

Building Peace Skills 2010

Evaluation Report

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And last, we would like to thank the young people that participated for their contribution to make this training a success.

Introduction

Introduction to evaluation report

Organisers



The United Network of Young Peacebuilders (UNOY Peacebuilders) is a global network of 42 youth-led peace organizations and 300 affiliates, active in the field of peacebuilding and conflict transformation. The UNOY Peacebuilders as a network organization contributes to the work of its members and affiliates in two fundamental ways: 'Capacity building' and 'Advocacy and Campaigning'. It also engages in a range of additional activities to support these two key functions: Networking; sharing of information; advice and support through a pool of resource persons; research; fundraising and administrative support. Since its inception in 1989, the United Network of Young Peacebuilders has organized a series of international work group meetings, training seminars and regional/global conferences. In the past, a major focus has been on peacebuilding activities in Eastern Europe and Africa. The UNOY Peacebuilders has been actively campaigning for promoting the UN declared International Decade for a Culture of Peace and Non-violence (2001-2010) and is promoting the values and principles gathered in the Earth Charter, as a guiding ethical framework for action.



The mission of Seva is to reduce poverty and to encourage social-economic emancipation of disadvantaged groups. This mission is being carried out through the values of the Hindu culture and experiences with multiform communities and a proper working civil society. Seva builds towards a world without poverty in which people of different cultures and different religions peacefully live and work together.

Background Information

Building Peace Skills (BPS) 2010 sought to provide Diaspora and academic youth with the skills, tools, knowledge and contacts needed to become active agents of social change. UNOY Peacebuilders hoped that they could strengthen the cooperation amongst themselves and with youth organizations and individuals active in the field of peacebuilding. BPS created an environment for young people to learn from expert facilitators and from each other. This year, UNOY Peacebuilders aimed to host twenty participants, 10 Diaspora youth and 10 academic (students) youth to partake in the training. The training aimed to draw upon existing knowledge and experience of the participants and provide concrete examples of how to implement peace-related projects. The lack of connection between theory and practice was one of the main reasons why UNOY Peacebuilders sought to bring these two groups of young people together. BPS attempted to remedy this by creating an environment for young people to share ideas and experiences.

Needs Analysis

The need for this training is based on existing institutional knowledge and experience from UNOY Peacebuilders and partner organisations over the past three years. Based on this experience and a needs analysis held last year among experts working with different Diaspora groups in the

Netherlands showed that young people involved in peacebuilding are often not listened to or supported and are only symbolically included in any meaningful discussions. It is UNOY Peacebuilders' aim therefore, to give these young people a voice and show them the avenues that will facilitate them to be taken seriously. The positive feedback from previous participants also encourages UNOY Peacebuilders to continue offering the training annually.

Aims & Objectives

The overall aim of BPS was to connect theoretical concepts with practical examples and give young people the skills and tools needed to become positive actors of social change.

Short Term Objectives

- Introduce the participants to conflict and gender analysis
- Introduce and explain concepts associated with conflict and different approaches to peace
- Build up knowledge on the different positive and negative roles that youth can play in conflict
- Build up knowledge on the dynamics of interreligious and intercultural conflict
- Provide participants with a concrete experience of peace building by visiting a local project
- Facilitate youth in analysing and valuing their personal dreams and competences
- Empower and motivate young people to take a positive active role in their society by providing positive role models
- Create an open space for discussion and promote peer to peer learning and networking
- Build up skills to act as mediators and to facilitate interreligious and intercultural dialogue
- Introduce different tool-kits and funding opportunities for youth peace work
- Introduce project management theory and build up the skills to develop a project plan

Long Term Objectives

- Provide participants with the knowledge needed to become non-violent agents of social change in their surroundings.
- Provide participants with the skills to resolve conflicts in their families, neighbourhoods or villages in a non-violent manner
- Have participants act as multipliers and encourage other young people to become non-violent actors
- Extend UNOY Peacebuilder's and participant's networks
- Address the obstacles young people are faced with when trying to actively engage in peacebuilding activities

Indicators of success

The training Building Peace in Practice in the Netherlands:

- 20 – 25 participant with a gender balance and approximately 50% of Diaspora, 50% students
- Involve at least three expert trainers/speakers
- 1/4 of the participants will be active for UNOY activities after the training (e.g. for the International day of Peace and/or the African Students Conference or as intern)

After 6 months, 1/3 of the participants will report to have worked on the prevention of violence and conflict and/or on addressing the consequences of violence, will incorporate learned skills in their working practice after 6 months.

Methodology

The teaching combines methodologies from formal academia, non-formal education, peace education, community development and intercultural learning where emphasis is put on learning from each other. The training composes of a number of lectures, workshops and discussion forums in which the two groups of participants can share and exchange ideas. The environment created will resemble what UNOY Peacebuilders calls a 'Living Classroom', based on the 'Living Library' methodology. This is an environment where knowledge and information is exchanged, where facilitators are on hand to guide participants in a certain direction that the group decides on. This participatory approach is used to encourage participants to ask questions and extract information from each other rather than just listening to people speak. Country specific examples will be given on topics such as youth participation, positive role models and methods of inclusion. The training is needs driven and UNOY Peacebuilders will remain flexible during the training and will adjust the content towards what the participants are interested in.

An inbuilt monitoring and evaluation mechanism will be put in place to ensure that the participants are getting what they expect and need. This will be followed by a final evaluation which will ask the participants for more feedback about the training.

