

Report on the Mentorship Program at the United Nations Institute for Training and Research (UNITAR)

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Students

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Background

We, students in the International Peace and Coexistence (IPC) Program of Hiroshima University, participated in the UNITAR Hiroshima Youth Ambassador Program 2025 and the Junior Chamber International (JCI) Global Youth Program 2025 as the mentor/lecturer for the participants (High School students). This report is to provide our experience in the event, which UNITAR Hiroshima organized with a collaboration of the IPC Program.



This photo was taken by A.J. Koikoi, using Watama's phone camera on August 6 at the ANA Crowne Plaza Hotel

¹ Watama Wycliff and Nansamba Julian are the students in Associate Professor Tatsuo Yamane's laboratory, Federico Gustavo Bartalini in Associate Professor Tomoko Kakee's Laboratory, and Okello Peter in Professor Mari Katayanagi's laboratory.

The Youth Ambassadors were mentored on how to develop their presentation materials through drama and PowerPoint slides, in preparation for their final presentations on August 6, 2025, at the ANA Crowne Plaza Hiroshima as part of the public event called “Youth Messages from Hiroshima to the World - Roadmaps toward a World without Nuclear Weapons and Sustainable Peace”. The engagements for these programs started in mid-May 2025, but the actual activities commenced on June 29, 2025, and officially ended with the awarding of certificates to the trained Youth Ambassadors for peace on August 24, 2025.

The List of Lectures Involved

S/N	Name	programs	Activity	Date
1	Watama Wycliff	Youth Ambassador	Delivered a lecture on Current Conflicts in International Law.	June 29, 2025
2	Okello Peter	Youth Ambassador	Gave a lecture on the UN ground coordination system, focusing on South Sudan [particularly on UNMISS].	June 29, 2025
3	Federico Gustavo Bartalini	Youth Ambassador	Provided a lecture on the UNSC mechanism and role, including human rights.	June 29, 2025
4	Nansamba Julian	Youth Ambassador	Delivered a lecture on Peace Education in Hiroshima.	July 13, 2025

Note: The first three lectures above were repeated during the Junior Chamber International (JCI) Global Youth UN Ambassador Program 2025 that took place on July 27, 2025. Additionally, the students in this cohort were mentored on role play activity, reflecting the decision-making process of the UN Security Council Resolution 2735 (2024) tabled on 4 June 2025.

On August 6, the mentorship activity ended with the student’s presentation to the envoy of the former Prime minister of Japan Mr. Fumio Kishida, the governor of Hiroshima Prefecture Mr. Hidehiko Yuzaki, and many other distinguished diplomats, academicians, the atomic bomb survivor, the media team and the students. This event took place at the ANA Crowne Hotel in Hiroshima City between 14:00 and 16:00. The mentored students presented their roadmap for sustainable peace by 2050.

Individual Activities

1. Watama Wycliff

I am from Uganda, currently a first-year doctoral student at Hiroshima University. I am enrolled in the graduate school of Humanities and Social Sciences, in the International Peace and Coexistence (IPC) program. My research interests are refugee studies, human security, peace and conflicts, diplomacy, humanitarian intervention, and international law.

What did I do in the UNITAR Mentorship program?

As highlighted before, I provided lectures on the current conflicts from the perspective of International Law, which were accompanied by a series of mentorship roles until August 6, 2025, when the trainees presented their roadmap for peace by 2050. My lectures ventured into issues like peace, conflicts, state sovereignty, humanitarian intervention, and International Law. The purpose of this broad discussion was to expose the ‘Youth Ambassadors for Peace to the knowledge and trends of the dynamic global system and stimulate their global perspective on peacefully confronting such issues. I mentored the Palestine group in the role play of the decision-making process of the UN Security Council Resolution 2735 (2024) tabled on 4 June 2025.

What did I learn from this program?

While I provided lectures and mentorship activities to the youth ambassadors for peace, I also learnt numerous things, ranging from knowledge, multicultural interactions, and networking. This program allowed me to interact with various senior political representatives of Japan and Hiroshima, and experts in academia in the field of Peace Studies and International Law. I learnt in detail the operation of the UN Security Council and the veto power issue, the nature of Hiroshima peace education, and its similarities and differences with other countries from my colleague’s presentations.

What recommendations do I suggest?

Given its phenomenal contributions to peace, UNITAR should have periodic sessions with the staff and students in the IPC program in Hiroshima University in the form of seminars, classes, and workshops. This would foster collaboration in diverse areas of research and training activities. Further, the trainees in this program should have an extensive

interaction with the mentors to enable the mentors to determine the students' interests and align them with the program's intentions.

Comment

Today is me, tomorrow is somebody. We all need meaningful peace, and collectively, we can produce it through diverse approaches.

2. Federico Gustavo Bartalini

I am from Argentina, a lawyer and mediator by profession. I recently completed my Master's degree in the IPC Program at Hiroshima University, and I am now applying to continue my doctoral studies (as of August 2025). My research focuses on the intersection between conflict resolution and justice, with a particular interest in how alternative mechanisms can broaden access to fair outcomes.

What did I do in the UNITAR Mentorship program?

My mentoring activities centered on human rights and the role of the United Nations Security Council in contemporary conflicts. In addition to providing guidance on these themes, I had the privilege of serving as moderator and chair for the UN Model exercise, which allowed me to support the Youth Ambassadors in simulating diplomatic negotiations and decision-making. Through this role, I encouraged participants to critically reflect on the challenges and possibilities of multilateral institutions in addressing global crises.

What did I learn from this program?

This program broadened my perspective on international law and peace education. More importantly, it gave me the privilege of working with committed future peace leaders and learning from their creativity, energy, and dedication. From my role, I also gained valuable insights into strategies for nurturing the skills and passion of young participants, enhancing my own approach as both mentor and researcher.

