accession negotiations, followed by Serbia in 2013. In June 2018, the European Council agreed to conditionally open the accession negotiations with Albania and the former Yugoslav Republic of Macedonia in June 2019. The prospect of EU membership remains open to the potential candidates: Bosnia and Herzegovina and Kosovo1."The Excluded Generation - Youth in Southeast Europe" study, Sarajevo 2017, offers a comparative overview of findings of youth surveys conducted between 2011 and 2015 by Friedrich-Ebert-Stiftung in nine countries of Southeast Europe (SEE) - Albania,

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[1] EU, Institute for security studies, https://www.iss.europa.eu/regions/western-balkans

Bosnia and Herzegovina, Bulgaria, Croatia, Kosovo, Macedonia, Romania, Serbia and Slovenia. Survey results are indicative of young people's perceptions of their wider social, economic and political contexts and the ways in which such contexts impact their transitions to adulthood.

Although there are differences between the countries, results show that young people in SEE tend to espouse rather conservative values. This is reflected in their traditional attitudes towards marriage and coupledom and generally high levels of religious belief; moreover, in some of the countries, respondents show intolerance towards homosexuality and conservative attitudes towards abortion.

Potentially indicative of their wider social milieu – including a lack of institutional trust – young people generally demonstrate low levels of social trust, except for in close-knit networks of family and relatives.

They generally display high levels of social distance, especially towards minority groups. Their reliance on their family is also manifested in high rates of cohabitation with parents, which is related to unfavourable financial conditions that may not allow for independent housing.

Research results call for a paradigmatic shift in young people's integration in SEE societies, as they signal a failure of current models and policies towards youth. Promoting education that fosters tolerance, understanding and knowledge of other cultures, social groups and political views is key for building social trust. Finally, there is a need for a systematic approach to civic education, combined with opportunities for civic engagement and mechanisms to encourage substantial involvement of youth in decision-making processes.

3. THE TRAINING OF TRAINERS' MANUAL ON PEER EDUCATION FOR YOUTH PEACEBUILDING

The training of trainers' manual on peer education for youth peacebuilding will adapt the peer education approach to respond to the peace and security needs of young people in the Western Balkans. The manual is being developed to support the planning, implementation and action evaluation of peer education programmes with and for young people in post conflict peacebuilding context.

3.1.   Objectives of the Manual

There are three main objectives to be addressed by this manual:

-   To provide a skills-based curriculum for peer education trainers on peacebuilding and conflict transformation
-   To equip peer trainers/educators with methods for mapping institutions, analysing conflict situations and mobilising the target community toward peacebuilding
-   To promote a gender perspective to peacebuilding and help empower young girls to equally participate in peace building; sensitize young males in accepting girls as

equal partners in peacekeeping; and promote tolerance and understanding within and out of marginalised groups.

3.2. Methodology for developing the Manual

The methodology for developing training of trainers' manual on peer education for youth peacebuilding will rely as much as possible, on the specific target groups' views of the peace and security situation in their own countries' contexts. As such, the International Consultant (IC) will collaborate closely with national consultants throughout the consultancy to contextualise the guide and training manual to local specifics. The training needs and consequent training content that are envisaged, will not only focus on causes and the emerging dynamics, trends and drivers of violent conflict, but also focus on the existing prevention measures, peacebuilding efforts and the role of the youth as key target groups for peer education on peacebuilding. This method is therefore based on an understanding of peacebuilding as a function of context-specific factors and seeks to understand and promote the interaction between local and external peacebuilding interventions while also identifying factors of synergy at both the grassroots, regional and national levels.

3.2.1. Preparatory/consultation meetings

The initial process began with holding introductory briefings and discussions with UNFPA Albania and collaborating partners. Consultation meeting will also be conducted with national experts (engaged by COs), relevant partners, such as YPEER (or equivalent), RYCO, etc.

3.2.2. Literature review

This will involve literature (desk) review of relevant materials/documents/analyses to be provided by CO Albania in consultation with EECARO, other UNFPA COs and RYCO team

3.2.3. Close collaborations and consultations on training needs, content and methods

In addition to information from desk reviews, the IC believes that the national consultants, LBOs, RYCO and UNFPA staff already knows training environment and who the targeted youth audience are. Close collaboration with these experts will ensure identification of training needs to be addressed.