Training Summary

The training was held over five day period in May

The training schedule was developed following a needs analysis of the target group and after lengthy discussions with the trainers. The training was arranged so that the theoretical content learned in the course could be applied on the final day when project proposals were presented. A copy of the full schedule can be found in Annex 3. Participants were given the task of coming up with an idea for a project before the training started. [\(Waiting for summaries from Daniela\)](#)

Day 1: Thursday 6th May

Introduction Game(UNOY Team)

Training run through & Code of Conduct (UNOY Team)

Food and Sharing - Story telling 'Introduction to the topic' (Sami Gathii)

Day 2: Friday 7th May

Diaspora youth: Who are We?' (UNOY Team)

Positive Role Models (Suad Farah & Yasir Syed)

Roles and potentials of youth (Marloes van Houten)

Digging Deeper: Analysing the Problems faced by youth (UNOY Team)

Day 3: Saturday 8th May

Conflict Analysis (Frank Boerhave)

Conflict Mapping'(Frank Boerhave)
Conflict analysis with a gender lens (Jolanda Beerendonk)
Role-Play: Working with Youth (Yasir Syed)

Day 4: Monday 10th May

Five approaches to peace (Marloes van Houten)
Case study: Non-violence (Marloes van Houten)
Case study: Conflict resolution and mediation (Maarten Poorter)
Case study: Intercultural and inter-religious communication (Sami Gathii & Selma Van Halder)

Day 5: Tuesday 11th May

Personal Competences and Mission (Saskia Boender)
Project Development (Menno Ettena)
Project Visit (Roline Julen)
Reflection and Evaluation: Wrap up, certificates and farewells (UNOY Team)

Evaluation

UNOY comments

Outreach and PR

Outreach was done through digital and print means. The electronic version promoting the training was sent to over 200 contacts at universities, NGOs and personal contacts of UNOY staff. The training was also publicised on OneWorld. Outreach was also done via means of postcard advertising at universities in Amsterdam, Utrecht and Den Haag. UNOY also had a stand at Afrika Dag at the Haagse Hogeschool in Den Haag where training information was distributed. What can be concluded from the result of the outreach is that the 200 long list of email contacts contributed little in getting participants. From personal contacts it was discovered that the email was distributed throughout the Ministry of Foreign Affairs (Minbuza) by means of Platform Vredescultuur.

Training

The training went well and was organised well. The location of this year's training added the benefit of being able to go to the office to pick up supplies, print articles and liaise with UNOY staff. The location of the training also provided easy access for participants as it was close to Den Haag HS. The facilities provided by Seva Networks were of a high standard as well and the room was large enough to create areas where participants could work in smaller groups. A comment from last year's training was to do with poor time management. During this year's training, time management was strict and punctual. Guest speakers and UNOY staff kept within the time limits and only exceeded the time limit once during the lunch period because the participants wanted the session to continue a bit longer.

The training was held over a five day period with a one day break in between to allow for Mother's Day. Participants that cancelled or only expressed interest commented that they could not commit to five days worth of training and could only commit to three. This should be interpreted that a three

day training is preferred over five days worth of training. From last year's experience it should be noted that splitting the training over different months or weeks is also not a way to keep participants engaged. The ideal length of the training is three days, Friday to Sunday. Participants noted the low intensity of the Thursday and Friday sessions and commented on the excessive introduction games and code of conducts sessions.

Finding a 'good date' for organising a training is always difficult, there is never a 'right time'. This year the training was held in May which had its advantages and disadvantages. The disadvantages were that undergraduate and post-graduate students both had to work on their dissertations as deadlines were looming for both sets of students. This could partly explain why some participants did not show up for the training after having applied to far in advance.

Programme

The training overall went very well. Speakers kept to the allowed time limit and only once did a session go past its allotted time, but this was in agreement with the participants. The energy levels stayed high during the training and only two energizers were used during the training. The diversity of sessions and methodologies used were appreciated by the participants and made for a good combination during the training. A suggestion would be to shorten the introduction games. After one introduction game, the participants looked as if they were comfortable enough around each other. The Code of Conduct session is also something the participants seemed to find excessive. It is important to set a code of conduct for a training, however, this should be able to be done in 5 minutes and not in 30 minutes. The Pot Luck (food sharing) was also successful on the first day and there was a large amount of food to share. The starting times and finishing times of the training were good, participants showed up on time and were happy to be finished by 17:00. Some methodologies used during the training were more successful than others. While the River of Aims of Objectives was not received that well, participants really enjoyed the Magic Wall. As an evaluation tool, the post-cards were also received well by the participants. In terms of evaluations, there might have been too much formal daily evaluation. Daily evaluations could also have been done informally by UNOY staff.

The topics covered in the training were of very high quality and linked together well. Following suggestions made previously about cutting the training to three days instead of five, some sessions would have to be cut. This would have to be discussed within the team and no concrete suggestions can be made here as all the sessions were rated highly. Participant commented the low intensity of the Thursday and Friday sessions, so this is something that could be kept in mind. A three day training would have to be more focused and some sessions would have to be sacrificed, but overall, this would make the training stronger. As a participant mentioned in the evaluation, the training could cover less topics but go deeper into the ones we do cover. A recommendation would be to spend a lot more time on "Five Approaches to Peace" as all participants enjoyed that sessions and all commented that they had wanted more information and would like to have gone deeper into the topic. The group should also be challenged more to initiate a discussion from the participants. There was also little time to hear about personal stories or experiences from the participants.

Participants

The amount of participants that attended the training was unfortunately relatively low. We had aimed to host twenty participants from diverse backgrounds, in the end, only eight showed up, predominantly from a non-Diaspora background. This low number was not expected as 23 participants had signed up and we had expected the majority of these to show up. The backgrounds of these participants would have provided a good mix for the training: Algerian, Belgium/USA, Chinese, Czech, Dutch (12), Sierra Leonean, German (4) and Polish. As mentioned, unfortunately, a majority of these people did not show up. The pattern of non-attendance was predominant with people who had registered early on, over a month before the training. These people were the largest group of people that did not show up. The last minute applicants and those that registered within a month of the training either showed up or made the effort to send an email to explain why they could not attend. A suggestion would be to ensure people pay upon registering for the course, however, this might also scare away participants. This is something that will need to be discussed further within the UNOY team.

The lack of diversity of participants was a comment from last year's training as well. That is why for this year's training an effort was made to work closer with Diaspora organizations. Meetings were held with FORUM, Hirda, PSO, Seva Network, Third Way and Vluchtelingen Werk Utrecht to tap into their network of Diaspora youth. Unfortunately, even this approach yielded very little positive engagement with Diaspora youth. It was hoped that by meeting and talking to these organisations, information would be spread to result in a larger group of participants from Diaspora backgrounds. It seems that more needs to be done either to encourage and motivate Diaspora youth or more needs to be done in stronger cooperation with these youth organisations.

SMART Indicators

Short Term Objectives:

All short term objectives were reached during the training. The training created an open space for discussion and promoted peer to peer learning where participants were introduced to conflict analysis, gender analysis, the dynamics of interreligious and intercultural conflict and different approaches to peace and positive and negative roles that youth can play in conflict. Participants were also provided with a concrete example of peace building by a talk from D'Roem and from the two role models. Participants were also introduced to some tool-kits and funding opportunities and further examples were sent out in a follow-up email. Practical skills such as mediation and project management were also introduced to the group.

