



YWCA of Palestine

Practical Exercises and Activities Manual

UNSCR 2250

April 2020



Acknowledgment

The initial idea for preparing a manual with a guide package of exercises and activities materialized based on our attempt to provide concerned and interested parties with practical and interactive tools and enable them to activate the implementation of UNSCR 2250 by using non-traditional tools. Our hope is that the new means presented in this manual will contribute, even if modestly, in transforming our work methodologies towards achieving awareness campaigns that promote the rights and concerns of youth as per UNSCR 2250; the resolution relating to the integration of youth in international peace and security efforts.

I extend my appreciation and gratitude to all those who helped in the completion of this manual and who played a role in providing all types of support and assistance. I would like to mention, in particular, the YWCA administration and staff for their efforts, valuable contributions, and their essential role in accomplishing this work.

Finally, I hope that this work will meet your acceptance, and gather momentum in the efforts to raise awareness of youth issues and promote their rights at the local and regional levels.

With Best Regards,

Wasim Berghal



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Note:

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YWCA of Palestine Message

Since its establishment, the YWCA of Palestine has worked diligently to promote its vision towards women, especially young women, believing that they are agents of societal change and decision-makers in promoting equality, freedom, tolerance, justice, peace, and dignity. Based on this vision, the YWCA has empowered numerous young women and men to claim, exercise and protect their economic, social, and political rights. The association has thus persisted in its work under the framework of the change theory. It continues to provide access to tools, resources and spaces in defense of women's and human rights in national and international platforms – so that together we may build a just and sustainable peace in Palestine.

The YWCA of Palestine uses all its capabilities and local, regional and international instruments for building youth capacities and supporting youth issues. It has had a pivotal role in establishing the foundations for building and strengthening civil peace. This is especially in light of the political changes that Palestine has historically witnessed, such as armed conflict and colonial wars, in which youth in particular have been targeted and whose reality and future in Palestine is deeply influenced.

With the objectives of the association in mind, as well as in its commitment to protect youth rights and work towards a just and sustainable peace in Palestine, the YWCA of Palestine has adopted UNSCR 2250 as a means to achieve its strategies. It dedicates its efforts to work with communities and empower the youth – particularly young women – to become agents of change. This manual is an example of such efforts; it is an update of the previous YWCA training materials on protecting youth rights during armed conflict and occupation in accordance with UNSCR 2250. It complements the practices, learning methodologies, and knowledge transfer among youth groups and activists for social change. This manual is quite special and different, seeing that it was during its preparation that the COVID-19 pandemic struck the world. This situation developed our interest to add online means and methodologies for youth to use effective and practical training through virtual applications towards protecting youth rights in armed conflicts and occupation.

This dynamic and multidimensional learning model on UNSCR 2250 aims to expand the framework of knowledge and provide trainers, facilitators, youth groups and activists for social change, as well as those interested and working in the youth sector, with an in-depth understanding of what empowerment and protection of youth rights during armed conflicts and occupation entails. The training package presents various tools, mechanisms, and information for protecting youth rights as based on international charters and resolutions. All sessions are carried out through training methods aimed to educate about UNSCR 2250 and its mission for youth, peace, and security. This combination of theoretical and practical learning is therefore crucial for developing the skills and knowledge of youth, and for identifying advocacy and influence mechanisms to protect youth rights, while focusing on the effective role of young people under occupation and armed conflict – in accordance with the UN Security Council Resolutions on youth, peace and security.

We hereby present this supplementary manual to every young woman and man looking for a better future for themselves and for their land, Palestine. May this guiding manual instill their motivation, and drive them towards bringing about change and building a just society free from all forms of violence and discrimination.

Haifa Baramki

YWCA of Palestine President



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Introduction

This multidimensional learning package includes a set of practical activities related to the contents of UNSCR 2250 on Youth, Peace, and Security. This model complements the YWCA of Palestine's training manual series, which cover all aspects of youth rights as per UNSCR 2250.

In the same context, this theoretical and practical activities' package provides a set of interactive exercises designed to support trainers and civil society institutions working to activate UNSCR 2250. Our aim is that these functional tools and methodologies of equipment will motivate trainees to learn and use new approaches by which to implement interactive training sessions on the resolution.

This manual's content relates first and foremost to the pillars of UNSCR 2250 on youth, peace and security – namely participation, protection, prevention, partnerships, disengagement and reintegration. Despite the complexity of the topics pertaining to international charters and resolution, this manual has managed to cover comprehensive and innovative interactive activities and exercises. It has done so by offering various options and uncommon training methods, including competitions, games, group activities, performing arts, and drama. In this sense, this manual provides the largest possible number of interactive methods

to raise awareness on the resolution's contents and motivate trainees to learn, initiate, improvise, brainstorm, and build teamwork.

This manual (focusing on UNSCR 2250) is clearly diversified in its themes. It deals with aspects related to providing protection for youth (including from violence due to occupation), as well as enhancing youth participation in decision-making at the local and international levels for involvement in peace-building and security efforts. When choosing the manual's activities, we made sure to take into account the Palestinian context and its specificity, considering the presence of the Israeli occupation and its impact on Palestinian youth. The use of this manual thus requires facilitators and trainers to focus on the concepts and terminology connected with the specific nature of the Palestinian youth context, as represented by the violence, killing, arrest, isolation, and violations of rights due to the Israeli occupation. This requires the provision of all forms of youth prevention and protection, in accordance with the regulations of UNSCR 2250 and international human rights laws.



An Overview of UNSCR

2250

The United Nations Security Council adopted UNSCR 2250 on Youth, Peace and Security at its 7573rd meeting on December 9, 2015. This resolution affirms the need to provide prevention and protection for youth from violence, conflicts and effects resulting from wars. It also calls for enhancing youth participation in the public sphere as well as at the international level.

The resolution has emerged in light of the successive global conflicts and wars, where youth are continuously exposed to killing, arrest, displacement, asylum and all forms of violence (such as in the case of Palestine as a state under occupation). This resolution comes in light of the suffering of many war-torn countries, despite the great international concern to end armed conflict and occupation by peaceful means, with the aim of spreading a culture of peace and security. The manifestations of wars, armed conflict and military occupation are still increasing and their scope continues to expand. This has caused the

suffering of thousands of civilians and the displacement of millions who have been forced to flee from their homes and countries to other regions in search of safety and peace – among which are the youth who are often exploited as fuels for wars. It was estimated in 2016 that nearly 408 million youth (aged between 15 and 29 years) lived in environments where armed conflict took place. This means that 23% of the world's population live in a state of province undergoing armed conflict, occupation, and other organized violence. In addition, at least 2.5 million adolescents (aged 12-17 years) were displaced in 2014, with cases constantly on the rise. UNHCR statistics also indicate that an estimated 3 million persons were displaced in 2015. This is not to mention the imposition of sieges on entire regions. In the Gaza Strip, for example, the entire population had been under siege for more than 13 years.

The Arab region, in fact, has witnessed the largest share of these losses and conflicts, which have undeniably had negative effects on all aspects of life and at all levels of society. The tangible and direct impact on the social aspect do not only influence the populations themselves, but also other peoples. As of 2016, according to UNESCO, nearly 1 in four young people (aged 15 to 29 years) are affected by violence or armed conflict in some way. Armed conflict and occupation have created immense social and economic challenges, represented by high unemployment and poverty rates among the youth. They have also restricted freedom of movement and access to quality education opportunities. These are essential factors in the recruitment of violence and extremism. In view of the statistics that show the reality of youth in economic aspects, the ILO estimates that the global youth unemployment rate was expected to reach 13.1% in 2016 and remain at that level through 2017 (up from 12.9% in 2015). ILO's report, *World Employment and Social Outlook 2016 Trends for Youth*, demonstrates that the global number of unemployed youth is set to rise by half a million this year to reach 71 million unemployed, which is the first increase recorded in three years. A greater concern is the share and number of young people, often in emerging and developing countries, who live in extreme or moderate poverty despite the fact that they work. In fact, 156 million (37.7%) of working youth live in extreme or moderate poverty (compared to 26% of adult workers).

In this context, it is possible to point out the nature of the prevailing stereotypical structures that link youth with violence and pin them down as perpetrators of violent crimes or contributors to war and conflict situations. Although it is possible that youth may be the majority of crime perpetrators, yet this is a prejudice against them. It reinforces the



stereotypes of generalization, bearing in mind that young people's recruitment in violent extremism processes comes within the systematic policies of rulers and senior officials. In fact, youth and their enthusiasm are often exploited by officials who use them to serve political agendas based on their own interests. In other words, youth are not the ones who inflict wars, conflict or violence. Rather, there are major players who use youth as fuel for political agendas.

Another factor is the one related to the global level vis-à-vis the implementation of the International (UN) Human Rights System, and the extent of effective accountability for perpetrators of crimes against civilians and youth. The weak endorsement and implementation of the International (UN) Human Rights System negatively affects young people's interest and confidence in that system. This constitutes a grave danger human rights, especially in the case of continuing international crimes and violations, such as in armed conflict and occupation, without taking any tangible measures to hold the perpetrators accountable. The International Human Rights System seems to have dual standards in the implementation of its resolutions as they are related to the international balance of power and the primacy of political interests over

human rights interests. Together, these factors create a sense of hostility among the youth, especially in the developing, poor and occupied countries, who live in a state of anger and lose confidence in their surroundings. This forms the real threat to the future of peace.

This is confirmed by the data and study results which indicated that the rate of youth involvement in violent acts, especially in recent years, has been high. There is a close connection between international circumstances (pertaining to the surrounding political, social, economic and cultural environment) and violence. Ultimately, the exclusion and marginalization of youth from decision-making processes increases the rate of violence within internal and external societies.

The Importance of UNSCR 2250

The Importance of UNSCR 2250

This resolution is an important achievement for the 600 million young people who still live in fragile and conflict-affected areas. The draft resolution was submitted by Jordan and unanimously adopted by the Security Council – voted for by all the Council members. Accordingly, youth groups took the initiative to raise their issues at the international level, urging countries to obligate inclusive representation of youth in decision-making at all levels and reshape awareness of youth energy while recognizing their active role in peacebuilding.

Jordan first submitted a recommendation to the Security Council on the necessity to adopt a resolution on youth, peace and security, and as mentioned, the Security Council adopted UNSCR 2250 unanimously in 2015. The resolution is the first of its kind fully devoted to the important and positive role that young people have in the maintenance and promotion of international peace and security. Moreover, UNSCR 2250 requested the Secretary General to carry out a progress study on the youth's positive contribution to peace processes and conflict resolution, in order to recommend effective responses at local, national, regional and international Levels.

The adoption of UNSCR 2250 was during a period in which many countries have been suffering from the scourge of armed conflict while youth energies are exploited in wars and acts of extremism. This increases the importance of the resolution, which urges all member states of the United Nations to prevent armed conflicts and solve them peacefully, while taking into account the challenges that youth face on all social, economic and political levels. It thus becomes vital to remove these challenges by integrating youth in decision-making and peacemaking. In Palestine, there is a major



obstacle and challenge facing youth, namely the long-term Israeli occupation, which requires more feasible solutions and practical steps. The responsibility lies in the state parties within the international conventions, which must take the necessary measures to end the occupation.

UNSCR 2250 added a new dimension to the International Human Rights System, focusing on the importance of peacebuilding and protecting youth rights in armed conflict. The resolution highlights the need to take the necessary measures to protect civilians, including youth, in armed conflict. In this respect, it encourages the relevant parties to work with the international UN entities in documenting violations and holding the Israeli occupation accountable for its crimes and violations against Palestinian civilians, including youth – the most vulnerable to violence.

The resolution comes under the sixth chapter, but the resolution is based on the principles of International Humanitarian Law, Geneva Convention (IV) relative to the Protection of Civilian Persons in Time of War (August 1949), international agreements in force during the occurrence of armed conflicts, the 1951 Refugee Convention, the Convention on the Elimination of All Forms of Discrimination Against Women, the Beijing Platform for Action, and the relevant provisions of the Rome Statute of the International Criminal Court, the World Program of Action for Youth, the Guiding Principles on Young People's Participation in Peacebuilding, the Global Forum on Youth, Peace and Security of August 2015, the Global Youth Summit Against Violent Extremism of September 2015, and the Plan of Action to Prevent Violent Extremism and Promote Peacebuilding. The resolution acknowledges the role of these conventions in laying the foundation that promotes young people's inclusive participation and positive contribution to building peace in conflict and post-conflict situations.

The themes and contents of UNSCR 2250



UNSCR 2250 on youth varies in its themes and contents related to providing protection for youth from armed conflict, including violence resulting from the occupation, as well as strengthening youth participation in decision-making at the local level and ensuring their engagement in efforts to enhance peace and security. Accordingly, UNSCR 2250 deals with the reality of youth according to five key pillars (participation, protection, prevention, building partnerships, disengagement and reintegration) reviewed as follows:



- The Security Council notes that it is essential to consider youth as a positive force for democratic transformation. It observes that young people are not a homogeneous group with which one can work as a single whole. In this respect, it is critical to respond appropriately as per their differences and characteristics. It thus calls for developing strategies that suit the needs and



demands of each sub-group, and to achieve the desired goals in a way that ensures inclusive participation without discriminating against any sub-group.

- ① The Security Council notes that it is essential to consider youth as a positive force for democratic transformation. It observes that young people are not a homogeneous group with which one can work as a single whole. In this respect, it is critical to respond appropriately as per their differences and characteristics. It thus calls for developing strategies that suit the needs and demands of each sub-group, and to achieve the desired goals in a way that ensures inclusive participation without discriminating against any sub-group.
Integrating youth, as they are a major human resource for development and essential actors in the process of social change, economic growth, and technological innovation.
- ① Urging member states to consider ways to increase inclusive representation of youth in decision-making at all levels in local, national, regional and international institutions and mechanisms, including institutions and mechanisms to counter violent extremism.
- ① Taking preventive measures to empower youth in peacebuilding and conflict resolution, and remove obstacles they face in accessing opportunities for quality education, decent work, housing, and their freedom of opinion and expression. Also, developing national policies and legislations that guarantee youth participation in public life as per the youth age definition approved by resolution 2250.
- ① Establishing integrated and comprehensive mechanisms to ensure meaningful participation of youth in peace processes and dispute-resolution, while taking into account youth perspectives when negotiating and implementing peace agreements.
- ① The missions of the Security Council and the United Nations shall take into account the needs and views of youth for building sustainable peace.
- ① Involving youth within international delegations and missions to ensure the integration of youth orientations and needs within the programs of those agencies.
- ① Integrating youth in the international activities carried out by countries in order to ensure youth-related considerations youth and its significant role in peace-building.

- UNSCR 2250 broadens the concept of youth protection to meet with the various international covenants. Accordingly, the Security Council calls on all parties to armed conflict to comply strictly with the obligations applicable to them under international law relevant to the protection of civilians, including youth.



- Meeting the obligations of the Geneva Conventions of 1949, the Additional Protocols of 1977, and in compliance with the 1951 Convention relating to the Status of Refugees, the 1967 Protocol, the Convention on the Elimination of All Forms of Discrimination Against Women of 1979, the Protocol of 1999, and the Convention on the Rights of Persons with Disabilities.

- Reflecting the principle of due protection for civilians, including youth, and calling on all parties to armed conflict to take the necessary measures to protect civilians and youth from all forms of sexual and gender-based violence.

- Developing legislative frameworks in line with the needs of youth whose rights are violated during armed conflicts, in order to ensure that they reach to justice and equity.

- Developing systems for monitoring and documenting violations against civilians, including youth, and disclosing the systematic policies taken by the conflicting parties to undermine the opponent and not to comply with the rules of the relevant international conventions.

- Integrating youth in the search and investigation processes to reveal the scale and nature of the crimes committed, and to initiate intervention programs that ensure the provision of protection for survivors of violence.