What recommendations do I suggest?

Regarding this program, it would be useful to create more opportunities for mentors to contribute throughout its duration, ensuring continuity and deeper engagement. Beyond the scope of this project, UNITAR's mission could be further strengthened through increased

collaboration with Hiroshima University, particularly via thematic workshops, joint research initiatives, and interactive training sessions. In this regard, the introduction of conflict resolution workshops would add practical value to the program, providing a structured environment where trainees can develop concrete skills while linking academic insights with applied practice.

3. Peter Olello

I am a professional journalist, a UN Peacekeeping staff member in South Sudan, and a doctoral student at Hiroshima University, enrolled in the IPC of the Graduate School of Humanities and Social Sciences. My research interests are peacebuilding, peace mediation, peace implementation, conflict mitigation, and forced migration.

What activities did I deliver?

June 29, 2025: Lecture on Peacekeeping

Principles of Peacekeeping Understanding working for peace in conflict-affected countries, especially South Sudan, sheds more light on the connection between the United Nations General Assembly [UNGA], the United Nations Secretariat [UNS], and the United Nations Security Council [UNSC]. The mandate of the United Nations Mission in South Sudan [UNMISS] explains the pitfalls, including the pros and cons of working for the UN peacekeeping.

July 27, 2025: Lecture on UNMISS's Mandate

I delivered a second presentation to the international students at Peace Memorial Park on the peacekeeping mandate of UNMISS. I encouraged the students to ask questions so that I could clarify some grey areas. I mentored the students during the breakout session: I led the discussion on understanding the role of Russia during the veto exercise on the UNSC. Representing Russia, student selected their representative, and thereafter, they declared their position and voted for the motion based on their understanding. Second session: UNITAR Office [the Mentorship Program] beginning at 2:00 pm, the students presented their activities: rehearsals were conducted on phases, peace education on HIBAKUSYA, the world in 2050, the UNSC veto power representation, and the UN road map on international law. I enormously engaged students through suggestions on improving the dramaturgical

delivery to improve their August 6, 2025, presentation. Students took note of the suggestions rendered and amended their scripts accordingly.

August 6, 2025: 80th Commemoration of the Atomic Bombing in Hiroshima

From 12 pm to 2 pm, students began rehearsing the three presentations. I offered further suggestions to students during the three rehearsals. Students performed far better at 2:15 pm or thereabouts than during rehearsals. At around 3 pm, a round discussion was held with students, mentors, and the guests to stir up deliberations on the presentations. The debate was top gear, impacting the request for more time to deliberate further.

Lessons Learned

Students learned more about the principles of UN peacekeeping, including but not limited to the UNMISS's mandate, working as a peacekeeper in countries in conflict zones. Students understood the nature of conflicts and the reasons for peacekeeping in countries deemed "failed states." Learned that peace is essential in the world, and to keep peace, the United Nations should cease from manufacturing nuclear weapons meant to destroy other nations. Peaceful engagement is imminent whenever there are disagreements on specific issues. Dialogue is also a better option than resorting to all-out wars. Students have had enhancements in terms of buoyancy: boldness has outshone Shyness. Students presented their activities without fear after all the practical rehearsals and mentorship.

Recommendations

Due to the limited presentation time, future programs would be better if the time were not limited to 15 minutes. Half to an hour is ideal for better delivering complex information to high school students. I am a trained dramatist: I advise that enough time is allocated to students for better rehearsals and performances to dramaturgically portray the show as written in the script. A follow-up or refresher training on the UN organs, peacekeeping, and international humanitarian laws is slated for a better and more inclusive understanding of the same or a different caliber of students in the future. I suggest that **PEACE SYMPOSIUMS** or **YOUTH PEACE CAMP** programs would be adopted in the future to allow high school students within Hiroshima prefecture to participate in peacebuilding, peacekeeping, human rights, and international humanitarian laws-related activities to enhance and build peace, not only in Japan but across the globe. Peace is a five-word phrase, sounding difficult to

comprehend, but when our minds and attention are drawn to it, we will have a better world, free from conflicts and wars, and love and unity will become part of our lives.

4. Nansamba Julian

I am a master's student in the IPC at Hiroshima University. I am from Uganda, and my research concerns Hiroshima Prefecture's approach to International Peace through nuclear disarmament. On August 13, 2025, I gave a lecture on the features and challenges of Hiroshima Peace Education. The lecture was delivered between 1:00 and 4:00 pm at the UNITAR Office in Hiroshima City. It was the second day of the Youth Ambassador Program, according to the schedule allocated to us.

How was the lecture delivered?

It was a face-to-face lecture in which I used PowerPoint slides, videos, and a poster presentation to stimulate students' critical thinking and perceptions about peace in Hiroshima and beyond. This was followed by a discussion of the subject matter, where students expressed their understanding of Hiroshima peace and provided their insights on how to overcome the challenges facing Hiroshima peace education, and brainstormed solutions to such challenges.

What key message was contained in the lecture?

In this lecture, I emphasized that through education, peace can be achieved and that peace should be a lived experience, not just a theoretical underpinning. In my opinion, peace education helps to provide insights on how to eliminate all forms of violence, avert conflicts from occurring, create paths for resolving the existing grievances, and promote sustainable livelihoods.

Amidst the existing nuclear proliferation, I reminded the youth ambassadors that it's their turn to take on the leadership role regarding nuclear disarmament, as the Hibakusha are disappearing, and the slogan of "No more Hiroshimas" must continue. I concluded by informing students that Hiroshima Peace Education is inward-looking but diverse in its approach as it tackles global concerns.