Long Term Objectives:

The foundations have been laid to realise the long term objectives set out for the training. The training provided knowledge needed for young people to become non-violent agents of social change and raised the issues that they are faced with when trying to actively engage in peacebuilding activities in their families or neighbourhoods. The training also extended UNOY Peacebuilder's and participant's networks and added to the resource of volunteers.

Indicators of success:

20 – 25 participant with a gender balance and approximately 50% of Diaspora, 50% students.

The training did not attract 20 – 25 participants and the gender balance was unbalanced. The reason for the lack of participants was already mentioned in the previous section.

Involve at least three expert trainers/speakers

The training involved 9 expert speakers and trainers which well exceeds the original target.

1/4 of the participants will be active for UNOY activities after the training

Two participants have indicated that they might be interested in doing an internship with UNOY and being added to the pool of volunteers. Most participants also opted to be included in the peaceful digest.

Overall

Participant Comments

This is a summary of the participant responses. For a full breakdown of the feedback, see Annex 4: Participant Evaluation.

1. How did you find the overall standard of the training:

Excellent	3
Good	6
Average	0
Poor	0

2. Please rate the standard of the workshops, lectures and activities

The average of all of the sessions was 4.02. This highlights the high quality of the sessions during the training.

3.a. What was the best thing about the training?

The training was given a positive rating as a whole. Mentioned several times was that the training introduced several topics associated with peacebuilding. The general atmosphere was also praised in the evaluation. The participants appreciated the different points of view and the opportunity to contribute to the sessions.

b. Would you change anything?

Overwhelming, the participants mentioned they would prefer to do less daily evaluation and focus more on a overall evaluation at the end of the training. The amount of time used introducing each session was also noted as taking too long. It was also suggested that the 'intensity' of the Friday could be higher. It was also suggested that the participants and trainers share more personal experiences related to Diaspora youth and topics related to conflict transformation. The session on 'Five Approaches to Peace' also went to quickly as one participant noted. They noted it was a very interesting topic but unfortunately too much was crammed into a short period of time.

c. Where your expectations of the training met?

Overall the training exceeded the expectations of the participants. They found it a good place to network and meet new people. Many participants also noted that they were disappointed by the lack of Diaspora youth attending the training. This was the biggest criticism of the training.

d. What did you think about the diversity of the participants?

This question related closely to what the participants mentioned above, the lack of Diaspora youth. Participants did note that the group had interesting viewpoints and educational backgrounds. There was also a call for a more gender balanced group. The most comments again related to the lack of Diaspora youth. Participants suggested talking to refugee centres, cultural groups and associations

for young people. They would appreciate Diaspora youth participation because they would like to hear their viewpoints and experiences.

e. Do you think there were enough opportunities for you to contribute during the training?

All the participants answered 'yes' to this question. It was mentioned that there was a safe environment where participants felt safe to contribute their thoughts and ideas. It was also mentioned that the combination of theoretical and practical content was appreciated in the learning process.

6. Please rate the following

Curriculum:

The only relatively low score in relation to the curriculum section was the way the about whether the sessions were linked together well. This scored a 3.88, below the average of 4.42. This suggests that we can improve the introductions between the topics or look at replacing one or two of the sessions. This will further be evaluated at a later date with next year's training in mind. In regards to the rest of the curriculum question, high marks were given to the knowledge of the speakers, the methods and materials used and the quality.

Training and Information:

In response to the answers given, more training information will be given out ahead of time. This can be as simple as a small email or maybe introduce participants to the newsletter or peaceful digest. This will let the participants feel 'part' of UNOY before they attend the training.

Own improvements:

The most useful practical information gathered by the participants was an introduction to Conflict Analysis and Different Approaches to Peace. These both scored highly on the evaluation form. The sessions on Gender & Conflict and The Role of Youth scored less favourably. We at UNOY Peacebuilders find these sessions to be very important, so we shall see how we can make these sessions more practical for the participants so that they can take something away with them.

I increased my interest in:

The topics that came out on top were Analysing Conflict and Conflict Transformation, followed by Gender Issues. The results here follow the trend of the participants being interested in the Conflict sessions. The fact that the Gender session was also highlighted, but ranked poorly in the previous question, suggests some work needs to be done to give practical application to Gender issues. There seemed to be less enthusiasm about the Youth Work, Using Role Plays and Setting up a NGO sessions. Suggestions would be to either link this better with the rest of the sessions or remove them.

7. How did you find out about this training?

- Flyer in school, HHS(hardly visible, I was lucky)
- www.oneworld.nl

- by a forwarded email
- Africa Dag @ HHS
- from a friend who works at Forum, Utrecht
- Africa Dag @ HHS
- from your website

8. Which methods did you (and did you not) enjoy and find useful to the improve your knowledge and skills...

Lectures:

good to deepen knowledge; very good - only more theoretical information about Diaspora youth would be interesting; very informative, also exhausting but that is ok. Feels good in a way; yes - lecture were well informed; it was good to get some background theory; I like to listen to a person when using power points; were interesting and enjoyable

Workshops:

good to develop skills; mediation, Conflict mapping exercise; yes - bringing theory to practice; it's good to use interactive methods to break up the theory part; makes you creative; creative

Discussions:

good to share and develop viewpoints with the newly gained knowledge; preparation in buzz groups worked good; there were not so many; yes - sharing knowledge; it was very interesting to hear the perspectives from other people; interesting, many points of views

Group work:

good to share and develop viewpoints with the newly gained knowledge; where all ok; it is good and helpful to work in a group and I liked that it didn't take too much time; yes - sharing knowledge it always a challenge, but worth it, especially in such a diverse group; good...to know how the others think about different things; worked really well due to other participants

Videos:

could be used more; yes clear – The Wajir was a bit too long though; excellent - especially to break up the lectures and when something had to be analyzed from it; pray the devil back to hell....nice to see videos, makes it real; interesting

Role-Play:

good to understand other viewpoints, great - especially the one where we were in one line (1 step forward/back); beforehand I didn't feel like this, but during the course, I actually enjoyed it; yes fun, brining theory to practice; really enjoyed them; really good

9. Which session(s) covered during are the most beneficial to your study, work or your :

The most beneficial sessions for the participants are listed below. These sessions were also popular in the previous trainings. This can be explained by the fact that they provide theoretical content and practical application.