- ◉ Preparing quantitative and qualitative reports, taking into account the gender dimensions, to uncover the forms of violations and classify them in accordance with the rules of international humanitarian law and relevant documents and start the investigation process of the perpetrators of crimes.
- ◉ Disseminating information related to the activities and programs that the state undertakes in order to protect civilians, including youth, in order to expand the range of knowledge and make use of the largest possible number among the ranks of the youth.
- ◉ Providing psychosocial rehabilitation centers for youth to contribute to their re-integration in a natural way, provided that the youth are an essential part in the management of these institutions.
- ◉ Investigating and prosecuting those responsible for genocide, crimes against humanity, war crimes and other egregious crimes against civilians, including youth, as well as promoting international litigation that is highly considered, especially with regard to the path of justice and prosecution of crimes through the ICC and other mixed, competent and specialized tribunals and chambers.
- ◉ The resolution affirms that states must bear the responsibility of enforcing and protecting the rules of international law and human rights for all individuals, including youth, and those on their lands and subject to their jurisdiction. Thus, each state must take measures and procedures to protect its local population and all individuals from genocide, war crimes, ethnic cleansing, and crimes against humanity.

- ◉ The resolution urges member states to implement activities aimed at simultaneously addressing the potential sources of danger and the causes of imminent violence. UNSCR 2250 indicates that states should not wait for the occurrence and spread of armed conflict to start taking measures to suppress and end the conflict.
- ◉ Countries must build early warning systems that provide the state with indicators and data that predict the outbreak of armed conflicts or violence. It is crucial to integrate women and youth within the early warning systems, to ensure the expansion of knowledge and information gathering, and to address the crimes that may be committed.
- ◉ UNSCR 2250 urges states to develop coordination networks and coalitions working in the field of protecting women and youth rights in armed conflict. This is in order to strengthen early warning systems that may limit the spread of armed conflicts and to develop ways to prevent their occurrence.
- ◉ The resolution urges the creation of an inclusive and enabling environment in which youth actors, regardless of their differences, receive recognition and appropriate support for the implementation of violence prevention activities and support social cohesion.
- ◉ Spreading knowledge and training based on social justice, developing peace education programs, and providing youth with the necessary information so that they are enabled to constructively participate in inclusive civic structures and political processes.



- ⊙ Taking measures and procedures to institute awareness of the international humanitarian law principles and tools of operating during armed conflict, especially among the security forces. This is in order to limit (and fight against) the serious crimes, war crimes, and crimes against humanity during the occurrence of armed conflict. This is in addition to raising awareness of accountability and enforcing serious penalties for some types of crimes, especially sexual violence crimes, while noting that they cannot be waived by the passing of time.
- ⊙ Raising awareness of the means of international justice and the framework for the work of international courts and the Rome Statute on the ICC through awareness campaigns for youth, security forces and the justice sector to prevent any armed conflict, in addition to protect youth from being exploited and prevent them from joining terrorist groups.
- ⊙ Involving youth in organizing relief and reconstruction work, taking into account the needs of youth, reintegration and rehabilitation, resettlement, reconstruction and construction. Also, providing psychosocial rehabilitation centers for youth to contribute to their reintegration in a natural way, provided that the youth are an essential part in the management of these institutions.
- ⊙ Investigating and prosecuting those responsible for genocide, crimes against humanity, war crimes and other heinous crimes against civilians, including youth, and to promote national and international litigation.

- UNSCR 2250 calls on all member states, as appropriate, to take steps of support to gather and intensify youth efforts in line with a peacebuilding security culture. It also urges countries to support all youth trends that contribute to raising awareness about conflict prevention and building the foundations for development. Accordingly, countries should support building partnerships at different levels.



- UNSCR 2250 considers that building and forming partnerships, whether at the level of coalitions or networks, increase the chances of success in addressing the causes of conflicts, rebuilding social cohesion, and supporting local communities in their endeavor to establish durable peace. Effective partnerships and coalitions are also considered one of the most valuable preventive tools, as they share experiences and expertise in the peacebuilding process, whether with governments, non-governmental organizations, or the private sector.
- UNSCR 2250 urges countries to expand the area of support for youth efforts, within the framework of building local networks and youth coalitions that contribute to spreading awareness about the human rights principles and the protection of youth and women rights
- The resolution urges countries to support local economic projects for youth and build a culture of social and economic resilience, by facilitating the process of setting the foundations of cooperatives and productive work for youth.
- UNSCR 2250 calls on member states to develop legislative systems that contribute to expanding economic support for youth networks, activities and programs, thus contributing to removing economic and social

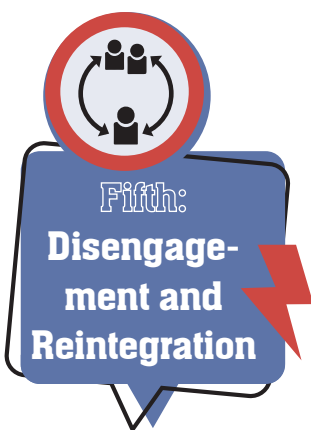


obstacles, and open up access and participation of youth in the development processes.

- ① UNSCR 2250 urges member states to increase, as appropriate, financial, logistical and technical support in a manner that takes into account the needs of youth and ensures their participation in peace and negotiation efforts in conflict and post-conflict situations.
- ① The resolution urges countries to take remedial steps to meet their duties; stressing their vital role in addressing the conditions and factors leading to the rise of radicalization to violence and violent extremism among youth, which can be conducive to terrorism.
- ① The resolution calls on member states to strengthen means of cooperation and coordination among all concerned groups of civil society, thereby supporting partnerships, local communities, and relevant non-governmental actors in developing strategies to counter incitement of violent extremism, confront conditions leading to the spread of violent extremism, and combat terrorism.

This theme relates to post-conflict when there is a state of relative calm and in which compatible working strategies are organized.

The resolution encourages all parties involved in the planning for disarmament, demobilization and reintegration to take into account the needs of youth affected by armed conflict.



- ◉ Coordinating between the three sectors: the private, public, and civil sectors, to develop national action plans that contribute to the process of increasing employment opportunities for youth. Thus, each sector shall carry out its responsibility within its specialization.
- ◉ Working on inter-sector coordination to train and educate youth in accordance with the needs of the local market. This requires organized work between the education and private sectors, as well as the ministries of labor and planning. This will help for education and training to meet the needs on the ground and integrate the concepts of development and peace within the educational curriculum.
- ◉ Supporting youth-led organizations concerned with promoting a culture of human rights and aiding their projects in a way that contributes to raising the level of youth participation in the free labor market.
- ◉ With regards to the local context, it is worth noting that Palestinian youth are still under occupation, and we have not yet reached a stage of post-conflict. Accordingly, the Palestinian youth demand that state parties assume their responsibilities towards ending the Occupation and support Palestinian youth to fulfil their right to self-determination as a right guaranteed in the universal declaration of human rights.





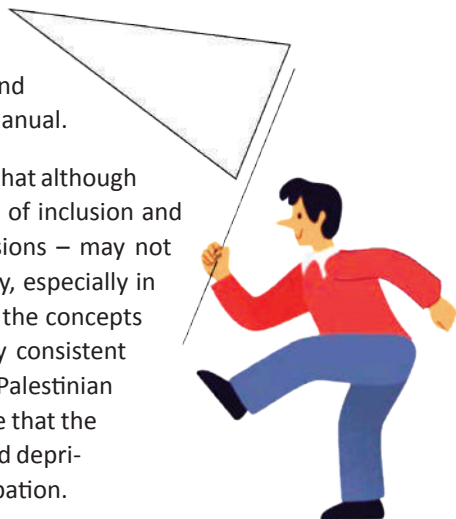
Using this Manual

It should be noted that this dynamic and multidimensional learning package on UNSCR 2250 targets all human rights and youth institutions, as well as trainers and managers who are interested in incorporating international agreements and charters into their work. This is quite relevant since UNSCR 2250 is the first resolution of its kind that was launched by the UN Security Council which is devoted to the role of young people in the maintenance and promotion of international peace and security.

For this purpose, we have worked diligently to provide a set of training tools to equip those interested in activating the resolution in their work. The manual includes various innovative and interactive means based on the methodology of adult education with the use of many distinct interactive activities and exercises.

The use of the practical exercises and activities package on UNSCR 2250 first requires reviewing the theoretical framework of the resolution's contents on youth, peace and security (as presented in "Overview of UNSCR 2250"). It is also highly crucial to gain general knowledge of the peace and security agenda before embarking on the activities in order to facilitate the task of understanding the broader context of UNSCR 2250 and implementing the exercises included in this manual.

The use of this manual must take into account that although it was prepared to fit the resolution's themes of inclusion and diversity, yet UNSCR 2250 – in all its dimensions – may not be fully compatible with the Palestinian reality, especially in what describes armed conflict. Consequently, the concepts mentioned in this manual are not necessarily consistent with (or may not fully address) the specific Palestinian context in view of the various forms of violence that the youth suffer from (such as killing, detention and deprivation of all rights) due to the Israeli occupation.



Therefore, trainers and facilitators must consider the proposed concepts and priorities that this resolution addresses from the point of view of the Palestinian national context and elaborate on the resolutions' foundations of international legitimacy and international humanitarian law.

This training manual and its practical exercises can be used within learning and extracurricular activities, as well as in training courses/workshops, school days, youth clubs, summer camps, or any activities for raising awareness on UNSCR 2250.

Each training exercise mentioned in the practical activities package comprises certain elements, among which are: An overview, exercise's objectives, relation to UNSCR 2250, instructions/guidelines, activity needs and suggestions for preparation, reference materials, and useful ideas for the facilitators. With this in mind, it is necessary to accurately review the details of each activity before initiating the work. It is also important to select, in accordance, the exercises and activities as based on the selected themes covered by UNSCR 2250 and in line with the objectives to be achieved.





Useful Ideas for Facilitators

Here are a few guidelines and instructions for trainers and facilitators who will work on carrying out this manual's activities:



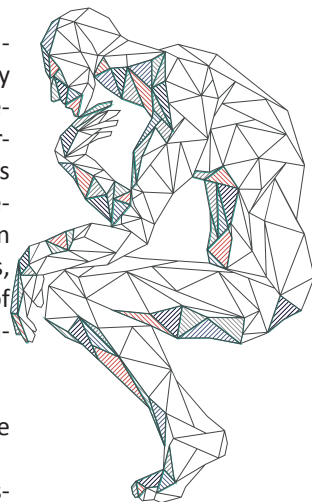
It is necessary, at the beginning, to undergo a general review of the manual and become acquainted with all its contents. It is also important to review and carefully read the theoretical framework (including UNSCR 2250), and the exercises and activities in order to become familiar with the general approach and methodology for implementing the mentioned activities. After this point, you can choose the appropriate type of exercises according to your training plan, the objective to be achieved, and the theme related to UNSCR 2250 from among the five mentioned themes (namely participation, prevention, protection, building partnerships, disengagement and reintegration).



Prior to carrying out the selected exercises, it is crucial to take into account the activity's philosophy and its objectives, as well as to identify its implementation method. This requires a careful understanding of the explanatory instructions and steps in addition to the activities' needs and requirements. It is preferred to test out the activities on small groups before starting the training process, while paying attention to the activities' level of complexity (as determined by an indicator of simple, medium, and high).



It is important to select exercises appropriate to the trainer's as well as group's level, and in line with the available time. This is es-



pecially pertinent if the time is very limited, as some exercises may need a long time. Also, it is important to carefully and accurately read the activity more than once in order to visualize its implementation process and the group's interaction. No activity should be carried out without making sure that it has been understood and that it is feasible to be realistically implemented. In the event that the trainer is not sufficiently experienced, he/she can ask other trainers for advice to benefit from their experiences in understanding and implementing the exercises' content included in this manual.



It is necessary to choose activities and exercises that will achieve the maximum possible benefit and suit the specific nature of the Palestinian context. In this respect, examples will focus on the forms of violence that Palestinian youth are exposed to due to the existence of the Israeli occupation, as well as internal violence standing in the way of youth participation in decision-making at the local and international levels. Attention has been given, when preparing this manual, to include many activities that are compatible with the Palestinian situation in its various dimensions.



The success of the trainer or facilitator in implementing this manual's activities depends mainly on adopting a flexible approach, given that UNSCR 2250 themes are general. Thus, some ideas, guidelines or presentation methods can be readapted and modified as per the trainer's vision. This may be done while taking into account the available means – as some activities may require specific needs and equipment, which can be replaced by what is available at the training site and in a way that achieves the required objectives.



It is also important to pay attention to developing rules for the training sessions and ensure the trainees' participation in drafting and agreeing upon those rules. These represent the basic principles that should be highlighted at the start of the training process, such as: mutual respect, understanding others' opinions and differences, communication, listening, and dialogue. Setting these rules is important in order to



avoid deviating from the sessions' objectives, especially since some exercises and activities are considered to be of high complexity and require great interaction from the trainees.



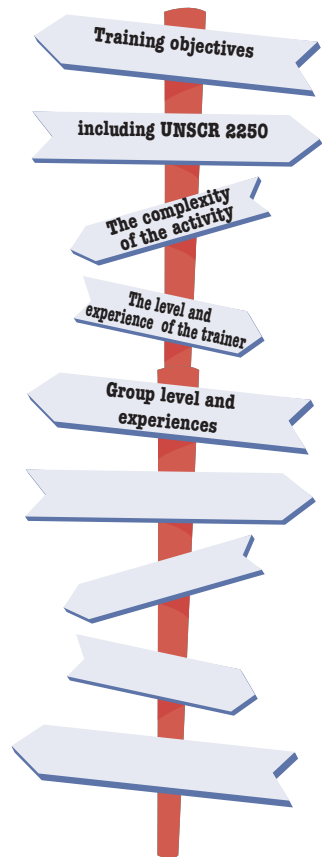
When implementing the proposed exercises within the manual, the concept of interactive education and adult education principles must be taken into account. Therefore, it is crucial to reinforce the concept of cooperation and teamwork towards achieving a balance in knowledge, skills and attitudes during the development and implementation of the training plan. In addition, it is crucial to focus on engaging trainees and encouraging them to lead activities, manage discussions and events, and share knowledge with others.



It is essential to motivate the participants to translate the knowledge and skills they have acquired into practical applications as much as possible. This shall be done by planning to provide them with various tasks outside the framework of the training sessions, including – but not limited to – conducting searches on related topics, developing simplified reports on youth issues and the violations that they may be exposed to as a result of occupation or conflicts and wars, and conducting field visits to some institutions in order to collect information.



Ensuring the trainer's success in implementing the manual's activities and exercises depends mainly on the trainer's performance. Therefore, the trainer must be a mere observer or stand neutral, but rather be active and experienced. The facilitator's role should be characterized by positivity and the ability to motivate and encourage trainees to learn, participate and express opinions. This necessitates being effective, influential, and able to manage activities and interactions in an inclusive manner. It is up to each trainer/facilitator to find the most appropriate and suitable way to motivate participants through different means and methods within the various training sessions.





Online Learning Suggestions

This manual was produced during the period of COVID-19 that struck the world and caused complete paralysis of all vital sectors in society, including the field of direct interactive training. Despite the fact that this manual was designed to provide various interactive activities and exercises that must be held in person, the COVID-19 pandemic has forced the online implementation of the training process. It is for this reason that we have included the necessary suggestions for facilitators to carry out the sessions using online sources.

