



PEACE LEADERS AMMAN

EVALUATION REPORT

Peace Leaders Course in Amman, Jordan
19th-23rd of September 2018

Report by: Frida Lind

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Name of Trainers: Simón Cabrera Ebers, Linda Skogsby, Fatma
Ahmed, Annabella Stieren and Mattias Andersson.

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1. Introduction

1.1. Background

Peace Leaders is a leadership programme that aims at targeting young people between 18-29 years who are motivated to make a change in their communities, promoting peace and security. The targeted youths come from diverse backgrounds and are working with issues related to peace and security in their local contexts. They participate in an intensive five days' leadership course provided by the youth centre Fryshuset. During fall 2018, the training is given in Latin America, the MENA-region and Africa as a pilot project outside Sweden. Each of the three leadership trainings educate around 20 youths from the region.

The objectives of the leadership programme are: to empower the young Peace Leaders; to encourage them to be positive role models in their societies by promoting a "culture of peace"; to provide useful skills to the youth by spreading Fryshuset's methods for conflict prevention and peacebuilding; and to make it possible for young people to be active agents for implementing the United Nations Security Council Resolution 2250 on Youth, Peace and Security.

The second Peace Leaders training took place in Amman, Jordan, on the 19th to 23rd of September 2018. This report contains the key findings.

1.2. Methodology

A mixed method approach was adopted, making use of both qualitative and quantitative data collections methods. The utilized methods consisted of following: a) two surveys for the participants in form of a pre-assessment and post-assessment tool that they filled in a week prior to the course as well as on the completion of the course; b) daily reflections with the trainers and participants to better understand their progress, perspectives, and the on-going changes made in the course content and activities; c) focus group discussions with the trainers before and after the course; d) un-structured interviews with the participants in the training; and e) observations throughout the whole course, inside and outside the training.

The limitation of the report is that it describes the reactions of the participants and learning acquired during the training. Incidents of behaviour change including change in attitude and perception has also been captured. These aspect of the evaluating training are short term effects at this point and further follow-up data collection will be done to understand long- term impact.

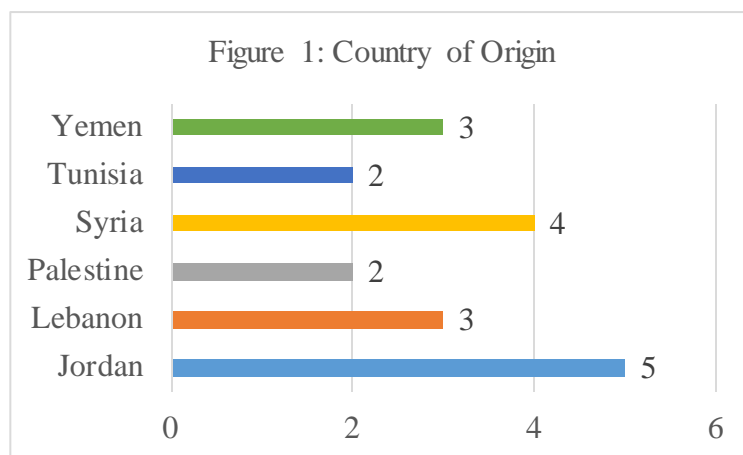
2. Findings and Outcomes of the Training

In this section the key findings and the outcomes from the Peace Leaders training in Amman, Jordan, are outlined. The emphasis is on how the participants experienced the training, how

they perceived the tools and how they understood their own empowerment, as well as a summary of the trainers' reflections from the course.

2.1. The Participants

19 young Peace Leaders, 11 females and 8 males, participated in the training. They came from across the MENA-region, from Lebanon, Jordan, Palestine, Syria, Tunisia, and Yemen. The participants were between 19 to 29 years old and the average age was 23.6 years. Although it was 20 youths selected to the course, one male participant had to cancel in the last minute.



2.2. Expectations from the Participants

“Participating in this training is an achievement for me... to hear new experiences from [the other] participants. I am excited to enhance my experience in this area and also to know the thinking of young Arabs” (Male participant).