Five approaches to peace (6)

Conflict Analysis (5)
Conflict Mapping (5)
Case study: Conflict resolution and mediation (5)
Case study: Non-violence (4)

10. Do you want to stay in touch with UNOY Peacebuilders or get involved in follow-up activities?

The participants wanted to stay in contact with UNOY after the training had finished. Many wanted to receive updates on future trainings and the newsletter. We also had some requests to be added to the pool of volunteers.

11. Do you think the fee of €30 was reasonable for this training?

All the participants stated that the training was more than affordable and that they would have paid more to attend a training of such a high standard. They appreciated the low price, especially since most of them were students with low or no income.

Additional comments about the training:

- next time if you want more participants, post a message on school portals;
- make it possible to attend either one or more course(s).
- Maybe you can give workshops/lectures at schools (if you're not doing it already).

Recommendations

Taking into consideration the feedback from the participants and UNOY staff, the following recommendations have been made to improve the training.

- *Make the training three days*
- *Look critically at the date of the training*
- *Work even closer with Diaspora organizations*
- *Less topics, further depth into the topics*
- *Extra time on Five Approaches to Peace*
- *Location was good*
- *Leave the price the same, even though participants would pay more than €30 for the training*

Appendix

Annex 1: List of Participants

Participant	Affiliation	Email
Franziska Zanker	Leiden University	franzisca.zanker@gmail.com
Carolien Pronk	Landelijke Huisartsen Vereniging	carolienpronk@hotmail.com
Ariane Casimiri	Universiteit van Amsterdam	ariannecasimiri@gmail.com
Ianthe Schouten	Jongeren & Missie	iantheschouten@gmail.com
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Myrthe Welten	UNOY Peacebuilders	myrthe534@hotmail.com
Daniela Canepa	UNOY Peacebuilders	canepa.daniela@gmail.com
<i>Marloes van Houten</i>	<i>UNOY Peacebuilders</i>	<i>coordinator@unoy.org</i>
<i>Roderick Besseling</i>	<i>UNOY Peacebuilders</i>	<i>rbesseling@gmail.com</i>

Annex 2: Facilitators / Trainers

Roline Julen (D'Roem) info@d-roem.nl

Session: Project Visit

Sami Gathii (Crossroad Productions) info@crossroadsproductions.nl

Session: Story telling 'Introduction to the topic' and Case study 'intercultural and inter-religious communication'

Sami is Gathii actor, storyteller, dancer, director and writer. He was born in Nairobi (Kenya), came to the Netherlands for the theater academy in Utrecht and the theater at the HKU. CROSSROAD is uniquely both a renowned theater and a development organization. CROSSROAD envisions art as an inspirational tool to attract attention, to think about social, cultural and economical problems which influence the society. In particular, CROSSROAD uses participation, interaction, interdisciplinary and intercultural theater initiatives. These focus on bringing persons from different social and cultural backgrounds together to share ideas with as a result to create a society which connect through theater.

Selma van Halder (Sobats) selmavhalder@gmail.com

Session: Case study 'intercultural and inter-religious communication'

Selma van Halder has studied 'World religions' at Leiden University and 'Inter-Faith studies' at the University of Glasgow, Scotland. She received an MTh in interreligious communication and conflict in 2009, after a period of social-scientific fieldwork in Paramaribo, Suriname. Her thesis research was

aimed to analyse Suriname as a multi-cultural and multi-religious society and to see how religion can be used as a means for preventing conflict rather than causing it. Sobats is a small training bureau that provides courses in intercultural communication and aggression reduction.

Suad Farah (Hirda) suad@hirda.org

Session: Positive Role Models

Suad Farah is 24 years old and a fourth-year student at the School of Journalism in Utrecht. Education is something that obviously is a wealthy country like the Netherlands and I am very grateful. HIRDA and UNOY Peacebuilders have worked several times of the past few years and we intend to continue our strong working partnership. HIRDA envisions Horn of Africa in stable peace. Where communities live in harmony and benefit from appropriate health care, education, food and water security. Where boys and girls have equal access to quality basic education and parents are involved in their children's education. The young generation is positive and idealistic and they are free to think and speak out. Where women have equal opportunities, participate in political decision-making processes, have the chance to earn their own livings, information and resources to make informed decisions regarding their financial independency, safety, health, and other social needs. Where the civil society organizations in the region contribute to the development of communities in good spirit of mature and autonomous organizations that collaborate and support; and taken seriously by decision makers and not oppressed by political influential groups.

Yasir Syed (Culture Clash 4 U) yasir@cultureclash4u.com

Session: Positive Role Models and Role-Play: Working with Youth

Frank Boerhave (European Centre for Conflict Prevention) f.boerhave@conflict-prevention.net

Session: Conflict Analysis and Conflict Mapping'

Frank is program Manager Early Warning & Early Response, and Regional Coordinator for Eastern and Central Africa, West Africa, and Southern Africa. He is responsible for developing the ECCP/GPPAC Early Warning & Early Response Programme (EWER) and supporting the sub-Saharan African GPPAC regions. He supports and develops GPPAC EWER mechanisms and tools to strengthen the exchange of EWER experiences between the 15 Regional Networks of GPPAC. Between 2002 and 2009, Frank worked in Latin America, Asia and Africa in the field of human rights, public health and medical emergency relief. Early 2009 he returned to Holland from a mission as General Coordinator with Medecins Sans Frontieres in South and East DR Congo. Frank was born and raised in Holland and studied History, Journalism and Humanitarian Assistance in Groningen, Holland and Bochum, Germany.

Jolanda Beerendonk (IKV Pax Christi) beerendonk@ikvpaxchristi.nl

Session: Conflict analysis with a gender lens'

Is currently working as a gender advisor for IKV Pax Christi. Before that she worked with several NGO's on human rights in especially South Asia, and against trafficking women. Jolanda Beerendonk Studied cultural anthropology, women studies and journalism. She did research after trafficking women, labour migration Sri Lankan Women to Middle East. Jolanda lived and worked in Sri Lanka and India. IKV Pax Christi works for peace, reconciliation and justice in the world. We join with

people in conflict areas to work on a peaceful and democratic society. We enlist the aid of people in the Netherlands who, like IKV Pax Christi, want to work for political solutions to crises and armed conflicts. IKV Pax Christi combines knowledge, energy and people to attain one single objective: there must be peace!