It is worth mentioning that the suggested ideas may be regarded as mere advice for the facilitators. After all, the ideas do not cover all the fields of online training that have clearly been emerging as a prioritized alternative due to the current crisis. This reality must therefore be taken into account when preparing the various training manuals and holding the training sessions online. With this in mind, we will refer to the most important suggestions and advice for the trainers and facilitators as follows:

Designing this manual's activities mainly relies, as mentioned earlier, on direct practical and interactive training. In fact, this manual was not prepared for online learning and training

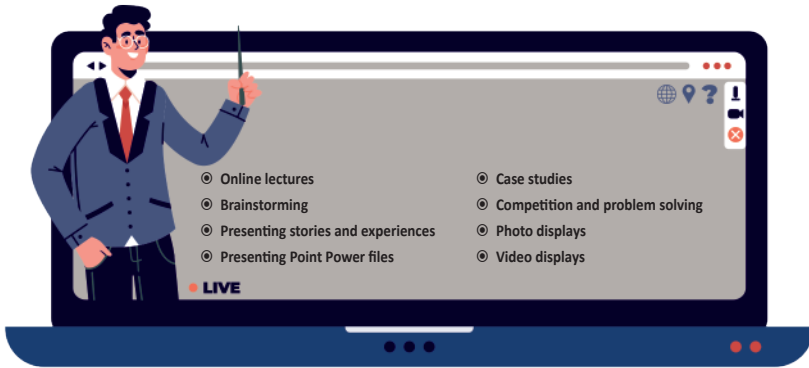


purposes, which usually limit the ability of trainers to communicate with participants or use various methods of interactive training based on adult learning principles. However, it is important to note that online learning does have several advantages. These include facilitating the task of holding meetings at different times and enabling trainees' participation by providing a relatively appropriate virtual environment without the need to attend the training venue – in addition to reducing costs.

Essentially, the concept of online learning refers to a type of learning in which communication means and techniques, and the information network (the Internet), are used in managing the learning or training process. Therefore, using the online learning method initially requires that the trainer is tech-savvy and has mastered the skills in dealing with computer programs, web tools, and online learning forms. These include using online programs and platforms appropriate to the nature and requirements of the training. In addition, the trainer should be able to design training material, content, and methods in a way that suits the online learning process, as well as facilitate the presentation process and manage the virtual training sessions. Despite the fact that online training limits the opportunities of interaction between the trainer and participants, yet several interactive means appropriate to the nature of this training form, can be used. Suggestions include, but are not limited to, the following:

Suggestions for interactive online learning types

Online Learning Suggestions



With that said, these suggestions are a preliminary attempt by which to adapt the **Activities Package Manual** to the interactive training concept through online learning platforms. Trainers and facilitators should neither feel limited by these ideas nor to hesitate from developing their own in the future so that they deliver training sessions more efficiently and effectively as per the online learning concept.

When reviewing the Practical Activities Manual pertaining to UNSCR, it is worth noting that several ideas can be applicable. Although it may be difficult to implement many of the aforementioned interactive methods through online training means, yet these ideas will nevertheless be helpful to prepare suitable activities to be used in training sessions according to online learning types.

Likewise, attempting to implement some of this manual's activities and exercises through online training methods will require reviewing the instructions and guidelines of each activity before implementing it. This is in order to become familiar with the objectives and implementation methodology of the exercise, and ensure that it can be appropriately implemented for online learning.



Table (1): Suggestions for implementing some e-learning activities

Activity number	Ideas for implementing the activity per e-learning types
Exercise (1): Memory Cards Game	<ul style="list-style-type: none"> ⦿ This exercise can be implemented through presenting images of the memory cards to the participants, so that each participant selects one card that expresses the importance of UNSCR 2250 from their viewpoint. ⦿ The text is read and commented on, based on each participant's opinion. ⦿ The participants are asked a number of questions, including: (Why was this card selected? What are the ideas it includes? Does it represent a priority for youth?) It is important here to also benefit from the attached questions within this activity's instructions (included in this manual).
Exercise (3): Tree challenges - Participation	<ul style="list-style-type: none"> ⦿ Each participant writes one challenge or obstacle that prevents Palestinian youth from participating in decision-making at the local level. ⦿ The challenge or obstacle may be written on the Word Office document page and uploaded to the group to be displayed, or it may be handwritten on a paper. ⦿ Every challenge facing the youth is presented and commented on by each participant. Group discussion follows.
Exercise (4): Designing Sawt Al-Shabab e-news-paper	<ul style="list-style-type: none"> ⦿ This activity can be assigned as homework for the participants to be done during the next session. ⦿ The participants, through the WhatsApp or Facebook group, will communicate and jointly coordinate to accomplish the task of designing the cover page of Sawt Al-Shabab e-newspaper. ⦿ The task is summarized by choosing a name for the newspaper and developing a design for the cover page, which aims to shed light on the Palestinian youth who face risks due to the presence and practices of the occupation. ⦿ By using the Internet, and after assigning the assignments, the participants will search for pictures and short articles to be inserted in the newspaper design as agreed upon among the trainees. ⦿ The final output is presented to the participants during the next meeting where collective discussion will take place.

<p>Exercise (5): <i>Maktoob 'Ala Alja-been</i> (Written on the Forehead)</p>	<ul style="list-style-type: none"> ⊙ The trainer prepares in advance stereotyping expressions. (For example, <i>Fateh-affiliated, Hamas-affiliated, Leftist, Sheikh, urban, peasant, fanatic, woman, refugee, young troublemaker, addict, divorced woman, disabled, prisoner, etc.</i>) ⊙ The trainer presents the stereotyping phrases and asks each participant to choose one characteristic to comment on; expressing a personal or a community experience that represents the chosen characteristic. ⊙ Participants can choose more characteristics that are compatible with their reality or the experiences they have been exposed to or the ones they heard about and related to the stereotypes. ⊙ The violence risks resulting from stereotyping others are reviewed. It is necessary to use the attached questions within this activity's instructions.
<p>Exercise (9): The Storytelling</p>	<ul style="list-style-type: none"> ⊙ This activity can be implemented as homework for some of the participants to be done during the next session. ⊙ During the previous session, the trainer selects (3–4) participants so that each participant prepares a story to be presented during the next session. ⊙ The events of the selected stories must revolve around a topic such as: A story that represents the violence faced by youth under occupation, a story that illustrates internal/domestic violence against women or girls, a story about two-sided violence among youth, or a story of violence by official bodies. ⊙ Participants choose a story from their real life and of which its events they lived, heard about, or saw in the media. The story must be a moving story that showcases the violence that Palestinian youth face. ⊙ Each story is presented in the form of a tale. Participants can use what is available in their surrounding in order to improve the story presentation if possible. ⊙ The discussion about the occupation's risks and violence on Palestinian young people will follow. It is beneficial to use the attached questions, taking into account this exercise instruction.
<p>Exercise (11): A Mission on the surface of the moon</p>	<ul style="list-style-type: none"> ⊙ This activity can be implemented by simply filling out a list of the essential needs of astronauts. Each participant, within 10 minutes, determines his/her own turn, and registers the options in the right column (the list of personal arrangement needs). ⊙ The trainer presents the correct answers according to the team of scientists and engineers at NASA to compare the individual answers with the correct answers, and to identify the result. ⊙ The trainer discusses the results with the participants, mainly focusing on the decision-making mechanism (by voting or by consensus). They also discuss the importance of teamwork and taking responsibility.

List of Practical Exercises and Activities

Activity	Objective	Level of complexity (simple, medium, high)	Compliance with UNSCR 2250 themes					Page number in the activities manual
			Participation	Prevention	Protection	Partnership	Demobilization and Reintegration	
Exercise Number 1: Memory cards game	Highlighting the importance of UNSCR2250	Medium						42
Exercise Number 2: Pay attention, we recommend and participate	Activating youth role at all local and national levels	High						46
Exercise Number 3: Tree challenges -Participation	Analyzing the challenges that prevent youth from participating effectively in their society	Medium						50
Exercise Number 4: Designing Sawt Al-Shabab e-news-paper	Realizing conflicts' risks over youth that threaten their existence	Medium						56
Exercise Number 5: Maktoob 'Ala Aljabeen (Written on the forehead)	Preventing violence risks resulting from stereotyping others	Simple						60

List of Practical Exercises and Activities

Activity	Objective	Level of complexity (simple, medium, high)	Compliance with UNSCR 2250 themes					Page number in the activities manual
			Participation	Prevention	Protection	Partnership	Demobilization and Reintegration	
Exercise Number 6: The Power Station	Preventing the impact of conflict and violence at the local level	High						64
Exercise Number 7: We are refugees due to the occupation	Protecting refugee youth from the occupation violations	High						70
Exercise Number 8: Trial of refugees due to illegal immigration	Identifying the risks refugees face in addition to wars and armed conflicts	High						74
Exercise Number 9: Storytelling	Highlighting violence risks that youth, especially Palestinians, face	Medium						78
Exercise Number 10: My influence circle	Increasing the youth ability to influence the public space	Medium						82

List of Practical Exercises and Activities

Activity	Objective	Level of complexity (simple, medium, high)	Compliance with UNSCR 2250 themes					Page number in the activities manual
			Participation	Prevention	Protection	Partnership	Demobilization and Reintegration	
Exercise Number 11: A mission on the surface of the moon	The participants' awareness of their own capabilities and the importance of partnership to preserve their presence	High						86
Exercise Number 12: Drawing our future in a better way	Highlighting youth role in activating international peace and security efforts	Medium						92
Exercise Number 13: Playing the melody of peace	Highlighting youth role in activating international peace and security efforts	Medium						96
Exercise Number 14: Group work squares	Promoting cooperation and teamwork among the participants	Medium						100



Practical Interactive Exercises and Activities



Section One:

Exercises and Activities of the Participation Theme



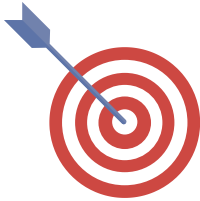
Section One: Exercises and Activities of the Participation Theme



Exercise (1): Memory Cards Game

Overview:

Participants must identify the two identical cards, one of which is an image and the other is an identical phrase. The phrase is taken from the contents and texts of UNSCR2250.

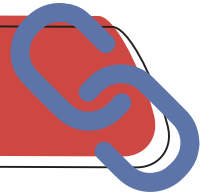


Exercise's objectives:

- ▶ Determining the UNSCR2250 principles and contents.
- ▶ Concluding the most significant themes of UNSCR2250.

Relation to UNSCR 2250

In accordance with the significance of UNSCR 2250 (Introduction to UNSCR 2250)



Theme: Participation

Number of participants: 6-24 participants



Time: 90 minutes (50 minutes for the memory cards game, 20 minutes to prioritize issues, 20 minutes for group discussion)

Level of complexity : High

Simple Medium High



Activity Needs: Game cards for each group
A4 papers (sufficient for each group)
Pencils, and tape



Site preparation: Preparing four cards game tables for the different groups.

Reference materials: Printed sample of the cards game, (40) cards for each group, 4 copies. (Third attachment 3.1) .

Useful ideas for facilitators: Clarifying instructions in a specific way and making sure to start the exercise at the same time for all groups to avoid chaos.



The trainer must supervise the groups and make sure all groups appropriately participate in the cards game activity even if for a limited period.

Instructions (Guidelines)

The exercise consists of two parts. The first part is to get introduced to the memory cards and identify similar cards, and the second part is to select the key issues that relate to UNSCR 2250 from the participants' viewpoint.

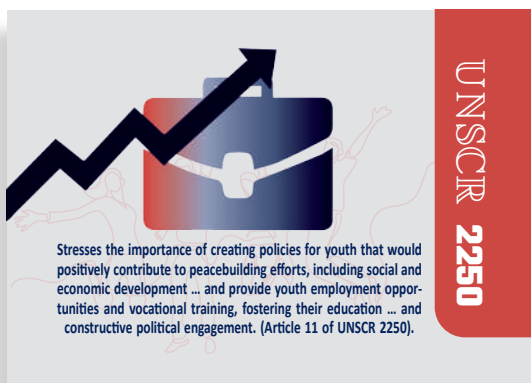
Part One: (Memory Cards Game):

- Explain to the trainees the game's idea, which includes 20 pairs of printed cards to be distributed to each group.
- Each pair of the cards has a phrase and an image. The task is to identify the two similar cards in terms of the subject by turning two cards up at the same time.
- The participants should form small groups; each group consisting of 3-6 participants. Each group turns the cards on the table face up and each participant chooses two cards at the same moment.



- If the two cards are identical, the participant reads the text in front of the group and the player keeps the identical cards for him/herself. In case the cards do not match, they are turned face down again and the game continues. The game depends on memory, as the participants have to remember the location of the different cards in order to choose the similar cards.
- The winner is the player who collects the most identical cards.

Illustration (2): A sample of the printed cards game (40 cards),
(The third attachment (1.3))



Part Two (Priorities of UNSCR 2250)

- ◎ After completing the memory cards game, the participants in each mini group will be instructed to review the phrases on the memory cards game and read them well. Through a collective discussion in each small group, participants will select the four most important and priority issues that interest them among the phrases included in the cards and in relation to UNSCR 2250.
- ◎ These issues will be written on A4 sheets (each sentence on one paper) arranged according to their importance, so that each group presents these issues in front of all participants after the trainer arranges the issues of each group separately.
- ◎ A collective discussion will be held between the trainer and the participants about the content and the importance of UNSCR 2250 on youth, highlighting on the priority issues for Palestinian youth – from their point of view.

Questions for Discussion and Obtaining Information

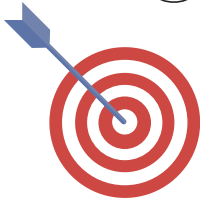
1. *Collective discussion on this activity is encouraged through the following questions:*
2. *In your opinion, what are the most important issues included in UNSCR 2250?*
3. *What are the priorities included in the resolution that are very important for youth?*
4. *What are the most important priorities for Palestinian youth?*
5. *What are the priorities that are not mentioned in the resolution's articles?*
6. *How can the role of youth be activated for following up on the issues included in the resolution?*



Section One: Exercises and Activities of the Participation Theme



Exercise (2): Pay attention; We Recommend and Participate



Overview:

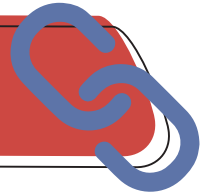
Participants will re-activate a previous campaign that had been launched by the YWCA. They will re-design the campaign, draft a proposal and a press conference, as well as implement an election campaign and present the electoral programs.

Exercise's objectives:

- ▶ Activating the role of youth at all local and national levels.
- ▶ Involving youth in developing proposals to enhance their political engagement.
- ▶ Activating youth participation in accordance with the contentsofUNSCR2250.

Relation to UNSCR 2250

In accordance with the theme of youth participation in decision-making.



Theme: Participation

Number of participants: 6-24 participants



Time: 120 minutes total (50 minutes for drafting a proposal and a press conference, 50 minutes to organize an election campaign, and 20 minutes for group discussion)

Level of complexity : High

Simple Medium High



Activity Needs: Colored cardboard pieces used in campaigns. A4 size white and colored papers (Colored papers are optional). Pencils, tape, and glue for each group. Crayons and pencils, 4 scissors. Ribbon (Optional).



Site preparation: A platform to commence the press conference and election program (Recommended)..

Reference materials: A form for announcing the launch of a campaign titled “We are part of the homeland... not just a number” indicating the number of participants (Third attachment 3.2).

Useful ideas for facilitators: Instilling participants’ creativity is the main objective of this activity, in addition to emphasizing their absolute freedom to create any kind of strategy for the new campaign without forgetting the need to achieve the general objectives of the campaign.



Instructions (Guidelines)

The exercise consists of two parts: The first part is to design a participatory electoral campaign while drafting a proposal and a press conference, and the second part is to organize an election campaign and present the candidates’ electoral program.