The above quote from the participant indicates that being selected to the training was an achievement for him and an opportunity to learn from other youths in the regions and know about their experiences. Another female participant also expressed that she wanted to be *“part of a group and sharing the different ideas and experiences of youth and organizations coming from different countries and contexts as well as sectors.”* Two female participants expressed that they regarded the training as a major opportunity, bringing new knowledge and perspectives, and meant that:

“On a personal level [this course could generate] more ideas and experience to [return] back to my country and I feel that I can't wait [for] this course because it will add to my personality [and add] many opinions and ways to be more affect here [in my community]. I expect that I can be [a] stronger person who can deal more easily with the problems in my area.”

“I expect this leadership training [to bring] a lot of responsibility in my life, really, I did not get this opportunity [before] and I am very excited.”

Several of the participants were coming from areas with war and conflicts, and several participants expressed that they wanted to make a change in their contexts. Three participants explained:

“[I want] to be able to hold a clear vision and solid plan on how to arrange a suitable act for conflicts that appears in my society” (Female participant).

“I am hoping to learn the characteristic of wise problem solver and skills [...] that helps us dealing with the complicated unsettled situation of the Middle East” (Female participant).

“I expect to be a Peace Leader and to be qualified to make difference in my country” (Male participant).

Several participants emphasized that they wanted to improve their leadership skills. One female participant said that *“I expect to learn more about how to be a better leader, how to have strategic thinking, and how we can change our countries with the limited sources we have...”* One male participant wanted to *“learn how to be charismatic leader”* and one female participant expected to learn *“what it means to be a leader, and the qualities of a good leader.”* Another male participant stated that he expected *“the training to focus on the personal dimension of the conflict and how to increase our capacities as leaders to respond positively to the conflict.”* He also explained that *“I really want this training to not only focus on practical parts but also on the theoretical part. I want to know the theory behind the activity.”*

Other participants emphasized that they wanted to *“acquire new methods and tools”* (Female participant) and *“methodologies to specify the needs in our communities”* (Male participant) as well as getting to know *“activities that will assure the participants to communicate effectively”* leading to *“an open discussions that well help [us] to understand each community [and] to keep in mind ways to fit our learning into it; a lot of group works and of course a fair amount of fun”* (Male participant).

Moreover, the notion of increased self-confidence was brought up by one female participant who wanted to develop herself and her self-confidence. One male participant also asked *“how can we influence young people around us to be part of change and peace?”* Namely, what is required to encourage others to do a difference in the society and bring about peaceful societies.

Lastly, a few other topics were acknowledged by the participants as relevant to address if time would permit during the training. These topics were: how to deal with people who are brainwashed or have been influenced by “bad people”; learn more about the United Nations conventions and regulations to learn about international rights; talking about the unemployment and lack of opportunities; as well as looking into the empowerment of women and youth, providing a greater understanding of peacebuilding issues.

2.3. The Five Days’ Leadership Course

Similarly as the first Peace Leaders training in Fortaleza, Brazil, the Jordan training provided the participants with different methods and tools for leadership, group processes and conflict prevention, mixing theoretical knowledge with practical exercises and games, and concluding with discussions and reflections in the group.¹

The main differences from the Peace Leaders training in Brazil, in regard to the content, was that the different regional context was taken into consideration, and some of the exercises and games were slightly modified or changed, for instance exercises requiring much physical contact, as such could be a sensitive issue in the context. Consideration was also given to religious practices, and the breaks were scheduled during prayer times.

¹ Please see the *Peace Leaders Evaluation Report, Brazil* from the first training in Fortaleza for a more detailed description of the Course. The report is found on <https://www.idedi.se/rapporter-och-material/>