IKV Pax Christi works on peace programmes at the request of Pax Christi and IKV; it operates as one organisation with one Supervisory Council and one Management Board. IKV and Pax Christi continue to exist. IKV's Board and Pax Christi's Membership Council monitor mission and identity, contribute to developing a vision and evaluate the consistency of these with IKV Pax Christi's policy.

Maarten Poorter (Amsterdam Centre of Conflict Studies / TAQT) M.F.Poorter@uva.nl / maarten.poorter@taqt.nl

Session: Case study 'conflict resolution and mediation'

Currently, Maarten works as a researcher and a lecturer at the department of Political Science and the Amsterdam Centre for Conflict Studies of the University of Amsterdam (UVA). Besides his appointment at the UVA, he is co-owner and trainer of TAQT; a training consultancy that focuses i.e. on teambuilding, leadership, conflict management, mediation and dialogue, presentation, communication and negotiation. Maarten studied Sociology (Employment, Organization and Policy) and Political Sciences (Governance and Policy development) at the University of Amsterdam and the New School University in New York. TAQT is a training consultancy that focuses i.e. on teambuilding, leadership, conflict management, mediation and dialogue, presentation, communication and negotiation. Maarten Poorter is the co-founder of taqt.

Saskia Boender (Jane / You Make Sense) s.boender@jane.nl / sas@youmakesense.nl

Session: Personal Competences and Mission

Saskia Boenders started her career as a stewardess. Within the past six years Saskia extended her knowledge on social work. She worked as a project leader at the GGZ in the field of eating disorders. She offered direct counselling for everyone who was affected by eating disorders. In order to extend her knowledge any further she completed her degree in psycho-social therapy in 2009. In order to promote wider and its commitment to professionalise the training of Psychosocial Saskia has a Christian vision therapist followed and they graduated in June 2009. This followed on from two years study at the Bible Institute in Belgium (Leuven) and the courses at the Faculty of Educational Training in the direction of health care. YOUMAKESENSE offers psychosocial counselling and coaching to everyone who want to develop on a personal level or need assistance. In addition, YOUMAKESENSE offers custom- made trainings for different target groups.

Menno Ettena (UNOY Peacebuilders) int.coordinator@unoy.org

Session: Project Development

In 2003 Menno finished his Master degree in Psychology of Culture and Religion, University of Nijmegen, the Netherlands. His thesis and research was about the integration of Moroccan male youth in the Dutch society and their attitude towards changing cultural relationship codes and sexual moral. The themes Identity, Identity construction and Cultural dynamics were some of the key

elements in this project. These themes have also been a guiding interest in the projects he was engaged in afterwards in the Netherlands, Israel and Palestine which mostly focus on encounters between people of conflicting sides. Menno initiated in 2004 association 'Con-Young-Tion' and organised youth exchange in the Netherlands with participants from Israel (Jewish and Palestinian), Palestine, Belgium and the Netherlands. He also actively participated in inter religious seminars and trainings concerning intercultural dialogues and peace-building. Since February 2005 Menno has lived in the Middle East and worked on a variety of international youth projects concerning peace building and coexistence in Bethlehem, Palestine, Jerusalem and Tel Aviv. During this time he also participated in Mediation and Non Violent communication trainings and studies society structuring theories. From October 2006 Menno is the International Coordinator of UNOY Peacebuilders secretariat in The Hague.

Marloes van Houten (UNOY Peacebuilders) coordinator@unoy.org

Session: Roles and potentials of youth, Five approaches to peace and Case study 'non-violence'

Studied performing arts, religion and management at a private school in the Netherlands. Hereafter, she worked on short-term projects in several countries (Eastern-Europe, Mexico, Canada), whereby arts were employed to deal with development and humanitarian challenges. Later on, she completed a B.A. Language-and Cultural Studies (Major: Development Studies, Minor: Asia Studies) at the University of Utrecht and graduated with honours on Human Geography, Planning and International Development Studies (Research Msc.) at the University of Amsterdam and at the Wageningen University. She has research experience in the fields of organizational development of humanitarian organizations, project fundraising and selection procedures of donor organizations, partnerships between (I) NGO's and local governments, street children and violence (in Brazil), conflict impact and peace building in Nepal. In 2008 Marloes worked as a Junior Lecturer Conflict and Development International Development and Conflict Studies at the University of Amsterdam. In 2008 she also got involved with UNOY Peacebuilders and served first as a board member and from March 2009 as a Projects Coordinator. She is responsible for UNOY's Africa and Asia programme and for the Dutch Capacity Building Programme, the projects part of this peace education programme and the African Student Conference. Besides her work for UNOY she currently also does consultancies for the South Asia research group of the University of Zurich.

Roderick Besseling (UNOY Peacebuilders) training@unoy.org

Session: FILL IN

Completed his post-graduate study in Post-Conflict Reconstruction and Development at the University of York. He has a rich background working with different non-governmental organisations both in England and the Netherlands. He has an excellent track record at organising events and hosted several United Nations training courses while at university, with participants reaching over 100. He has a special interest in migration issues and worked with the Nottingham and Nottinghamshire Refugee Forum, giving general advice and working as a buddy to several refugees. He is currently working on the training and Asia desk at UNOY Peacebuilders as well as helping with technical issues as they come up.