Part One: Designing a campaign, and drafting a proposal and a press conference

- ⦿ Explain that this activity focuses on the active participation of youth in national decision-making, by supporting and enhancing the active participation of youth and women in the elections of local bodies.
- ⦿ Divide the participants into four small groups, and distribute to each participant a copy of the advertisement for launching the campaign “We are part of the homeland... not just a Number” that was implemented by the YWCA in 2016.
- ⦿ Inform the group that the YWCA has decided to renew the campaign and promote it more nationally, and that each group should review the aforementioned campaign advertisement.
- ⦿ It is required to redraft the campaign and identify the activities that will be implemented. (For example: a list of the suggested activities such as public meetings, television and radio programs, street theater and distribution of brochures). Also, prepare a draft proposal for holding a press conference to inform the public with the campaign’s various objectives and activities.
- ⦿ Emphasize that the proposal must be clear and brief and inform the participants that the YWCA welcomes creative suggestions.
- ⦿ Each group candidate holds a press conference to announce the launch of the campaign and its means of implementation as per the group’s vision and viewpoint.

Part two: Organizing an election campaign and presenting the electoral program by the candidates

- ⦿ Tell the participants, through working within the same groups, that each group must develop a plan to organize an election campaign, which includes the following:
 - » Selecting a candidate by each group.
 - » Preparing the electoral program. It may take place at the level of legislative or local elections, or student councils.
 - » Preparing the electoral campaign location. (This may include posters, advertisements, and campaign logos).
- ⦿ The candidate of each group shall, after completing the preparations, present the electoral program to the participants in the way that the group members deem appropriate.
- ⦿ After ending the electoral program, voting is opened through the formation of an electoral committee with the participation of one person from each group.
- ⦿ Prepare a ballot box and sealed or signed papers by the members of the committee. The polling process and the counting of the votes and results will follow this step.
- ⦿ It is possible to present the electoral programs only (without performing the voting process, counting of votes, and announcing the results).

Questions for Discussion and Obtaining Information

Collective discussion on this activity is encouraged through the following questions:

1. *How did you feel when you participated in preparing, designing and announcing the campaign before the public opinion?*
2. *What is your opinion of the importance of youth participation in public life?*
3. *What are the forms of participation available to Palestinian youth at the local level?*
4. *How can the active participation of youth and women be supported and strengthened in the local/public bodies' elections?*



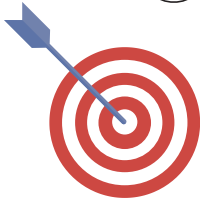
Section One: Exercises and Activities of the Participation Theme



Exercise (3): Tree Challenges – Participation

Overview:

Participants will draw the challenges tree that signifies Palestinian youth participation challenges. Participants will deal with these obstacles while interacting within the group.

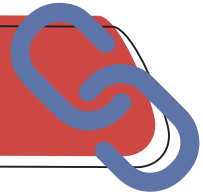


Exercise's objectives:

- ▶ Analyzing the challenges that prevent the participants from engaging effectively in their community.
- ▶ Motivating participants to challenge the obstacles and activate community initiative and participation.
- ▶ Obtaining the skills for dealing with the obstacles and challenges arising from the weak youth participation.

Relation to UNSCR 2250

In accordance with the theme of participation
(Obstacles and challenges facing youth participation)



Theme: Participation

Number of participants: 6-24 participants



Time: 60 minutes total (30 minutes for analyzing the challenges tree, and 30 minutes for participants' presentations)

Level of complexity : Medium

Simple Medium High



Activity Needs: Colored cardboard pieces to be used for drawing.
A4 size white and colored papers (Colored papers are optional).
4 scissors.
Pencils, tape, and glue for each group.
Crayons and pencils.



Site preparation: Providing tables for the groups work

Reference materials: None

Useful ideas for facilitators: It is necessary to select the appropriate participants who will take on the task of impeding the groups' work, depending on the trainer's comments on the participants' abilities, level of discussion, and their ability to influence the group



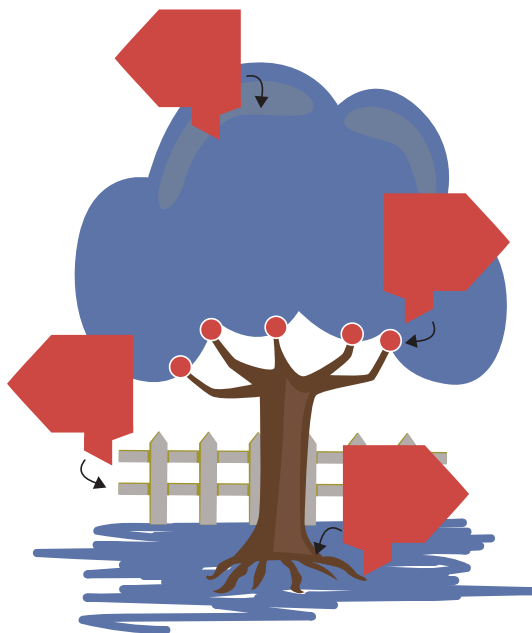
Instructions (Guidelines)

The exercise consists of two parts: The first part consists of drawing the participation challenges tree and identifying the causes and effects. The second part is in choosing a participant that will intentionally raise obstacles within each group.

Part One: Drawing the participation challenges tree

- Through brainstorming, the trainer asks a question about the challenges of political and civil participation, focusing on realistic challenges that participants face in their local communities. The trainer then writes the participants' answers on the board.
- The trainer divides the participants into four working groups.





- ◎ The trainer draws, on a flipchart paper, the shape of a tree which has roots, trunk, branches and leaves. (This can be prepared in advance).
- ◎ The trainer tells the participants that this tree is the “participation tree” and shows them that the “wall” outside the tree represents the non-participation reasons. Meanwhile, the fruits and leaves represent the impact of participation on youth and on society, while the “tree roots” represent the suggested reasons for non-participation. The trainer asks each group to draw the participations obstacle tree, so that the following points are identified:
 - » Observing the causes and obstacles of weak youth participation. This is represented by the wall.
 - » Finding solutions to the non-participation causes. This is represented by the tree roots.
 - » Determining the impact of participation on youth and society This is represented by the tree’s fruits and leaves.
- ◎ The trainer supervises the work of each group before starting the presentation. The trainer should make sure that participants recognize the difference between the causes and the results. The trainer should also do the appropriate amendments and changes.
- ◎ The trainer asks each group to present the results of their work in front of the participants. Group discussion is allowed. At the end, the trainer summarizes and makes additions.

Part Two: Intentionally Raising Obstacles within Each Group

- ⊙ The trainer selects, after dividing the groups to work on part one, a participant from each group to always oppose any suggested point under discussion. The selected participant will stand in the way of choosing any idea that has not been discussed sufficiently from that participant's viewpoint.
- ⊙ The participants will be appointed to perform this task without the knowledge of the other members of the group. It is preferable to agree with them on this task after taking a break so that they are provided with verbal or written instructions about the nature of the roles they will have within the groups.
- ⊙ After the end of the work, the trainer asks each group to agree with its other members to move one of its members to another group, so that one participant is moved to and from any group according to the selection of the members of that group.

Questions for Discussion and Obtaining Information

Collective discussion on this activity is encouraged through the following questions:

A) Questions on the obstacles of participation within the group:

- 1. How was the participation of the group members in terms of discussions and ideas?*
- 2. Did all the group members agree on the suggested ideas?*
- 3. How did you treat individuals who opposed to ideas? Are they negative individuals?*
- 4. How did the presence of the opposing individuals impact the results? Better or worse?*
- 5. Who is the person that the group agreed to replace and move? What were the reasons?*
- 6. How can we deal with opinions that are different from ours?*

B) What are the key reasons restricting youth from participating in the Palestinian society?

- 1. What are the key suggested solutions to encourage youth participation?*
- 2. What are the most important participation effects and results on youth and society*



Section two:

**Exercises and Activities
of the Prevention Theme**



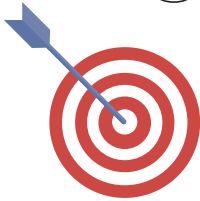
Section two: Exercises and Activities of the Prevention Theme



Exercise (4): Designing Sawt Al-Shabab's E-newspaper

Overview:

Participants will design the cover page of Sawt Al-Shabab online newspaper to raise awareness about the risks of violence that youth are exposed to as a result of the occupation and its practices.

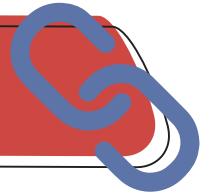


Exercise's objectives:

- ▶ Raising awareness of the violence risks that youth are exposed to and which threaten their existence.
- ▶ Involving trainees in shedding light on the occupation risks on the Palestinian youth.

Relation to UNSCR 2250

In accordance with the theme of prevention of armed conflict and its impact on youth lives.



Theme: Prevention

Number of participants: 6-24 participants



Time: 90 minutes total (60 minutes for designing the newspaper, and 30 minutes for group discussion)

Level of complexity : Medium

Simple Medium High



Activity Needs: A3 and A4 size papers.
Tape and scissors.
Pencils and crayons of different colors.
Punches, tape, stapler, and rulers.
Old local newspapers.
Providing a printer (Optional).



Useful ideas for facilitators: It is preferable to provide more printed materials to enable the participants to obtain the largest amount of information possible, as it may be obtained from articles in magazines, newspapers, internet sources, printed brochures, and brochures. The trainer must focus on the interaction between the participants and on the idea of creativity and the content contained in the newspaper.



Instructions (Guidelines)

- ⦿ After dividing the group into four mini-groups, explain to the participants that each group represents an editorial body and that they must design the cover page of the newspaper (Sawt al-Shabab) in order to publish it in the morning after it is printed.
- ⦿ The task includes choosing a name for the newspaper and designing the cover page, which aims to highlight the situation of Palestinian youth who are at risk due to the presence of the occupation.
- ⦿ Each group is provided with a number of old local newspapers and any related publications. Participants will, using the Internet, search for pictures and short articles to insert them in the newspaper design – as agreed upon by members of each group.
- ⦿ Each group will be provided with the requirements necessary to complete the task, including papers of different sizes, scissors and glue



that will be used for designing the newspaper, placing pictures, writing headlines, and completing the final design for the cover page.

- ◎ The trainer should tell the participants that they should not write long articles; headlines and binary lines are enough. Participants should focus on the quality of the impact and content that the design of the cover page can have, with the importance of having illustrations of caricatures or quotes.
- ◎ The trainer stresses the need for participants to be creative while researching. Participants have absolute freedom to design their model as they want, but it should take the form of a youth newspaper that documents the violations of the Israeli occupation.
- ◎ The trainer should tell the participants that there are several criteria for evaluating the best newspaper (including aesthetics and creativity in design, presentation, the value added to the content, and the new ideas that were used). It is optional to have a committee composed of the trainer and those responsible of the project, or a number of participants can be selected to choose the best and most beautiful newspaper. The trainer must emphasize that teamwork, rather than the result, is the most important part of the process.
- ◎ The trainer should cooperate with each group, ask them to submit their work, and help them hang the work outputs from the newspapers that have been prepared on the walls of the hall, while making a tour with the participation of all the trainees so that all participants view the outputs.

Questions for Discussion and Obtaining Information

1. *How was the group's work organized? How were decisions made about the nature and content of the work?*
2. *What do you think of the work that has been produced? Are they appropriate as a means of raising awareness on youth issues? How can they be developed?*
3. *How can young people contribute to greater awareness of the risks that their youth peers are exposed to?*
4. *Is the news of youth at risk covered like all other groups? Is the coverage objective?*
5. *Do youth outside Palestine have real perceptions and information about the reality of Palestinian youth who are at great risk due to the occupation?*



Section two: Exercises and Activities of the Prevention Theme



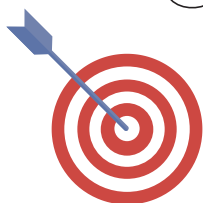
Exercise (5): Maktoob 'Ala al-Jabeen (Written on the forehead)

Overview:

The participants will freely move in the training venue to discover and comment on stereotype images.

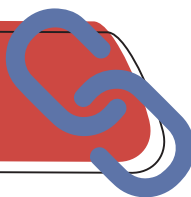
Exercise's objectives:

- ▶ Preventing violence risks resulting from stereotyping others.
- ▶ Understanding the negative effects of stereotypes on the society and on youth.
- ▶ Deconstructing stereotypes used by youth and clarifying how to prevent them.



Relation to UNSCR 2250

In accordance with the theme of prevention of armed conflict and its impact on youth lives.



Theme: Prevention

Number of participants: 10 participants or more



Time: 45 minutes total (15 minutes for the activity, and 30 minutes for discussion)

Level of complexity : Medium

Simple Medium High



Activity Needs: Small sticky papers on which participants can write the mentioned stereotypes.



Site preparation: It is preferred to provide a platform to present the press conference and the election program.

Reference materials: The trainer prepares in advance stereotyping expressions. (For example, Fateh-affiliated, Hamas-affiliated, Leftist, Sheikh, urban, peasant, fanatic, woman, refugee, young troublemaker, addict, divorced woman, disabled, prisoner, etc.) The trainer can choose more characteristics that are appropriate with the trainees' context and related to their stereotyping environment.

Useful ideas for facilitators: The trainer shall unnoticeably, while the participants are moving, provoke some trainees to provoke others and comment on the characteristics existing on each other's foreheads.



The trainer shall clarify after the end of the event that the comments made during the session were not aimed to offend, but rather to explain the exercise's idea and enhance the participants' understanding of the used stereotype effects.

Instructions (Guidelines)

- Inform the participants that they should put papers on the forehead of each participant, without telling them the reason. No one should try to know the characteristic written on their own forehead – for the success of the activity.
- Tell participants that they should walk around and explore the features written on others' foreheads in 15 minutes. They should interact with each other, without allowing others to expose the characteristic written on their forehead.
- The trainer should encourage each participant to provoke the largest number of participants.
- Frequently remind everyone that they should not know what is written on their own foreheads.
- All participants should return to their places when the time is up. At this point, the trainer allows everyone to see their characteristics and gives space for spontaneous comments for a while.

Questions for Discussion and Obtaining Information

Collective discussion on this activity is encouraged through the following questions:

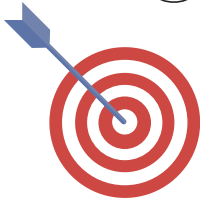
1. *Were you able to predict the characteristic written on your forehead? Who was able to guess his/her characteristic?*
2. *How did you feel when you were mocked and blamed? How would you describe this experience?*
3. *What was the worst feeling you had? What is the sentence that personally angered you the most?*
4. *Is stereotype considered a form of violence? If so, why? How does it affect the community and youth in particular?*
5. *What are the risks of stereotyping among young people? How can we protect the community from that?*



Section Two: Exercises and Activities of the Prevention Them



Exercise (6): The Power Station



Overview:

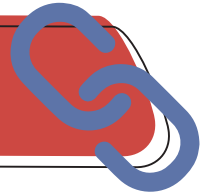
Participants shall determine the most prominent issues of violence and conflict that youth are exposed to, as well as propose solutions by addressing the power outage of the station's electric current.

Exercise's objectives:

- ▶ Preventing the internal impact of conflict and violence.
- ▶ Deconstructing conflict patterns used by youth and clarifying methods to prevent these patterns.

Relation to UNSCR 2250

In accordance with the theme of prevention to avoid violence and conflict.



Theme: Prevention

Number of participants: 10 participants or more



Time: 70 minutes total (30 minutes for working groups, and 40 minutes to work in the power station).

Level of complexity : High

Simple Medium High



Activity Needs: Wool or nylon string ball.

4 Scissors

A4 paper (Six papers for each participant).

One crayon for each participant.

Alarm bell (Optional).

Tape.

It is best to use two rooms (Optional).



Site preparation: Prepare a separate room, if possible, to use as a power station. Extend the string (rope) around the room and fix both ends. The string acts as an electrical wire. The rope is to be raised one meter from the ground but should not be tightened too much. (You will need to loosen the rope a little to tie the knots when the electrical wire requires reparation after each power outage).