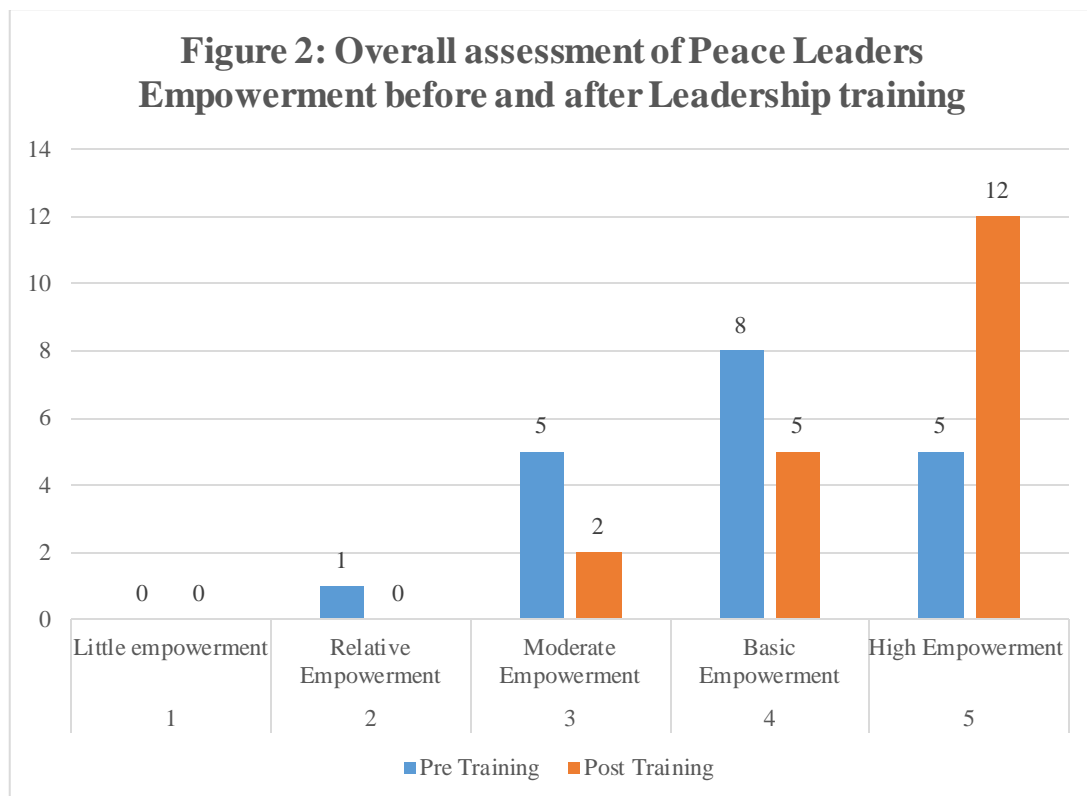
Furthermore, the component of doing a project upon return to one's local community was introduced in the beginning of the course, to allow for more time for planning and reflecting about one's project. The trainers also started their Mentorship sessions on the second day instead of on the last days of the course, to give the participants more support with their local projects.

2.3.1. The Relevance of the Peace Leaders Course

All the participants were quite positive about the course. Figure 2 shows that an empowerment happened among the participants. However, from their feedback, different participants had experienced the course differently.

Majority of the participants felt empowered and strengthened in their leadership and felt that they had acquired new skills. This was also visible in the participants' self-assessment on their own empowerment and leadership skills prior to the training as well as after the training.

Figure 2 demonstrates a summary of all self-assessment questions in the surveys handed out to the participants before and after the course. The figure illustrates that the majority of the participants increased their empowerment and leadership throughout the course. Before the course the participants rated their own empowerment and leadership as 3.90 as an average, and after the training it had increased to 4.47, demonstrating a growth of 11%. Something that is worth noticing is that before the training 26% were rating their empowerment as "high" and after the course 63% of the participants rated their abilities as "high" in all questions asked in the survey. This shows that 26 % of the participants already had much empowerment before the training, but that the majority increased their skills during the training.



Moreover, for most of the participants the training had been useful and relevant for their work and self-development. As one female participant stated: *"[it was] an opportunity for me to develop my skills, meet new people and evolve both personally and professionally"*.

One female participant was delighted, explaining that *"this is the most interesting training I ever had in my life. I met the nicest persons on Earth and laughed a lot and cried too. It was amazing! Thank you."* Another female participant described it as *"an extremely interesting, informative and well-designed content."* One male participant was content with the training and impressed with the way the methods were taught and the way that the teaching was linked to various games and exercises. He explained that:

"This was a new experience; I am not used to this kind of trainings... I become more serious after the first day because I liked the way of teaching and the good information. It is easy to understand it without difficulty. I will use your way [of teaching and methods] and put it in my country."