Annex 3: Schedule

Annex 4: Participant Evaluation

Annex 5: Pictures

Hopes and Fears

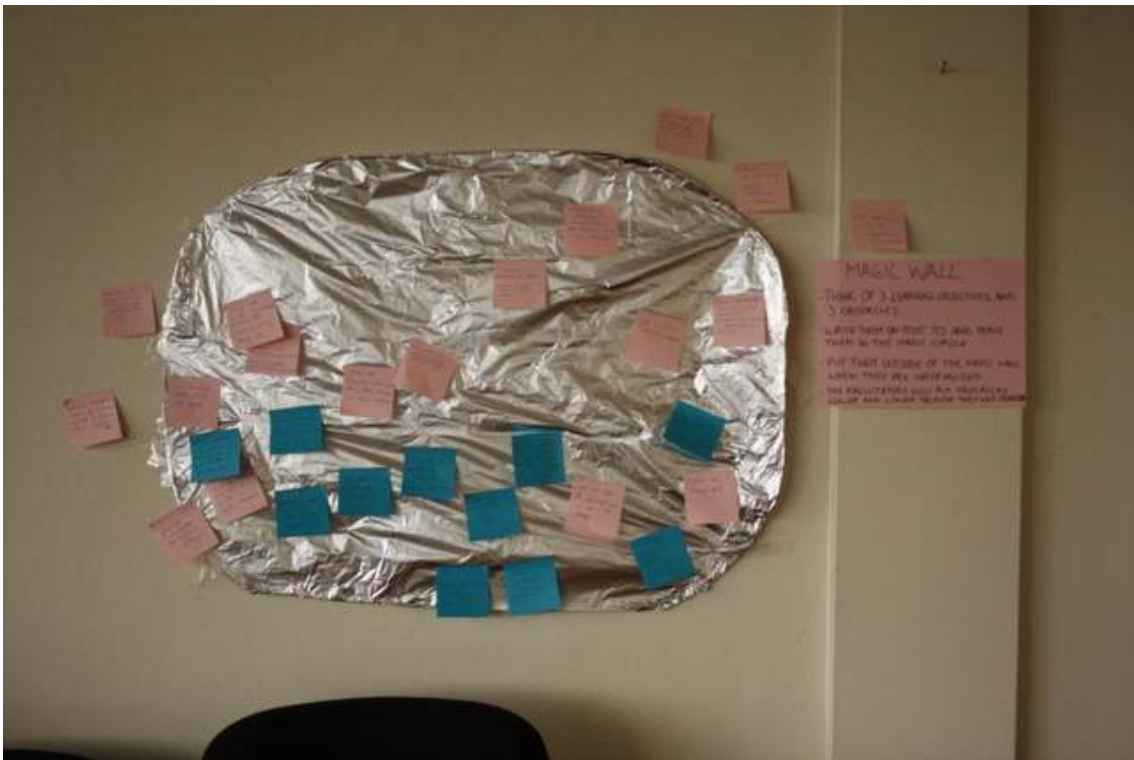
Fears		
Can't express myself	Fear of not being able in future to actively use "peace skills" because of dominating (negative) society	Would be nice if the group would be more diverse (more Diaspora youth)
Number of participants decreasing even more	Too many introduction games	Having a bad atmosphere during the seminar
Difficulty in explaining myself (due to language)	Participants have more or less the same background	Not being able to contribute enough
Can't express my feeling and knowledge because my English is not that good	Lack to do anything with the thing I learned this training	

Hopes (not-materialised)		
Being able to use knowledge gained in this training in my daily life	Have more knowledge about story-telling and how to use this in conflict-situations	Learn how to be a good facilitator
Increase my knowledge in peace building	Get to know interesting people	Sharing my experience with the participants and sharing ideas and opinions
Enriching my perception of peace	Become a more creative peace worker	Get contact information and an insight in UNOU and other NGOs
Improve my training skills	Get new ideas for activities and work in the future	Develop myself & my personality as an instrument for stimulating peace work
Building bridges, inspire others to be 'open'	Develop more theoretical knowledge about peace building and religious dialogue	Learn about the experiences of other people

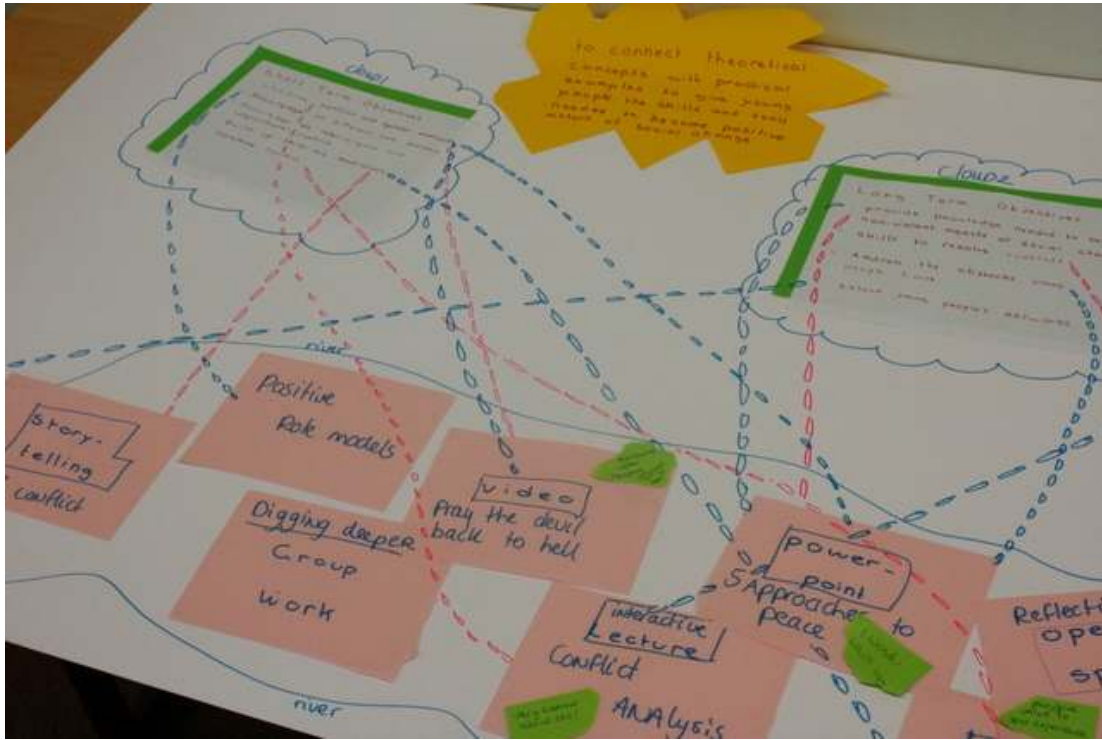
Hopes (materialised)		
To get inspired by other people (trainers and participants)	Improve my knowledge about gender and conflict	Get better skills in terms of conflict solving and mediation
Gaining knowledge on conflict analysis	Personal development in terms of stimulating myself in thinking about conflict etc	Having a great time with all participants and trainers
Learn about relevant definitions and theory	Meet inspiring people	