You might need to draw a sign at the door to indicate the power station.

Useful ideas for facilitators: It is recommended to have an additional room or facility besides the training room. (The trainer could prepare this in advance).



Instructions (Guidelines)

The activity shall be divided into two parts. The first part is to brainstorm on expressing the various forms of violence and their solutions. The second part is to work on repairing the power station malfunctions through replacing problems with solutions.

Part One: Identifying violence forms against youth and suggested solutions:

- After dividing the groups into four small groups, ask participants to have a quick personal discussion



about forms of violence and conflicts that youth are exposed to within their communities (school, youth club, college, and neighborhood).

- Clarify that participants will not look into major cases (such as terrorism and genocide), but rather explore violent expressions that we all hear in everyday life such as bullying, chaos, threats, assault, insults, sarcasm, and vulgar jokes.
- Ask participants to identify problems and suggest an agreed solution to address every form of violence. They may suggest 4/5 problems and 4/5 solutions. (This will depend on the number of participants in each group).
- Participants shall use crayons to write one problem on an A4 paper. Simultaneously, they will also write the solution to the problem on another A 4 paper. (One idea – in large font – on each paper).
- Collect the papers demonstrating the problems and solutions, and make sure not to mix them together. Redistribute the problem papers to the participants after mixing them.
- Give participants five minutes to hang problems on the electrical wire. Each participant will put up one paper. The papers will be placed at a distance of 0.5m from each other, and make sure to tie it on the string so it does not slip.
- Distribute the solutions to the participants after completing the aforementioned process. Each participant will take one paper and hold on to it for later use.

Part Two: Addressing the defect in the power station

- Call the participants to the power station. They will work as technical specialists to fix the defect.
- Redistribute the participants randomly into two groups to the right and left of the electrical wire (which holds the previously put problems papers).
- Let them know that this power station is “negative energy,” which is often heavy energy and the electric current often gets cut. (It is the trainer’s task to cut off the electric current by cutting the tape at some point on the wire/rope).
- Explain that when an electrical outage is expected, the lights will flash intermittently (the lights in the room can be switched off. You may place a participant next to the electricity and give him/her a signal to turn it off). Participants will hear the alarm ringing at the same time. Also, whenever the electric current is off, a member of each groups on the left and right sides (who possesses the solution of the problem) will run as quickly as possible to the wire so that he/she would grab the cut end for the electrical current to flow temporarily.
- Each technical specialist at each side of both groups (right and left of the rope) shall place the solution paper in his/her hand and place on top of the problem at both sides of the disconnection. Participants should tie the rope (reconnect the electrical wire) and read the phrase out loud.

- ◎ Both groups shall bear together the responsibility to repair the current electrical outage by choosing the appropriate solution of each problem as an alternative. This will be by using the solution papers that each group had previously prepared. It is possible to motivate both groups to determine which one is the fastest in discovering and repairing the malfunctions.
- ◎ The trainer may also stick the two problem papers that represent the expression of violence which were replaced on the wall across the repair site (Optional).
- ◎ The trainer will cut another site along the wire and repeat the exercise. The activity ends when all papers are removed and replaced with solutions.
- ◎ Finally, collect all the solution papers from the wire and stick them to the wall under the problems that represent various methods for expressing violence.

Questions for Discussion and Obtaining Information

Collective discussion on this activity is encouraged through the following questions:

1. *How did you feel when you implemented the second part of the event (i.e., replacing problems with solutions)?*
2. *What are the criteria upon which forms of violence were identified and solutions were suggested?*
3. *From your point of view, which of the groups are most exposed to violence?*
4. *What is the danger of internal violence on Palestinian youth, especially females?*
5. *How can we prevent and address the danger of violence that Palestinian youth are exposed to?*



Section Three

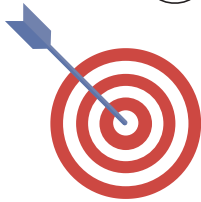
Exercises and Activities of the Protection Theme



Section Three: Exercises and Activities of the Protection Theme



Exercise (7): “We are refugees due to the occupation”



Overview:

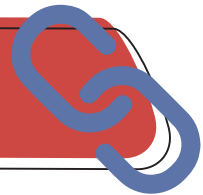
A role-playing game about a group of young Palestinian refugees in the Gaza Strip attempting to immigrate to another country due to the siege, successive wars, and attacks carried out by the Israeli occupation.

Exercise's objectives:

- ▶ Highlighting the importance of providing protection for Palestinian youth within international law.
- ▶ Identifying the young refugees' rights according to international conventions and covenants.

Relation to UNSCR 2250

In accordance with the theme of protection in UNSCR 2250



Theme: Protection

Number of participants: 15-20 participants



Time: 90 minutes total (30 minutes for working groups, 30 minutes of role-playing, and 30 minutes for discussion)

Level of complexity : High

Simple Medium High



Activity Needs: Print role cards (colored).
Adhesive or printed tape to create borders (Optional).
Vests and hats for immigration officials (Optional).
4 bags for the role of refugees (Optional).



Site preparation: Prepare the site and ensure that there is a suitable location for group presentations. Participants may prepare the site by agreement between the trainer and the various groups.

Reference materials: Printing the role cards of the participants (total of four; 6 copies of each card). (Third attachment, (3.3).

Useful ideas for facilitators: Follow up on groups and ensure that they all work together and that the roles do not overlap. The presentation process needs efficient organizing as it entails many roles, which may cause chaos if they are not properly organized.



Instructions (Guidelines)

- As a trainer, explain the activity's idea to the participants. It is a role play activity about a group of Palestinian refugees in the Gaza Strip who are trying to immigrate abroad due to the Israeli siege.
- Divide the participants into four small groups as follows:
 - » First group: Young refugees.
 - » Second group: Immigration department employees.
 - » Third group: Representatives of human rights institutions.
 - » Fourth group: Individuals who cross borders.



- ◎ Provide each group with its own role card, and give participants clear instructions about the nature of the activity with proper preparations for implementation.
- ◎ Grant the participating groups 30 minutes to read the roles, add to them, suggest any amendments, understand their roles, and rehearse before starting the show.
- ◎ Each group shall play its own roles of refugees, immigration officials, people crossing borders who oversaw the event and expressed their views, as well as human rights representatives who gathered to provide support.
- ◎ Narrate the story to the participants. The story may be available on paper. It reads as follows:

How the Story Began... Who Protects Young Refugees?

On a cold night, a group of young refugees were attempting to migrate from the Gaza Strip due to the imposed 12-year siege. They young members were aiming to cross to Greece; considered a safe part of the world. The refugees had suffered much hardship and fatigue. They had little money and did not carry any documents or official papers – apart from their own passports. They submitted these passports to the officials of the Greek Immigration Department, so that they would allow them to go through the borders.

What followed was a controversial discussion. The Officials at the Department of Immigration had differing opinions and inconsistent views on how to resolve the issue of the young refugees. A few of them were in favor of allowing them in (since the refugees aimed to move within Europe and not to reside in Greece), yet the others were against resolving the matter before receiving instructions from officials. Meanwhile, the young refugees were trying to persuade them to let them in. Soon enough, various persons crossing the border gathered around them and started to express their different stances of both support and opposition on the issue. Furthermore, a number of observers affiliated with human rights institutions were present and attempted to defend the refugees' rights.

Questions for Discussion and Obtaining Information

Collective discussion on this activity is encouraged through the following questions:

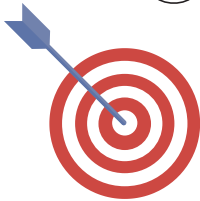
1. *What are the forms of violence that youth can be exposed to as a result of occupation and wars?*
2. *To what extent were these young refugees who wanted to enter Europe treated in a fair and equitable manner?*
3. *Should youth refugees enjoy protection like everyone else? What is the responsibility of the occupier country that caused the suffering of the refugees?*
4. *Could the existence of an International Resolution contribute to protecting youth in case of occupation or wars, and could it urge states to increase the respect of their rights, especially when those young refugees resort to them?*
5. *How can protection be provided to Palestinian youth who are at risk of immigration and asylum because of the Israeli occupation?*
6. *Do you have any other ideas?*



Section Three: Exercises and Activities of the Protection Theme



Exercise (8): Trial of refugees due to illegal immigration



Overview:

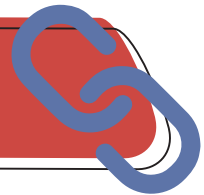
This activity complements the previous activity regarding the trial of refugees due to illegal immigration that occurred due to occupation.

Exercise's objectives:

- ▶ Identifying the risks that refugees are exposed to as a result of occupation and wars.
- ▶ Determining the extent of implementing the protection indicators in the countries' laws in line with UNSCR 2250 regarding youth.
- ▶ Emphasizing the importance of providing protection for youth through international laws.

Relation to UNSCR 2250

In accordance with the protection indicators of UNSCR 2250



Theme: Protection

Number of participants: 15-20 participants



Time: 120 minutes total (50 minutes for working groups, 40 minutes of emulation, and 30 minutes for group discussion).

Level of complexity : High

Simple Medium High



Activity Needs: Judges' suit: An outfit / black robe with a white silk tie (Optional).



Site preparation: The site must be prepared to ensure that there is a suitable location for group presentations. Participants may prepare the site through agreement between the trainer and groups.

Reference materials: Refugee trial scenario – A copy for each participant (Third attachment, (3.4).

Useful ideas for facilitators: Follow up with all groups and make sure that their roles do not overlap. It is important to organize the presentation process well because it includes many roles, which may cause chaos if they are not properly organized.



Instructions (Guidelines)

- ◎ As an instructor, explain the activity's idea to the participants: It is an emulation of the trial of a group of young refugees who were arrested while trying to immigrate to another country in search of a safe place.
- ◎ The performance will delve into the charge against these youngsters, who are considered illegal immigrants for breaking the law by entering this country without obtaining an official visa.
- ◎ You must clarify that this activity is associated with the previous activity, (Exercise 7): "We are refugees due to occupation." It is possible to readjust the roles of the former youth refugee groups to become the defendants. The immigration employees can act as public prosecutors. Moreover, the human rights institutions and individuals crossing borders can act as witnesses. It is also possible to add a new group to act as judges. Groups can be divided as follows:



- » **First group:** The young refugee – defendants.
- » **Second group:** Public prosecutors
- » **Third group:** Judges.
- » **Fourth group:** Witnesses.

- Distribute a copy of the “Scenario of Refugee Trial due to Illegal Immigration.” Each group will read the required roles and propose their arguments and viewpoints regarding their assigned roles. Also allocate the duties of participants in each group and prepare the appropriate steps for implementation. It is important to confirm that the defendant refugees will defend themselves.
- Grant the participating groups 50 minutes to read the scenario, suggest arguments, understand their roles, and do a rehearsal before starting the show.
- Participants have the right to use any source from various research sites to learn legal positions and find out the justifications and arguments for trying refugees and to defend them.
- Each group shall stimulate its own role in the presence of judges, public prosecutors, young refugees, and witnesses.
- All participants shall understand all the roles included in the scenario and work according to the text’s integrated vision. They shall prepare the stage before the execution through appointing a group representative each to look into the needed preparations, plan the site, and determine the performance style and coordination of roles.
- Finally, it is necessary to assure the participants that the performance is a simulation and not acting that requires memorizing the texts, especially since the time is limited. It is actually sufficient to exemplify the idea of the text by using the appropriate expressions while keeping the roles as per the order indicated in the scenario.
- After presenting the scene, the arguments of each party are terminated and the judge postpones consideration of the case until the next session without issuing a judgment. The trainer then starts the discussion with the group.

Questions for Discussion and Obtaining Information

Collective discussion on this activity is encouraged through the following questions:

1. *What do you expect the trial result and final verdict will be? Which one has the most convincing justification?*
2. *Do the refugees have the right to request asylum due to their exposure to violations committed against them, such as by the Israeli occupation?*
3. *What are the risks that refugees may exposed to in their attempt to seek asylum in other countries?*
4. *How can refugees be protected during torture or violence? How could these acts be prevented?*
5. *What is the importance of having international charters or resolutions stipulating the need to protect refugees and provide them with protection?*

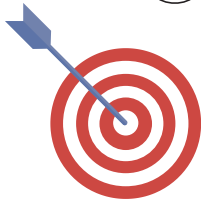


Section Three: Exercises and Activities of the Protection Theme



Exercise (9):

Storytelling



Overview:

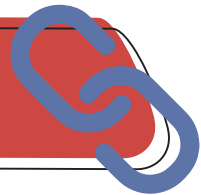
Participants will choose stories on the ground concerning the risks of violence against youth and narrate them through oral storytelling.

Exercise's objectives:

- ▶ Highlighting the dangers of violence that youth, especially Palestinians, face.
- ▶ Finding the necessary tools to combat violence that youth may be exposed to.

Relation to UNSCR 2250

In accordance with the protection indicators of UNSCR 2250



Theme: Protection

Number of participants: 10 participants or more



Time: 90 minutes total (30 minutes for working groups, 30 minutes of storytelling, and 30 minutes for discussion).

Level of complexity : Medium

Simple Medium High





Activity Needs: Traditional/folkloric clothes, such as:
Two qumbaz coats (Optional)
A pair of tarboush fezzes (Essential),
A book to be carried by the storyteller (Optional)

Site preparation: It is crucial to prepare the site and ensure a suitable location for group presentations. Participants may prepare the site by agreement between the trainer and groups.

Reference materials: None.

Useful ideas for facilitators: Make sure to follow up on all groups and supervise them to ensure the process of selecting appropriate stories that are deep, expressive, and conveying messages. It is possible for the trainer to help some groups if needed so as to jointly develop the ideas of the required stories.



Instructions (Guidelines)

- Explain to the participants the idea of the activity, which requires each group to select a story that relates to aspects of violence that youth may be exposed to on several levels.
- Clarify that the selected stories will be taken from the general context (such as violence that youth are exposed to by the Israeli occupation, internal violence against women or girls, violence between youth, or violence committed by official authorities).
- Let the participants know that they must choose a story from their own reality that they lived through, heard about, or saw circulating in the media. It must be a moving story that shows the extent of violence that Palestinian youth are exposed to.
- Reformulate all the details related to the story and write them down when necessary. Also, select the participant who is best able to narrate the story in



front of the participants in a distinctive way that shows the oral storyteller's talents during the show. It is possible to use videos or information that may help in this.

- ◎ Prepare the stage before the performance. This will be done by appointing a representative for each group to consult on preparing the site and make the needed preparations. Each group can do a rehearsal in an adjoining room if possible. The narrator will wear the traditional clothes (if available) that mimic those worn by the traditional storytellers. He/she shall wear a fez with a book at hand to read from. A group discussion will be allowed after the end of the show.

Questions for Discussion and Obtaining Information

Collective discussion on this activity is encouraged through the following questions:

1. *What do you think about the stories you listened to? Could they happen in reality?*
2. *What are the other risks Palestinian youth can be exposed to?*
3. *How can young people be protected from the dangers of violence due to occupation or internal violence?*
4. *How could the existence of an International Resolution concerning youth protection contribute to facing the Israeli occupation's attacks?*
5. *Do you have any other ideas?*



Section Four

Exercises and Activities of the Partnership Theme

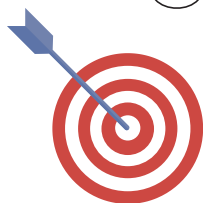


Section Four: Exercises and Activities of the Partnership Theme



Exercise (10):

My Circle of Influence



Overview:

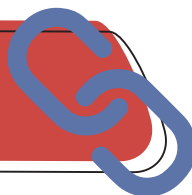
This activity requires determining the circle of worries and how we, as individuals, can influence our reality by sharing with others.