Similarly, close collaborate with PETRI, Sofia will inform the process of adapting the youth peer to peer methodology to ensure peer-to-peer methodology, young people's personal development aspects, and young people experience and other relevant aspects are properly reflected in the manual.

3.2.4. Validation Workshop

A Training of Trainers (ToT)/manual development workshop will be conducted to validate methodology and content. Relevant young participants will be identified to participate in the workshop. The workshop will also capture real-life stories shared by the youth to be included in the manual where necessary.

3.2.5. Development of training manual based on the identified needs

The development of training manual will be informed by the identified needs of the target groups during literature review and consultations with NCs, LBOs, UNFPA staff and PETRI team. The manual content/structure will comprise of a comprehensive training action plan that includes learning theories, instructional design, content, materials and any other training elements. It will also detail the resources and training delivery methods. The training materials and exercises of the manual will match the learning needs identified as above. The level of training and participants' learning styles are also to be considered.

3.3. Outline of the Manual

The main focus of the manual is peer to peer education, engagement and networking of young people for peace and trust-building. The manual will be comprised of three parts:

Part I: Understanding Conflict, Peacebuilding and Conflict Transformation among the youth

Part II: Initiating Peer Education in Youth Peacebuilding

Part III: Peacebuilding Training Curriculum

3.4. **Part I:** Understanding Conflict, Peacebuilding and Conflict Transformation among the youth

Part I is intended to lay groundwork for the training by defining the concepts and terms used in the manual, for example, understanding and responding to conflict. It will also discuss theories and practice of peacebuilding and conflict transformation with the focus on engaging adolescents and youth. Sessions and topics will include:

Understanding Conflict

- Personal Identity
- Memory line and Stereotypes
- Definitions and concepts of conflict, violence, peace and security
- Communication Skills
- Values Clarification
- Causes and types of conflict
- Gendered nature of conflict and effects on young people
- Conflict analysis (rationale and tools)
- Contextualising conflict in West Balkans

Responding to Conflict

- Individual Conflict Styles
- Tolerance and Diversity
- Interpersonal Relationships
- Social Level Conflict response

- Violence and non-violence
- Conflict Handling Methods/non-violent skills
- Intra and Inter Group Skills
- Conflicts and problem solving
- Skills in Mediation, Negotiation
- Skills in Dialogue and Trust Building
- Exploring Conflict Resolution Approaches and Conflict Transformation

3.5.   **Part II:** Initiating Peer Education in Youth Peacebuilding

This section will provide guidance to youth peer trainers on the steps to be undertaken prior to conducting training, such as mapping institutions engaging with the youth, analysing conflict situation and mobilising the target community toward peacebuilding. Topics and sessions to include:

- Concepts of Peace
- Peacebuilding Approaches and Reconciliation
- Stories of Youth in Peacebuilding from Our Communities
- Conflict Prevention, Conflict Early Warning and Early Response.
- Role of Youth Peer Educators in Peacebuilding and Conflict Transformation
- Discovering Our Strengths in Peacebuilding in Daily Life
- What are young people's peace and security needs and priorities in Western Balkans
- Which Other Youth Can I Engage to Build Peace?
- Identify potential youth peer peace educators
- Mobilising young people for peacebuilding
- Mapping youth peacebuilding actors and institutions
- Advocate for successful youth peacebuilding interventions
- Human Rights, Conflict Sensitivity and Links to Peace
- Youth Media

3.6.   **Part III: Peacebuilding Training curriculum**

This section will provide details on the training curriculum as well as advice to trainers on how to prepare for the training. The latter material will include recommendations of other resources and courses to review prior to training; specific situations and issues to consider during the training; and hints on how to manage the challenging aspects of training. It will include sample agenda as follows:

- Interactive training methods
- Groups and working in groups
- Facilitation skills
- Preparing for peer peacebuilding sessions (workshops, trainings)
- Conducting sessions and receiving feedback
- After the peer peacebuilding workshops, sessions, trainings
- Closing and Feedback
- Final Evaluation of the Training
- Certification

- Appendices
  - A Sample TOT Youth Peer Peacebuilding training agenda
  - A sample pre/post training evaluation form
  - A sample of end of workshop evaluation form