One male participant meant that the course was beyond his expectations and he had learnt *"methodologies to know myself and to influence on others."* He also explained that he had learnt how he could deal with conflicts; how to compare situations and choose the best solution to fill the gap; as well as learning how he and other youths could be part of the solution and not being part of the conflict.

Another male participant stated that *"the course was a great experience for me. The main learning points were how to manage conflicts and to be aware about ourselves."*

Additionally, three participants felt that the English language had been challenging in the beginning of the course, but all of them claimed that their language skills had improved during the five days. One female participant described that *"[t]he training content was very important and new. First I had problem with my English language, but then I tried to figure that out."* Another female participant stated that the course had been the best course in her life and that she was grateful to have improved the English skills: *"I learnt to express myself in English. It was so hard for me but I'm so grateful for that."*

However, for some participants, the content had not been challenging enough and one female participant explained that *"[t]he training met my expectations to some extent; I was almost aware with the shared material. The only new knowledge was the FIRO, Water Lily flower, [and] how to give and receive feedback."* She further reflected that *"however, the new techniques, and the very enriching ice-breakers and energizer activities were very interesting."*

Three other participants gave similar assessments of the course, finding value in the teaching techniques and the practical games and exercises, but at the same time feeling that the content had been too basic for their knowledge level:

"The methodology adapted to deliver this training was nice. I like the process of experiencing something then introducing it theoretically. Components related to FIRO and Values were valuable and can be used in everyday life. But the level of the training is a bit over basic rather than it being an advanced one. The training introduced me to new ways to approach certain topics, but [I] would have enjoyed it more if it was more advanced" (Female participant).

“The training had multiple good facilitation techniques which I found new and attractive, and I will use that. However, the content of the training was less than expected. [Nevertheless] it was fun all the time despite long hours” (Male participant).

“My expectations were half fulfilled because there are some content like communication/conflict/pitch, I already knew. But it was perfect to re-do them again in a different way that I will never forget” (Male participant).

Finally, one male participant concluded that *“everything went well, I learned so interesting things from you and I hope that I’ll have this opportunity with you another time.”*