Exercise's objectives:

- ▶ Realizing that voluntary initiatives and active participation are an essential part of expanding the circle of influence.
- ▶ Finding that youth can be influential, not only influenced.
- ▶ Instilling the sense of initiation among participants so that they may effect change on the issues and concerns of their community and the world at large.

Relation to UNSCR 2250

In accordance with the theme of building partnerships at national and international levels



Theme: Building partnerships

Number of participants: 10 participants or more



Time: 45 minutes total (20 minutes for the circle of influence, followed by 25 minutes of group discussion).

Level of complexity : Medium

Simple Medium High



Activity Needs: Tape, paper, pencils, 2 cartons shaped as circles such as in the exercise drawing (Optional), and printed arrows (Optional).



Site preparation: There are no special requirements for performing this exercise except for having space to draw the circle of influence.

Reference materials: None.

Useful ideas for facilitators: It is important for the trainer to prepare the worries/ concerns statements in advance. Below are some examples of phrases (but do not be restricted by them):



- Your colleague – without guilt – is getting severely insulted by the teacher.
- You live on the 6th floor and the elevator is not working.
- A thief robbed a woman on the way.
- Garbage is piling up in the neighborhood where you live, yet the municipality is not collecting it regularly.
- You find that the election law in your country is unjust and does not properly represent the citizens.
- Persons with disabilities cannot access services, as the transportation means are not adapted for them.

If there is time, the trainer can ask the participants to draw on white paper their own circles of concern/worry and their own effect/influence. They can share them with their colleagues, if they wish, in order to exchange experiences on how to deal with them.



Instructions (Guidelines)

- ◎The trainer draws two circles on the ground using the tape or pre-prepared carton. As such, a small circle will be formed in the middle of a larger circle.
- ◎The trainer puts a number of phrases next to the big circle (the circle of concerns). These expressions refer to a few potential worries that will come across in life in general.
- ◎The trainer asks one of the volunteers to stand in the middle, to whom the trainer reads one of the phrases written on the circle of concerns/worries paper. (For example: You saw a person getting beaten... What is your reaction?).
- ◎After hearing the participant's answer, the trainer asks: Does this reaction have a positive or negative impact on the aforementioned situation? An open discussion follows (with participants) on the aforementioned reaction.
- ◎According to the trainer's evaluation, if the reaction is positive, then he/she will place a small arrow-shaped adhesive pointing from the small circle (of influence) towards the big circle (of concerns/worries). However, if the reaction is negative, the trainer will put a small arrow-shaped adhesive pointing from the big circle (of concerns/worries) towards the small circle (of influence), without clarifying the idea of this sticker. The idea will be clarified at the end of the exercise.
- ◎In this respect, the trainer asks another question to a second, third, or fourth persons... depending on the available time. He/she will ask them different questions (among the other existing expressions) and continue to place the adhesive according to their various reactions.
- ◎The trainer asks the participants to return to their seats and inquires: What did you benefit from this exercise? What does that adhesive pointing from or toward the circle mean?
- ◎The trainer starts explaining the idea of the circle of influence and the circle of concerns/worries; clarifying that our reaction towards concerns differs: It may expand our circle of influence and reduce the circle of concerns, or vice versa; it may increase the circle of concerns and reduce the circle of influence. In this explanation, it is important to highlight the fact that voluntary initiatives and active participation are crucial for expanding the circle of influence at the individual, societal, and international level.
- ◎The trainer illustrates that participation has the ability to act and bring about change. This act starts from a person's self-awareness and faith in their own capability, added with the knowledge that one can expand his/her circle of influence and bring about change to one's community.
- ◎As an instructor, it is important to emphasize that what falls in our circle of concerns may also fall in other people's circle of influence. Also highlight that the circle of influence under our control must be expanded. After all, the greater the circle of influence is, the smaller will the circle of concerns be (20% of the decisions affect 80% of the events).

Questions for Discussion and Obtaining Information

Collective discussion on this activity is encouraged through the following questions:

1. *Why is it important to be aware of the circles of influence in our lives?*
2. *How might this affect our ability to change the reality?*
3. *Do you have any examples to share with others, in which the circle of influence overcame worries and concerns?*
4. *What is the relation between a person's participation and role and their influence on public life and the situation of youth?*



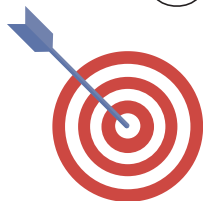
Section Four: Exercises and Activities of the Partnership Theme



Exercise (11): A mission on the surface of the moon

Overview:

Participants represent astronauts who were sent on an exploration mission on the surface of the moon. Their spaceship got exposed to an accident. As a result, they will have to choose their most important needs to ensure their survival and safety.

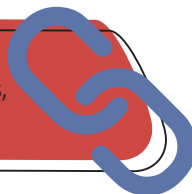


Exercise's objectives:

- ▶ Realizing the trainees' self-abilities and the importance of partnership in order to maintain their presence.
- ▶ Understanding the difficulties facing genuine and effective teamwork.
- ▶ Adopting the principle of communication, assigning responsibilities, and activating effective partnership.

Relation to UNSCR 2250

In accordance with the theme of building partnerships with youth groups, institutions and coalitions on the national and international levels



Theme: Building partnerships

Number of participants: 10 participants or more



Time: 45 minutes total (25 minutes for solving and exercise, and 20 minutes of group discussion).

Level of complexity : High

Simple Medium High





Activity Needs: Worksheets forms and pre-printed answers
(Provide a copy for each participant).

Site preparation: None.

Reference materials: List of needs for personal and group arrangement and classification of answers, (third attachment (3.5).

Useful ideas for facilitators: At the end of the exercise, the trainer gives a glimpse about the importance of partnership, and how to develop it through building trust, interacting with others and appreciating their role.



Instructions (Guidelines)

The exercise will be divided into the following phases:

First phase:

The trainer distributes the astronauts' "list of necessary building objects," of which participants will choose the most important needs to ensure their survival and safety.

Second phase:

Each participant has 10 minutes to sort out the most important needs of the list, and to classify their personal choices in the right column (List of Personal Arrangement Needs).



Third phase:

The trainer divides the large group into smaller groups consisting of 4-5 persons. The groups will discuss their individual choices and re-arrange them based on the group's collective ideas. They will classify the group's choices in the second column (*List of Group Arrangement Needs*).

Fourth phase:

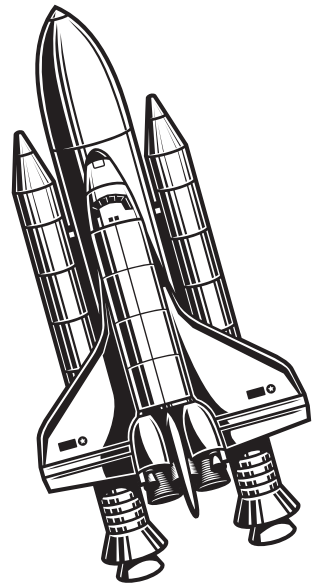
The trainer will present the correct answers according to the team of scientists and engineers at NASA, in order to compare the individual and group answers with the correct answers and determine the result.

Fifth phase:

Calculate the difference in the number of points between the group's arrangements vs. the NASA arrangements for each element, and then register the result in the appropriate box, ignore the differences (plus or minus). The lower the total number, the better.

Sixth phase:

The trainer will discuss the results with the groups, mainly focusing on the decision-making mechanism (by voting or consensus). The discussion will also include the importance of partnering in work and bearing responsibility.



How the Story Began ... Mission to Explore the Moon

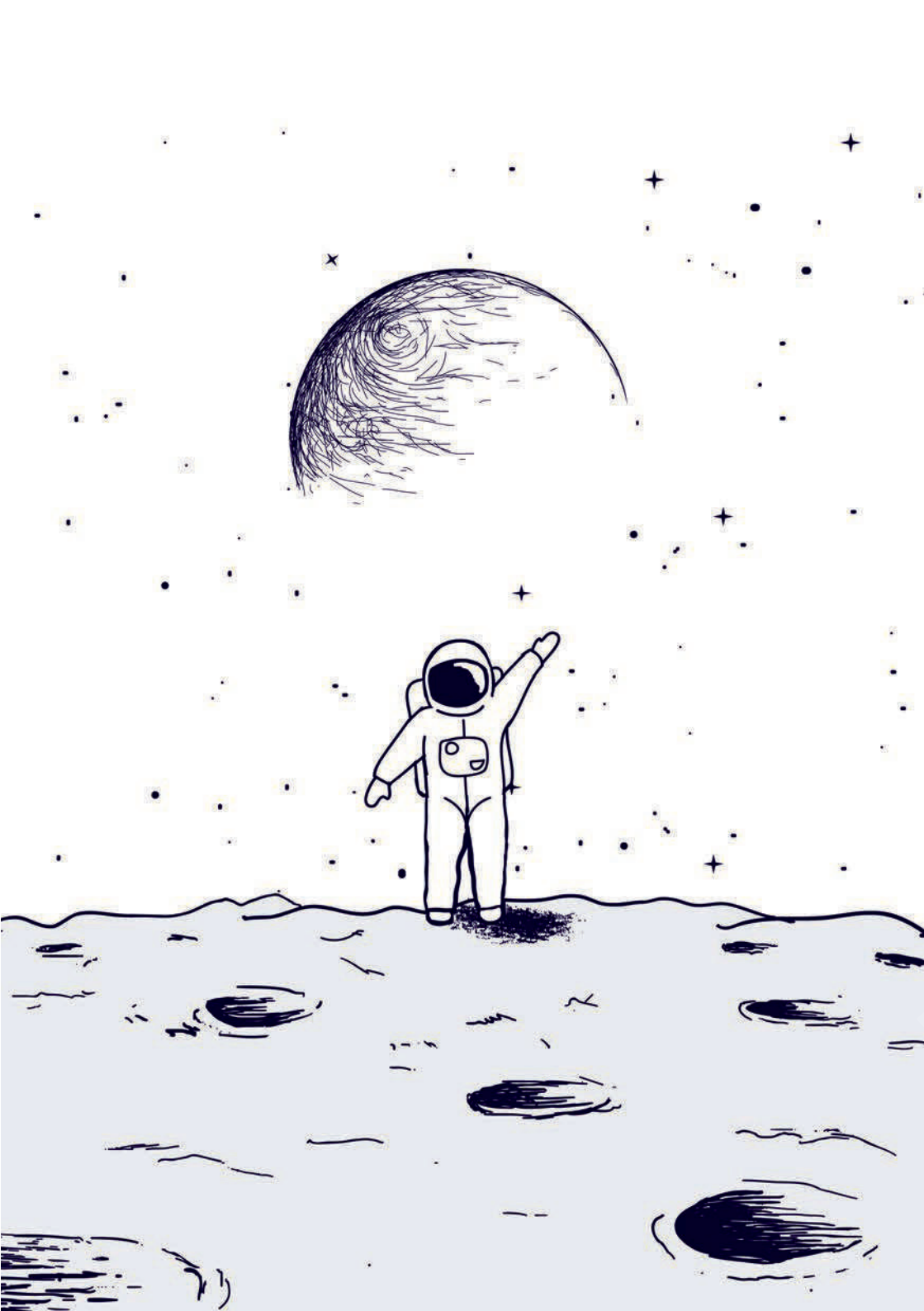
You are “astronauts” who were sent on an exploration mission to the moon. Your spacecraft has had an accident during a tour on the surface of the moon, which resulted in massive damage to the ship. Everything was damaged. Only 15 objects remained.

Your task now is to choose the key objects that will allow you to reach the base ship. You will thus arrange the 15 objects in terms of importance and priority. You will put number 1 next to what you consider as the most important object, and number 15 next to the least important. You must choose the objects based on the most essential needs to ensure your survival and safety.

Questions for Discussion and Obtaining Information

The trainer will connect the work with the concept of partnership while emphasizing on the need for the partnership to be actual. After all, their lives in this exercise are under threat, so partnership is of utmost importance in such critical times.





Section Five

Exercises and Activities of the Disengagement and Reintegration Theme

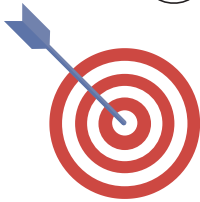


Section Five:

Exercises and Activities of the Disengagement and Reintegration Theme



Exercise (12): Drawing our future in a better way



Overview:

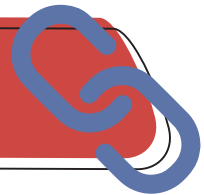
Participants will draw their hopes and aspirations for the peaceful future they dream of after the conflict is over

Exercise's objectives:

- ▶ Promoting the concept of inner peace with others and the environment by using arts.
- ▶ Emphasizing the importance of diversity and search for commonality in the surrounding environment and the world.

Relation to UNSCR 2250

In accordance with the theme of relief, disengagement, and reintegration.



Theme: Demobilization and Reintegration

Number of participants: 10 participants or more



Time: 60 minutes total (Drawing for 40 minutes, and 20 minutes of group discussion).

Level of complexity : Medium

Simple Medium High





Activity Needs: A long drawing paper roll enough for all participants, multicolor drawing pens based on the number of participants, and soft music.

Site preparation: Prepare soft and relaxing music that will help participants to innovate, imagine, and create.
Prepare a suitable drawing space to accommodate all participants, so that they can sit beside each other.



Useful ideas for facilitators: In this activity, titled “Our Future is Better,” we used the plural to emphasize that we are the ones who create the future. Consequently, this opens up several possibilities for the future that is emerging. It is therefore necessary to motivate the youth during their work in order to highlight their best potential, and activate their role in building a future that reflects their goals and aspirations.

Instructions (Guidelines)

- All participants will have a seat at the drawing table around the large board, which is a single long piece of drawing paper roll. Let them know that this exercise is devoted to collective drawing. They will let their imagination soar on what our reality would look like if peace came to the world.
- While hearing soft and beautiful music, each participant will draw his/her home, garden or the neighborhood where he/she resides. They will imagine how our home, neighborhood and the city that we live in will look like, and how our own situation will be, if there



is peace. Each participant shall define the frame of the image he/she would like to draw before starting. The drawing will include the house where the participant hopes to live in, as well as the type of garden, and one of neighborhood/city's facilities.

- Let the participants know that they should first of all start drawing the house, and that they are not allowed to touch their neighbors' houses. Each person should use one color for every variation of their drawing. For example, one color to draw the house if the residents are from the same sex, and two colors if the residents are male and female. If the family members belong to one religion or party, they shall use one color, and if they are diversified then more than one color.
- In the second phase, each participant will move on to expand the boundaries of his/her drawing. They will draw the garden of the house they are living in or imagining. They can use more colors at this point because as diversity increases, colors in their environment will increase. They shall not think of the impossible, but rather use their imagination to produce the most beautiful image as they visualize to see in their own environment if internal peace comes and erases the effects of occupation and wars.
- In the third phase, each participant – within their allotted drawing area – will draw an extra facility that they would hope to see in their neighborhood or next to their homes. They have the right to use all the colors they deem appropriate. In addition, they may connect lines such as common roads or building walls with their neighbor/s or those around them. They may also connect similar colors that refer to forms of diversity in terms of gender, religion, party, and so on.
- At the end of the drawing process, the participants take a tour around the drawing board to see the shared creativity as well as any existing diversity. They will get to see the general view of our city and our future, if peace comes and conflicts disappear, and identify the common points between participants and their symbolisms.