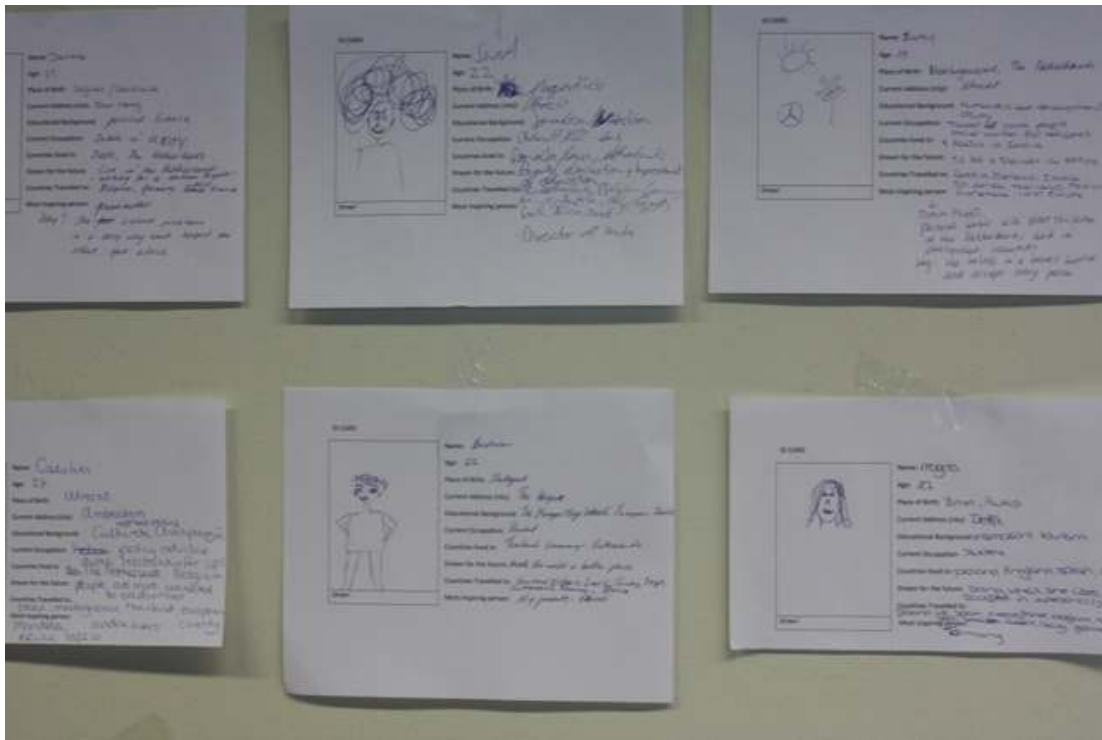
Picture 1 - Magic Wall



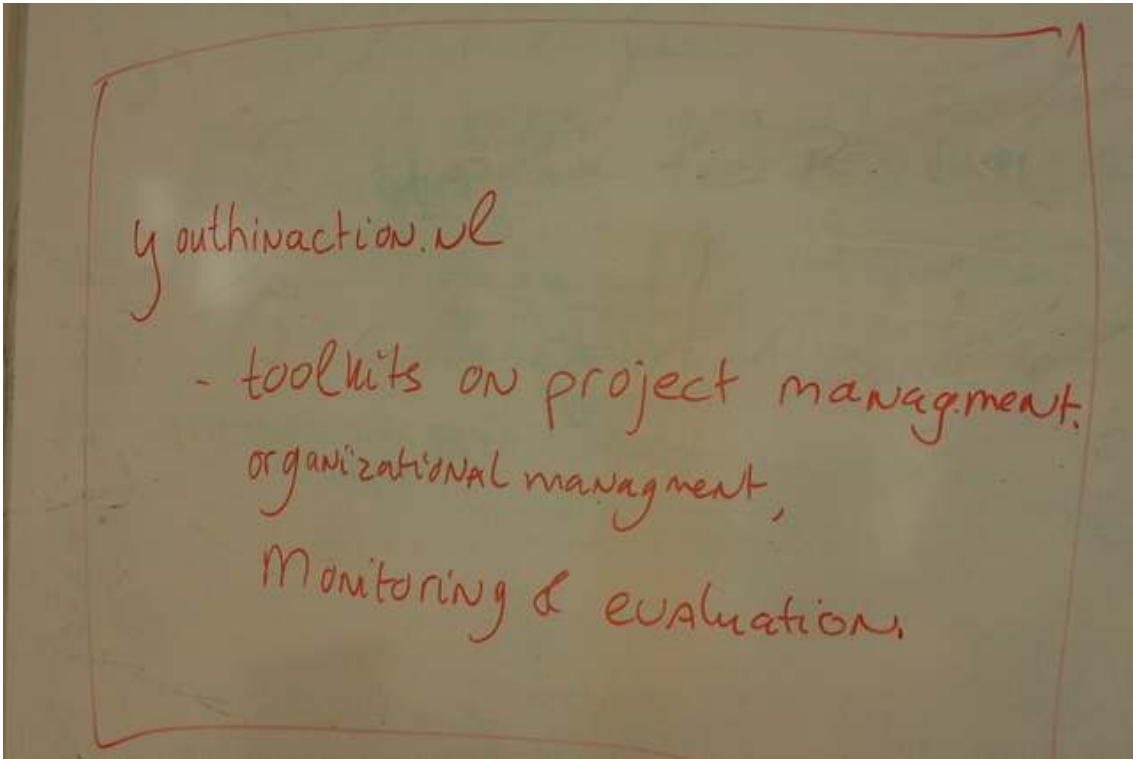
Picture 2 - Magic Wall



Picture 5 - River of Aims and Objectives



Picture 6 - Youth ID Cards



Picture 7 - Notes on the white board



Picture 8 - Post-card evaluation



Picture 9 - The Footsteps of success

Footsteps of Success

Field Trip	Take a step forward	Story Telling
Gender & Conflict	Conflict Analysis	(Diaspora) Youth & Conflict
Positive Role Models	Personal Competences & Mission Statement	Five approaches to peace
Mediation Case Study	Project Development	Inter-religious & intercultural communication

did you know that....	Magic wall	Follow-up table
Post-cards	Evaluation form	River of Aims & Objectives