Questions for Discussion and Obtaining Information

Collective discussion on this activity is encouraged through the following questions:

1. *What can be learned from this exercise? How do you evaluate this experience?*
2. *What is the importance of diversity and the search for commonality in the surroundings and the world?*
3. *What changes would you suggest if you had been consulted on developing your neighborhood and city?*
4. *How can we promote the concept of internal peace with others? What is the role of youth during the post-conflict phase?*

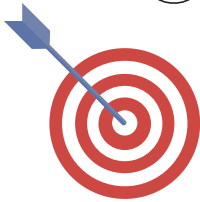


Section Five:

Exercises and Activities of the Disengagement and Reintegration Theme



Exercise (13): Playing the melody of peace



Overview:

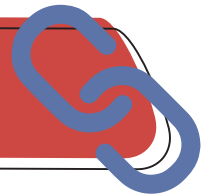
The participants will design an innovative and creative activity regarding international peace and the fight against violence by performing expressive artistic activities.

Exercise's objectives:

- ▶ Shedding light on the role of youth in activating international peace and security efforts.
- ▶ Integrating youth in efforts to combat violence and conflict by using arts.

Relation to UNSCR 2250

In accordance with the theme of relief, demobilization and reintegration.



Theme: Demobilization and Reintegration

Number of participants: 10 participants or more



Time: 80 minutes total (40 minutes for group work, and 40 minutes for the artistic performances).

Level of complexity : Medium

Simple Medium High





Activity Needs: Simple and diverse musical tools (drum, tambourine, violin, lute, flute, etc.)

Site preparation: Preparing a platform for the show or reorganizing the training site with the help of the participants, according to what is available.

Reference materials: None.

Useful ideas for facilitators: It is possible to use any available tools or materials, if there is lack in musical instruments. The type of artistic works can be chosen according to what is available, such as singing, folk dancing, fictional poetry, etc.



It is necessary for the trainer to supervise the performance and work of the groups, in order to ensure the outputs' quality before the show. In addition, the trainer will encourage the participants to choose the best ideas to be rehearsed and performed before the show.

Instructions (Guidelines)

- Explain to the participants that the idea is to design creative artistic endeavors that will highlight the issues of international peace and combating violence.
- Divide the participants into four groups. Ask each group to choose an artwork for the performance, by using the available musical instruments.
- Each group has the right to choose any form of artistic work, such as playing music, singing, and dancing. Examples include chanting a song or singing a musical composition, creating a folk song, performing a folkloric dance, reciting poetry,



or performing any other artistic creation.

- ◎ Each group will accordingly plan the artistic work while demonstrating youth collective spirit and concentrating on the concept of peace and/or confronting violence and conflict.
- ◎ Put on display various musical, artistic and folkloric pieces, and allow discussion among the participants after the end of group work.



Questions for Discussion and Obtaining Information

Collective discussion on this activity is encouraged through the following questions:

1. *How can we evaluate the groups' performance? How did the selection of the performed artistic works take place?*
2. *How can arts and other tools contribute to promoting a culture of international peace and combating conflict?*
3. *Currently, is there an active role for youth in peacebuilding and conflict resolution efforts at the international level?*
4. *How can we reinforce the role of youth, in order to contribute effectively in the post-conflict phase?*



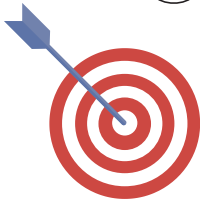
Section Five: Exercises and Activities of the Disen- gagement and Reintegration Theme



Exercise (14): Group work in squares

Overview:

The participants will cooperate with each other to restructure the group work in squares.

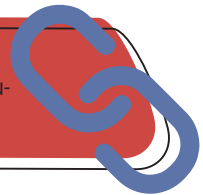


Exercise's objectives:

- ▶ Promoting group work and cooperation between trainees.
- ▶ Getting knowledgeable in achieving individual objectives through common interests.

Relation to UNSCR 2250

The aforementioned activity can be in accordance with any of the resolution's themes towards promoting group work between participants.



Theme: Any of the Resolution's themes.

Number of participants: 5 participants or more



Time: 40 minutes total (20 minutes of group work in squares, and 20 minutes for group discussion).

Level of complexity : Medium

Simple Medium High





Activity Needs: Preparing the square packages in 4 boxes. (Each box will be made of up 5 squares*3). (Third attachment, (3.6)).

Site preparation: Preparing tables for group work.

Reference materials: Printing the squared packages for the required forms.



Useful ideas for facilitators: In order to extend the exercise period, and in the event that squared boxes were not prepared in advance, it is possible to ask the participants (after dividing them into four groups), to prepare the square packages (as in the image attached). Each group will create its own square package to be used during the exercise.

Instructions (Guidelines)

- ◎ The trainer will divide the participants into four groups and explain the idea of reorganizing the square pieces. Each participant will recombine one square. Do not inform the participants about the exercise's final objective.
- ◎ Distribute the shaped box on all tables. Each group will empty the pieces, put them on the table, and use them according to the following terms:
 - » The group members shall not talk to each other.
 - » Participants cannot take any of the others' pieces and cannot request for any piece from another person under any circumstance.
 - » With that said, participants are allowed to show the pieces they have in possession to any other person within the same group.



- The exercise will not end until each participant has created a block that has the same size of the other squares.
- The trainer must emphasize that participants may give each other pieces, but are not allowed to ask for them. In other words, you may only take a squared piece if another participant offers you one.

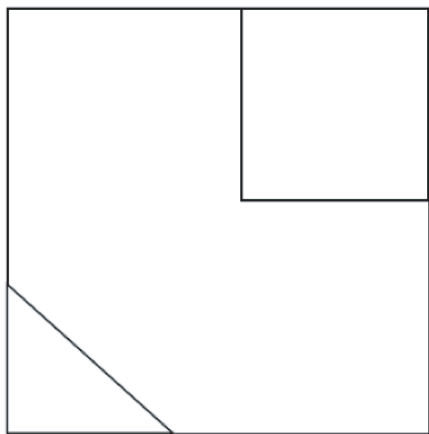
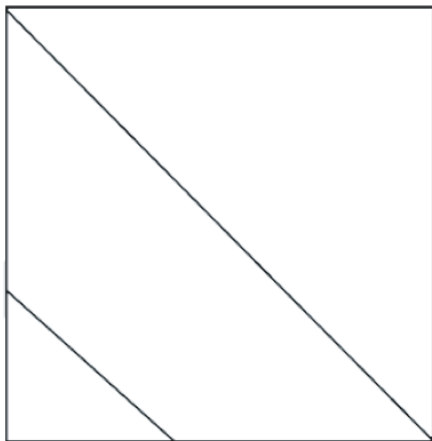
Questions for Discussion and Obtaining Information

Collective discussion on this activity is encouraged through the following questions:

1. *How was the group members' participation?*
2. *Did all group members work cooperatively?*
3. *How can we evaluate group work among the group's members?*
4. *Did anyone dismantle his/her squares to help other members? If so, why?*
5. *Could the individual and collective interests be compatible?*



Figure (3) A sample of the required forms
(4 packages, Third attachment (3.6))



Resources and References

1. UNSCR 2250 on Youth, Peace and Security launched by the UN Security Council on December 9, 2015.
2. UNSCR 1325 on Women, Peace and Security launched by the UN Security Council on October 31, 2000.
3. International Covenant on Civil and Political Rights of 1966.
4. International Covenant on Economic, Social and Cultural Rights of 1966.
5. The 1951 Refugee Convention.
6. Compass: Manual on Human Rights Education with Young People, Council of Europe and Tanweer Association for Organizational Building and Knowledge Management – Jordan, 2014.
7. Inclusive Citizenship in Lebanon, Adyan Foundation, Lebanon, 2017.
8. Training Material Series “Protecting Youth Rights as per UNSCR 2250”, Third handbook, YWCA of Palestine, July 2018.
9. World Programme for Human Rights Education, Plan of Action, OHCHR, 2012.
10. Manual on Human Rights Education with Young People for Field Workers, Council of Europe publications corporation with New Human Rights Association - Lebanon (2015).
11. The Right to Human Rights Education: A compilation of provisions of international and regional instruments dealing with human rights education. Version 3, OHCHR, 2014.
12. A training manual titled “Human Rights and Democracy”, RCHRS, 2015.

Appendices and Attachments

- First Attachment: Exercise list and training session needs
- Second Attachment: Relation with the third handbook (Protecting youth rights as per UNSCR 2250).
- Third Attachment: Reference materials to implement the activities.

First Attachment: Exercise List and Training Session Needs

#	Exercise	Activity Needs	Printing Requirements
1	Exercise (1): Memory cards game to identify the importance of UNSCR 2250	A printed set of cards (20 pairs of cards for each small group). Sufficient A4 papers per group. Flipchart, pencils, and tape. Four tables for playing cards per group.	Print four sets of cards. Each set contains 40 cards. Each set consists of 20 pairs of cards. (Third attachment, (3.1)).
2	Exercise (2): Pay attention, we recommend and participate	Colored cardboard pieces as used in campaigns. A4 size white and colored (optional) papers. Pencils, tape and glue for each group. Crayons and pencils. 4 scissors. Ribbon (Optional).	Print an advertisement template for launching the campaign titled “We are part of a homeland... not just a number” (based on the number of participants). (Third attachment, (3.2)).
3	Exercise (3): Tree challenges – Participation	Colored cardboard pieces that participants can use for drawing. A4 size white and colored (optional) papers. Pencils, tape, and glue for each group. Crayons and pencils. 4 scissors.	None

4	Exercise (4): Designing the “Voice of Youth” E-newspaper	<p>A3 and A4 size papers.</p> <p>Tape and scissors.</p> <p>Pencils and crayons of different colors.</p> <p>Punches, tape, stapler, and rulers.</p> <p>Old local newspapers.</p> <p>Providing a printer (Optional).</p>	None
5	Exercise (5): Maktoob ‘Ala Aljabeen (Written on the forehead)	Small sticky notes on which participants can write the mentioned stereotypes.	None
6	Exercise (6): The Power Station	<p>Wool or nylon string ball.</p> <p>Scissors</p> <p>A4 paper (six papers for each participant)</p> <p>One crayon for each participant.</p> <p>Alarm bell (optional)</p> <p>Tape</p>	None
7	Exercise (7): We are refugees due to the occupation	<p>Print role cards (Colored).</p> <p>Tape or printed tape to create borders (Optional).</p> <p>Vests and hats for immigration officials (Optional).</p> <p>4 bags for refugees (Optional).</p>	<p>Print the participants’ 4 role cards. (6 copies of each card).</p> <p>(Third attachment, (3.3)).</p>

#	Exercise	Activity Needs	Printing Requirements
8	Exercise (8): Trial of refugees due to illegal immigration	Printing a scenario. Judges' suit: A black robe with a white silk tie (Optional).	Refugee trial scenario - A copy for each participant (Third attachment, (3.4)).
9	Exercise (9:) Storytelling	Traditional/folkloric clothes, such as: Two qumbaz coats (Optional), a pair of tarboush fezzes (Essential), and a book to be carried by the storyteller (Optional).	None
10	Exercise (10): My influence circle	Tape, papers, pencils, 2 cartons shaped as circles like in the exercise drawing (optional), and printed arrows (optional).	2 cartons shaped as circles like in the exercise drawing (optional), and printed arrows (optional).
11	Exercise (11): A mission on the surface of the moon	Personal and group needs list. Answers' list classifying the needs according to the NASA team data.	Print list of needs for personal and group arrangement and classification of answers, (Third attachment (3.5)).
12	Exercise (12): Drawing our future in a better way	Long drawing papers roll (enough for all participants). Multicolor crayons based on the number of participants. Soft music.	None
13	Exercise (13): Playing the melody of peace	Simple and diverse music instruments (drum, tambourine, violin, lute, flute, etc.)	None
14	Final Exercise (14): Group work squares	Preparing block packages in 4 boxes. Each box will include (5 squares* 3 form for each).	Print the block packages using the required forms. (Third attachment, (3.6)).

Second Attachment: Relation with the third handbookI

(Protecting youth rights as per UNSCR 2250).

Activity	Reference page number contained in The third handbook
Exercise Number 1: Memory cards game to identify the importance of UNSCR 2250	Theoretical framework, page 7. Introduction to UNSCR 1325. Participation theme /second session (page 18).
Exercise Number 2: Pay attention, we recommend and participate	Theoretical framework, page 10. Participation theme /Third session (page 20).
Exercise Number 3: Tree challenges – Participation	Theoretical framework, page10. Participation theme /Fifth session (page 21).
Exercise Number 4: Designing the Voice of Youth E-newspaper	Theoretical framework, page12. Prevention theme /First session (page 22).
Exercise Number 5: Maktoob 'Ala Alja-been (Written on the forehead)	Theoretical framework, page12. Prevention theme /First session (page 22).
Exercise Number 6: The Power Station	Theoretical framework, page12. Prevention theme /Third session (page 25).
Exercise Number 7: We are refugees due to the occupation	Theoretical framework, page12. Protection theme /First session (page 26).
Exercise Number 8: Trial of refugees due to illegal immigration	Theoretical framework, page12. Protection Theme /Third session (page 28).
Exercise Number 9: Storytelling	Theoretical framework, page12. Protection Theme /Second session (page 27).
Exercise Number 10: My influence circle	Theoretical framework, page15. Building partnerships Theme /First session (page 29).
Exercise Number 11: A mission on the surface of the moon	Theoretical framework, page15. Building partnerships Theme /Second session (page 30).
Exercise Number 12: Drawing our future in a better way	Theoretical framework, page16. Relief and recovery Theme /First session (page 31).
Exercise Number 13: Playing the melody of peace	Theoretical framework Page16. Theme of Relief and recovery Theme /Second session (page 32).
Final Exercise Number 14: Group work squares	This activity can be used for training on any theme related to UNSCR 2250.

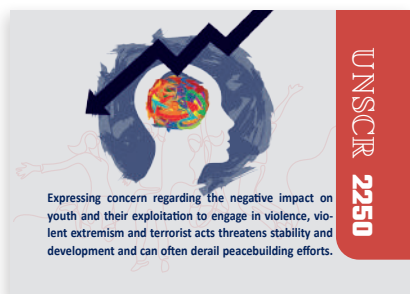
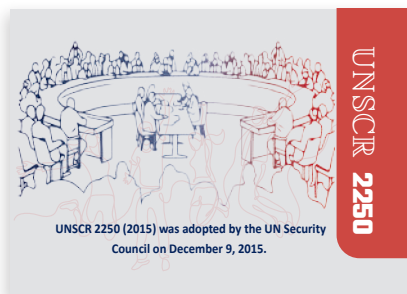
¹ The YWCA prepared a series of training manuals from the first to the third handbooks. They cover all aspects of youth rights in accordance with UNSCR 2250 concerning youth, international peace and security, especially the third handbook of the training resources series on "Protecting Youth Rights as per UNSCR2250).

Third Attachment:

Reference materials to implement the activities

Exercise (1): Memory cards game to identify the importance of UNSCR 2250

3.1: A sample of the game cards, printed as 40 cards.





Further calls upon Member States . . . to end impunity and further calls on them investigate and prosecute those responsible for genocide, crimes against humanity, war crimes and other egregious crimes perpetrated against civilians, including youth . . . (Article 6 of UNSCR 2250).

UNSCR
2250



Youth can play an important role in the prevention and resolution of conflicts and can significantly contribute to the maintenance and promotion of international peace and security.

UNSCR
2250



The protection of youth from conflict risks and ensuring their participation in peace processes can significantly contribute to the maintenance and promotion of international peace and security.

UNSCR
2250



Youth can play an important role as positive role models in preventing and countering violent extremism.

UNSCR
2250



Calls on all relevant actors, including when negotiating and implementing peace agreements, to take into account, as appropriate, the participation and views of youth. (Article 2 of UNSCR 2250).

UNSCR
2250



The UN Security Council urges Member States to consider ways to increase inclusive representation of youth in decision-making at all levels. (Article 1 of UNSCR 2250).

UNSCR
2250



Further calls upon states to comply with the obligations applicable to them under the 1951 Convention Relating to the Status of Refugee . . . the Convention on the Elimination of All Forms of Discrimination against Women of 1979 . . . and the Convention on the Rights of Persons with Disabilities. (Article 5 of UNSCR 2250).

UNSCR
2250



Calls upon all parties to armed conflict to comply strictly with the obligations applicable to them under international law relevant to the protection of civilians, including those who are youth, including the obligations applicable to them under the Geneva Conventions of 1949 and the Additional Protocols thereto of 1977. (Article 4 of UNSCR 2250).

UNSCR
2250



Urges Member States to consider specific measures, in conformity with international law, that ensure, during armed conflict and post conflict, the protection of civilians, including youth. (Article 9 of UNSCR 2250).

UNSCR
2250



Evidence-based and gender-sensitive youth employment opportunities, inclusive labor policies, national youth employment action plans in partnership with the private sector. (Paragraph "A" of Article 17 of UNSCR 2250).

UNSCR
2250



Stresses the importance of creating policies for youth that would positively contribute to peacebuilding efforts, including social and economic development ... and provide youth employment opportunities and vocational training, fostering their education ... and constructive political engagement. (Article 11 of UNSCR 2250).

UNSCR
2250



Support for youth-led and peacebuilding organizations as partners in youth employment and entrepreneurship programs. (Paragraph "C" of Article 17 of UNSCR 2250).

UNSCR
2250



Calls on all relevant actors to consider instituting mechanisms to promote a culture of peace, tolerance, intercultural and interreligious dialogue that involve youth and discourage their participation in acts of violence, terrorism, xenophobia, and all forms of discrimination. (Article 13 of UNSCR 2250).

UNSCR
2250



Address the conditions conducive to the spread of violent extremism, which can be conducive to terrorism, including by empowering youth, families, women, religious, cultural and education leaders. (Article 16 of UNSCR 2250).

UNSCR
2250



Third Attachment: Reference materials to implement the activities

Exercise (2): Pay Attention, we Recommend and Participate

3.2 Launching a campaign titled “We are part of a homeland... not just a number”.

Wafa – On Thursday, November 8, 2016, the YWCA of Palestine announced launching its campaign: “We are part of a homeland... not just a number.” The campaign’s mission was to support and promote the active participation of youth and women during the upcoming elections of the local council – to take place in October of this year.

The launch of this campaign outlines the group activities of youth volunteers as part of the Shumous Project (aimed at youth integration). The YWCA of Palestine completed the implementation of this project with support from the European Union (EU) and Swedish Mission Council (SMC). The project’s aim was also to encourage young generations and women to enter political life, run for elections, and actively participate in the local election process. It highlighted the importance of conveying the voice of youth and women in decision-making centers by promoting their presence within the lists of elected local bodies. It also championed for the active participation of youth and women and their selection and voting for suitable candidates as based on competence and free competition.

The announcement came during the press conference organized by the YWCA in Ramallah with the participation and presence of the Ramallah and Al-Bireh Governor Laila Ghanem, Ramallah former mayor Janet Michael, YWCA of Palestine President Haifa Baramki, and YWCA of Palestine General Secretary Mira Rizek.

Ghanem declared the importance of this initiative in emphasizing the right of Palestinian women who have endured and continue to suffer from the Occupation. She also indicated that the success of the initiative does not only lie in supporting women’s participation in elections, but also in persuading social segments and men of the necessity to have women participate in decision-making at all levels.

For her part, Janet Michael stressed the importance of enhancing youth and women to participate in all elections within municipalities and associations. She added that female representation will indeed reach a significant proportion.

The press conference described the details of the campaign. One of the volunteers, Fida Karajeh, spoke about her experience and shared that she intended to participate in the local election list. In addition, Nazreen Atef, a young trainee in the Shumous Project, expressed that she is convinced that change is possible and that empowerment will be accomplished by supporting qualified youth to take decision-making positions. Haifa Baramki in turn, presented an explanation of the campaign “We are part of a homeland... not just a number,” highlighting in detail the efforts made to empower and promote the role of women in decision-making.

Source: http://www.wafa.ps/ar_page.aspx?id=JZ5UYta705461213919a/JZ5UYt

Third Attachment: Reference materials to implement the activities

Exercise (7): “We are refugees due to the occupation”

3.3 Participants’ role cards

Refugees’ Role Cards

(Arguments and Proposals)

Prepare arguments and proposals to convince the Immigration Department employees to let you cross the borders.

You are collectively and individually responsible for distributing the roles as speakers and interlocutors.

Suggested arguments:

- It is our right to asylum according to the International laws.
- Israeli occupation is responsible for our immigration outside our country.
- We have the right to receive protection in accordance with international conventions.
- You have no right to prevent us knowing that you have allowed other refugees to enter your country and cross through Europe.
- Think about your options :
- Would you separate from each other if immigration officials requested you to do that?
- Would you return home if they tried to return you back?
- What information (ID cards, profession, religion, etc.) would you submit to the concerned authorities?
- What documents would you show?

Cards of Representatives of Human Rights Institutions (Arguments and Proposals)

Your duty is to participate in the ongoing dialogue between the Immigration Department employees and refugees, and document the events.

You are collectively and individually responsible for distributing the roles as participants and interlocutors.

Suggested arguments:

- International laws require for the admission and hosting of refugees.
- The 1951 Convention regarding the Status of Refugees refers to the need for protecting refugees.
- UNSCR 2250 recognizes the protection of youth from armed conflict.
- The country’s laws demand considering refugees’ applications when arriving to borders.
- We will document these violations in our reports and present them to social media, if they refuse to receive refugees.

Your duty is to participate in the ongoing dialogue between the Immigration Department employees and refugees, as well as monitor the documentation process.

You are collectively and individually responsible for distributing the roles as speakers and interlocutors.

Suggested arguments:

- We have international obligations concerning the acceptance and hosting of refugees.
- The 1951 Convention regarding the Status of Refugees refers to the requirement of hosting refugees.
- UNSCR 2250 on youth indicates the need to protect youth at risk of conflict.
- We will document these violations in the reports launched by our institutions.

Immigration Department Employees’ Role Cards at the Border

(Arguments and Proposals)

Prepare responses and arguments to prevent refugees from entering your country.

There are two scenarios: The first is a dialogue between the Immigration Department employees themselves and the second between the Immigration Department employees and refugees.

You are collectively and individually responsible for distributing the roles as speakers and interlocutors.

Suggested arguments (with differing viewpoints):

- They suffer from hideous occupation. It is clear that they are under threat and cannot return to their country.
- It is dangerous to send them back; they may get arrested or killed.
- We should not allow them to cross the border. They do not have official documents.
- We have international obligations to accept and host refugees.
- They may not migrate to another country and we will be obliged to provide them with housing, shelter, and living standards.
- Some of them have skills that meet our needs in the job market.
- We should wait for instructions on whether to allow or deny them entry.

Cards of Individuals Crossing Borders (Arguments and Proposals)

Your duty is to participate in the ongoing dialogue between the Immigration Department employees and refugees.

You are collectively and individually responsible for distributing the roles as participants and interlocutors.

Suggested arguments (with differing viewpoints):

- Refugees must be hosted or at least allowed to cross borders.
- How can they be abandoned while they are suffering from siege, occupation, killing, arrest and displacement?
- They should not be allowed entry; we have enough refugees.
- We do not know if there are people among them who would like to permanently stay here in asylum, such as Syrian immigrants.
- They will have a negative impact on economy.
- Why don’t their neighboring countries or other countries (such as Turkey) host them instead?



Third Attachment: Reference materials to implement the activities

Exercise (8): Trial of refugees due to illegal immigration

3.4 Trial of refugees due to illegal immigration scenario

Characters/Actors:

- ▶ The judge (Presenting the case and questioning the defendants).
- ▶ Public prosecution or public representatives (Confirming the charge and attempting to persuade the jury).
- ▶ The attorney (Advocating for the defendants).
- ▶ Defendants (Answering the questions).
- ▶ First witness: Representative of the right-wing extremist group (Opposing the entry of refugees to his/her country).
- ▶ Second witness: An organization for youth rights (Supporting the rights of refugees).
- ▶ Third witness: An association in support of refugee protection (Supporting refugees' right to asylum).

Decoration (according to what is available. Must be arranged in agreement with representatives of each group).

- ▶ Two tables covered with a single-colored fabric.
- ▶ Three chairs for the governing council or judges.
- ▶ A chair for the prosecutor on the right side of the two tables.
- ▶ Create bars (if possible) between the two tables opposite the judges (for the defendants to stand behind).
- ▶ Chairs of witnesses – to the left of the two tables.
- ▶ A sign behind the governing body (i.e., behind the tables) that reads: "Court."

Costumes:

Judge's suit: Consisted of a black robe with a white silk tie.

Main roles:

Judge: In the name of our country, we announce the opening of the hearing, file No. 13/2015. Defendants: Nael Ali, Hussein Fadel, George Haddad.

You are charged with illegal entry to the country in violation of immigration law to carry out criminal or terrorist acts according to the acts and penalties stipulated in Articles 1 and 2 of May 21, 1974 of the penalties law. What is your response concerning these charges held against you?

One of the defendants: Your honor, we have crossed the borders to your country with the aim of seeking asylum. We suffer from occupation, war and displacement, and are under threat of getting arrested and killed.

Judge: Yet you attempted to sneak through the borders, rather than the official crossing area, and tried to hide your official documents. Is that so?

One of the defendants: Yes, but that was because we feared being prevented from entry and forced back to our country. We did not do anything that could jeopardize your country. Our sole aim is asylum, which is guaranteed by international laws.

Judge: Does the prosecutor have any questions?

The public prosecutor: Yes, your honor. The question is: What do the defendants say about their spontaneous confessions concerning the acts attributed to them before the Immigration Department Employees?

Judge: Go ahead. Your confessions have been documented.... (The judge asks while looking at the file and the defendants).

One of the defendants: Yes, we did confess, but as you know, your honor, we arrived at the borders under extremely harsh conditions. We were exposed to ill treatment, abuse, coercion, and detention in an inappropriate place.

Judge: And yet you hid your authentic documents?

One of the defendants: No, your honor. We showed those after the Immigration Department police caught us.



Judge: The floor is for the public persecutor.

The public prosecutor submits the argument, states it once, presents the testimony of the first witness, and concludes by saying: “I finish my defense, your honor.”

Judge: The floor is for the defendants.

The defendants present their arguments as based on legally binding international charters, and request the testimony of the first and second witness. Once they are done, one of them concludes the argument by saying: “We finish our defense, your honor.”

The judge adjourns the case to the next session on (date).

A discussion follows – without judgement/verdict.

Additional instructions for participants:

Available time: 120 minutes total (50 minutes for working groups, 40 minutes of role-playing, and 30 minutes for group discussion).

- a. judges, prosecutors, young refugees, and witnesses. It is preferable to do a rehearsal before starting the performance, which can be done in coordination between groups.
- b. All participants must understand the roles included in the scenario and work according to the text’s integrated vision. Each group will coordinate to appoint a representative in order to prepare the stage before the performance. The representatives will prepare the sites and plan the required preparations and determine the show’s method and coordination of roles.
- c. The roles will be improvised rather than memorized, especially since the time is limited. It is sufficient to give the idea of the text by using the participants’ expressions according to what they seem appropriate. With that said, they must still stick to the roles as indicated in the scenario.

Third Attachment: Reference materials to implement the activities

Exercise (11): A mission on the surface of the moon

3.5 List of needs for personal and group arrangement and classification of answers.

a. List of needs for personal and group arrangement

Props	Personal arrangement	Group arrangement
Matchstick box “matches”		
Concentrated food		
5-meter nylon rope		
Parachute		
Portable solar heater		
Two 45 ACP pistols		
Milk powder carton		
Two tanks of liquid oxygen		
Stars map (as seen off the surface of the moon)		
Self-inflating lifeboat		
Magnetic compass		
Five gallons of water		
A first aid kit containing a subcutaneous injection		
Signals Light		
Solar radio (mid-range)		



b. Classification of answers list
(NASA - Scientists and Engineers Team)

Stuff	Justification	NASA
Matchstick box “matches”	No oxygen on the moon.	15
Concentrated food	Necessary to produce energy.	4
Five-meter nylon rope	Essential for climbing or for helping each other.	6
Parachute	Protection from the sunlight.	8
Portable solar heater	Not necessary (no need to heat)	13
Two 45 ACP pistols	May be helpful for self-propulsion.	11
Milk powder carton	Their size is larger than concentrated food and are less important.	12
Two tanks of liquid oxygen	It is impossible to survive without oxygen.	1
Stars map (as seen off the surface of the moon)	Necessary for directions.	3
Self-inflating lifeboat	It may be helpful, if we use the gaze inside to move forward.	9
Magnetic compass	There is no magnetic field on the moon.	14
Five gallons of water	Necessary to prevent dehydration.	2
A first aid kit containing a subcutaneous injection	Necessary in case of accidents or sickness.	7
Light signals	Useful for sending a signal.	10
Solar radio (mid-range)	Communicating with the mother ship about getting close.	5

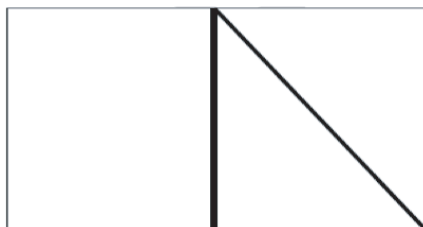
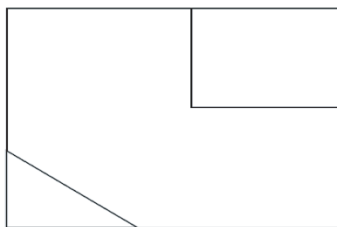
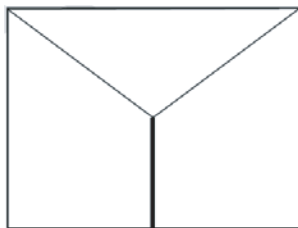
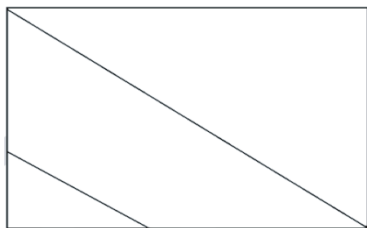
c. Classification evaluation according to the suggested answers' marks

0-25	Excellent	Team demonstrated high level of partnership.
26-32	Good	Above average, they are able to work together.
33-45	Fair	There were challenges but participants achieved the goal.
46-55	Satisfactory	Participants faced significant problems and hardly managed.
56-70	Poor	Unfortunately, not all team members managed. Participants' decisions were inappropriate.
Above 71	Very poor	The team failed and there was no kind of partnership.

Third Attachment: Reference materials to implement the activities

Exercise (14): Group work in squares

3.6: (Sample of the required shapes)



About the YWCA of Palestine

The YWCA of Palestine is a membership-based non-governmental national women's association. It is affiliated with the World YWCA, which has a special consultative status at the United Nations Economic and Social Council (ECOSOC). Accordingly, the world movement and all its members abide by the United Nations resolutions and the sustainable development goals related to youth and women.

The YWCA of Palestine initiated in 1893 by informal groups of Christian women in Jaffa and was formally established in Jerusalem in 1918.

The YWCA of Palestine consists of four local associations located in Jerusalem, Ramallah, Jericho, and Bethlehem, in addition to the two multi-activity centers at the refugee camps of Jalazoune and Aqbat Jaber.



Vision:

Women, especially young women as decision-makers, are agents of change and leaders in a society where equality, freedom, tolerance, justice, peace and dignity are promoted.



Mission

The YWCA of Palestine empowers women and youth to demand, exercise and protect their economic, social and political rights.



The Thematic Areas of Work:

- Leadership Development and Civic Engagement.
- Economic Justice.
- Just Peace, as instilled in the Universal Declaration of Human Rights.