"theory" lectures	Open space	Experimental learning exercise
Role Play	Discussion	Energizers
Introduction Games (agree & disagree)(Cups & Chat)(pot-luck)		

Annex 6: Resources

COMPASS - the manual on human rights education with young people. <http://eycb.coe.int/compass/>

Gender Matters - resource for working on issues of gender and gender-based violence affecting young people, with young people. <http://eycb.coe.int/gendermatters/>

Respond - The Wajir story: The Wajir story explores conflict in Kenya's Wajir district. In this documentary we look at how conflict over issues such as land ownership and political representation resulted in violent outbreaks that included theft, rape and murder. <http://www.respond.org/pages/films.html>

Pray The Devil Back To Hell - the gripping account of a group of brave and visionary women who demanded peace for Liberia, a nation torn to shreds by a decades old civil war. Combining contemporary interviews, archival images, and scenes of present-day Liberia the film recounts the experiences and memories of the women who stood up to their country's tyrannical leader and brutal warlords, in order to bring peace to their tormented country. <http://www.praythediabacktohell.com>

Tough Guise - This series demonstrates the distorted image of masculinity and the destructive impact it has on many males and, indeed, society as a whole. <http://www.youtube.com/watch?v=DP1ACIUHhp4>

Peacemaker's Toolkit - a series of "best practices" handbooks on key aspects of mediation and peacemaking. <http://www.usip.org/resources/peacemaker-s-toolkit>

Conflict Analysis Framework - The World Bank's operational policy on Development Cooperation and Conflict mandates the integration of sensitivity to conflict in Bank assistance through analytical work, including conflict analysis. The CPR unit has developed a Conflict Analysis Framework (CAF) <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTSOCIALDEVELOPMENT/>

Framework For Conflict Analysis - As part of the follow-up from the Joint UNDG-ECHA Working Group on Transition, the Implementation Plan calls for the creation of a framework for a common contextual analysis for the causes of conflict, which will help base program planning on a common framework of analysis that clearly identifies key elements of peace building. [www.undp.org/bcpr/documents/prevention/integrate/Interagency framework for conflict analysis in transition situations.doc](http://www.undp.org/bcpr/documents/prevention/integrate/Interagency_framework_for_conflict_analysis_in_transition_situations.doc)

Conflict Analysis Tools - This list is not comprehensive and will need to be further adapted to each organisation and each context. Rather than either choosing one tool 'off the rack' or creating an entirely new tool, we strongly encourage organisations to tailor relevant elements of existing tools to develop appropriate hybrids. <http://www.conflictsensitivity.org/?q=node/17>

Outcome Mapping - A methodology called "Outcome Mapping" was developed, which characterizes and assesses the contributions development programs make to the achievement of outcomes. Outcome Mapping can be used at the program, project, or organizational level. Outcome Mapping remains a work in progress and so we look forward to receiving your comments and suggestions toward its improvement. http://www.idrc.ca/en/ev-26586-201-1-DO_TOPIC.html

Greed and Grievance in Civil War - The phrase "greed versus grievance" or "greed and grievance" refer to the two baseline arguments put forward by scholars of armed conflict on the causes of civil war, though the argument has been extended to other forms of war. <http://www.csae.ox.ac.uk/workingpapers/pdfs/2002-01text.pdf>

International Crisis Group is an independent, non-profit, non-governmental organisation committed to preventing and resolving deadly conflict. <http://www.crisisgroup.org/>

IRIN's principal role is to provide news and analysis about sub-Saharan Africa, the Middle East and parts of Asia for the humanitarian community. <http://www.irinnews.org/>

ReliefWeb is your source for timely, reliable and relevant humanitarian information and analysis. <http://www.reliefweb.int/>

OCHA is the arm of the UN Secretariat that is responsible for bringing together humanitarian actors to ensure coherent response to emergencies. <http://ochaonline.un.org/>

PRIO - The Peace Research Institute Oslo (PRIO) is a non-profit peace research institute (established in 1959) whose overarching purpose is to conduct research on the conditions for peaceful relations between states, groups and people. <http://www.prio.no/Research-and-Publications/Publications/>

Transcend International connects autonomous individuals and centres working on peace by peaceful means, development by developmental means and environment by environmental means. The mission statement defines four pillars: To bring about a more peaceful world by using action, education/training, dissemination and research to handle conflicts with empathy, nonviolence and creativity. <http://www.transcend.org/>

SMART Methodology The Standardized Monitoring and Assessment of Relief and Transition program is an interagency initiative to improve monitoring and evaluation of humanitarian assistance interventions. Specifically, the program will pilot an approach to routinely collect, analyze and disseminate information on the nutrition and mortality experience of populations served by humanitarian interventions. <http://www.smartindicators.org/index.html>

ProVention aimed to advance disaster risk management in developing countries by forging partnerships and linkages; advocating among leaders and decision makers for increased policy attention and commitment to reducing natural hazard risks; developing innovative approaches to the practical applications of disaster risk management; and sharing knowledge and resources for organisations, practitioners and communities active in disaster reduction. <http://www.proventionconsortium.org/>

Annex 7: Post-Card



Building Peace Skills Training

Connecting Theory and Practice

6, 7, 8, 10, 11 May 2010 - Den Haag

United Network of Young Peacebuilders

Building Peace Skills Training:

The Building Peace Skills training will explore the transformative potential of young people in violence and peacebuilding. This highly interactive five day training will draw upon best-practices in the field of peacebuilding and aims to introduce Diaspora and academic youth to the skills, tools, knowledge and contacts needed to become conflict transformers. Participants will be exposed to the theory and practice of conflict transformation and peacebuilding, and will be given practical skills they can apply in their homes, neighbourhoods and countries.

Topics Covered:

conflict analysis and mapping; gender and conflict; challenges to and potential of (Diaspora) youth; five approaches to peace; mediation; intercultural dialogue; personal competences; project development.

Target Group:

Young people (18-30 yrs) with experience or serious interest in the relationship between youth, conflict and peace.

Costs: €30 (includes lunch and training)

Apply at www.unoy.org

United Network of Young Peacebuilders, Laan van Meerdervoort 70, 2517 AN, Den Haag
t: +31 (0)70 364 7799 - e: training@unoy.org - w: www.unoy.org

Supported by:   