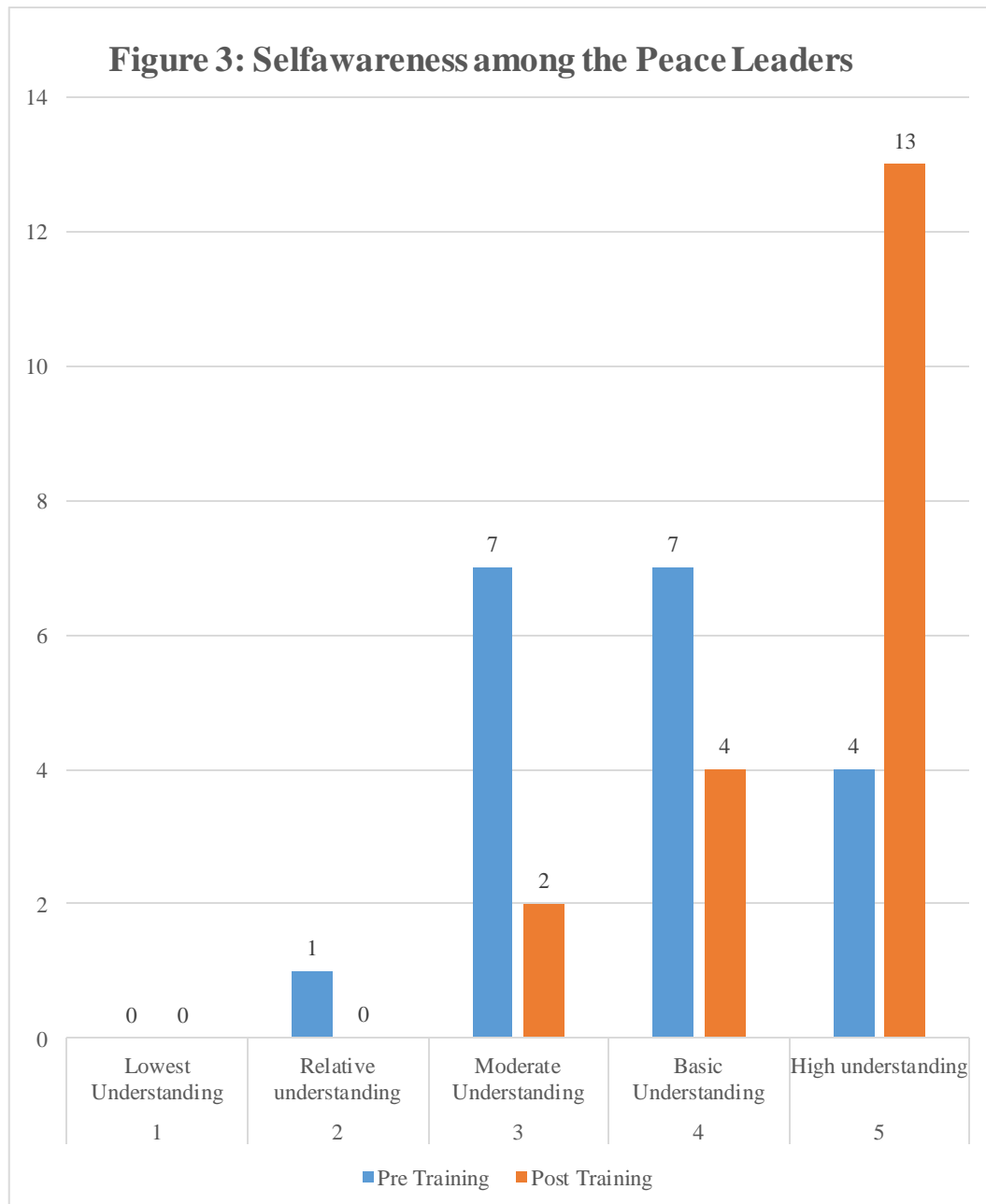
2.3.2. The Methods and Tools

As noticed in the previous section, the methods and tools were appreciated by the majority of the group, although a few of the participants had wished to have more advanced teachings as well as deeper theoretical knowledge of the tools. The majority of the participants stated that the methodologies, and especially FIRO and Johari Window, had been useful. As one female participant expressed *“the FIRO tool was really interesting for me; I have started to relate to it in many situations, whether personal or professional ones.”* The participants (including those who were already familiar with most of the tools) emphasized that the combination of theoretical knowledge and exercises was useful, and they were delighted with the different games and energizers, stating that this way of teaching was something they would implement in their local communities. One male participant meant that the success had been the *“group work, building acceptance, and fun activities. I also had some new tools that can be useful in our work and [in] life”*. Another male participant was excited about the tools and described how he had found all the methods relevant and useful:

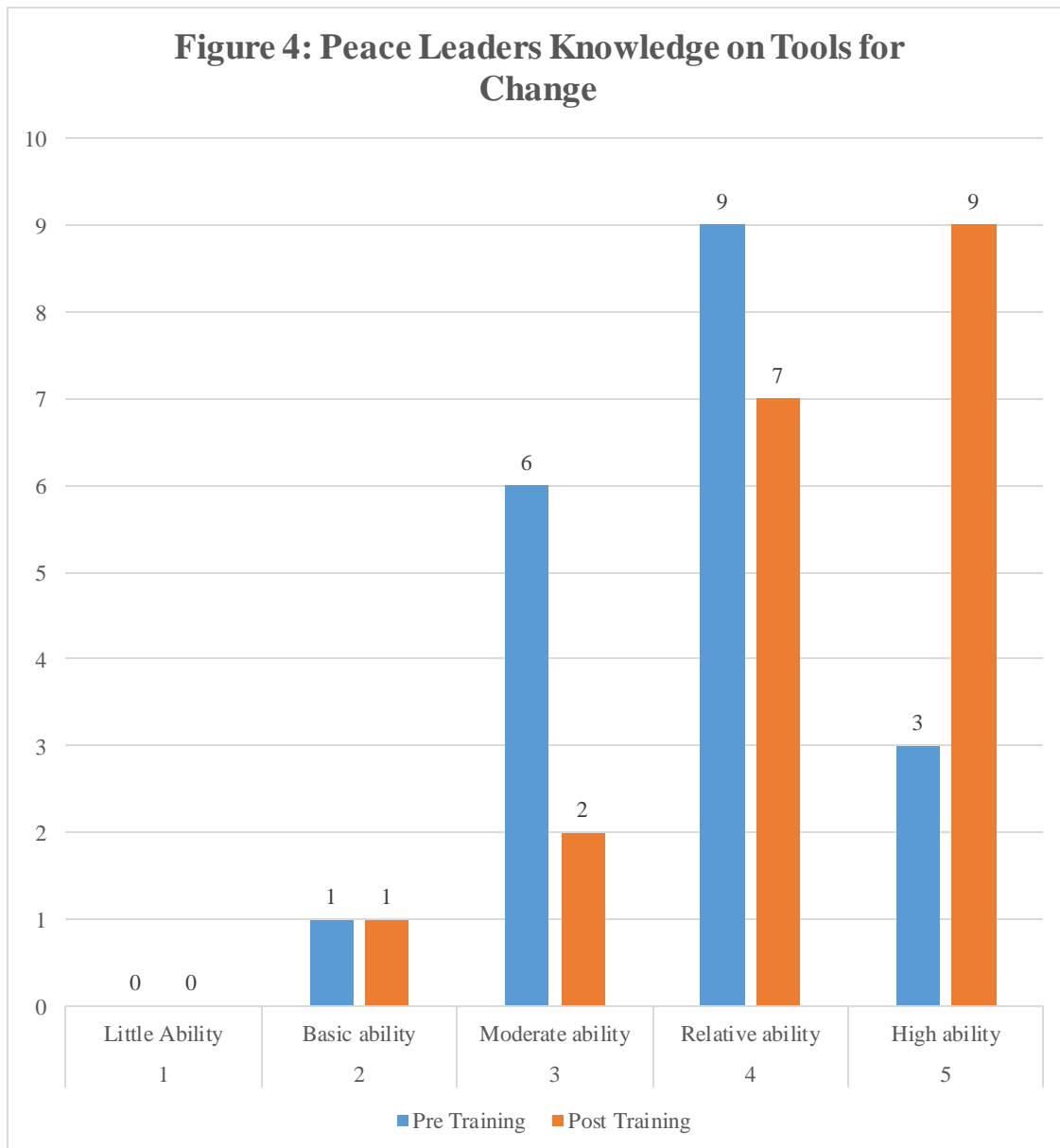
“Firstly, [I enjoyed] FIRO, [because] it makes me realize on which phase we are when we work with groups and in daily life. Secondly, ‘to take a step back’ in conflict situations and looking to [the conflict] from the outside [in order] to decide if I want to be part of it or not. Thirdly, Johari window, it makes me know [my values and where] I should focus. Fourthly, [the] Feedback and how to take it as a gift. Fifthly, all other methods and exercises. Finally, [the] ability to understand others’ points of view.”

One female participant described that the course included *“games that led us to think deeply; to know what is the concept of this game”* and *“how we create norms and identities.”* Another female participant stated that she after the course would *“be an active listener who understands the problem and tries to solve it”* and that she would *“be actively planning through the strategies that I learnt.”*

Moreover, the level of self-awareness among the participants, meaning the way that they perceived that they could make change in their communities and deal with conflicts, increased during the course as illustrated in **Figure 3** below. The blue bars show the participants’ ratings of how they understand themselves (their own self-awareness) before the training and the orange bars display their understanding after the course. The average rate of the participants’ self-awareness before the course was 3.88 and after the course it was 4.58, showing an increase of 14 %. Majority (13) of the participants indicated that they had a “high understanding” of themselves after the training in comparison to four participants before the course.



Moreover, **Figure 4** shows the participants' own assessment of knowledge on tools for change and ability to use them to effect change through planning and taking actions in their communities. Before the course, the average number was 3.79 and after the course it was 4.32 giving an increase of 11 % after the training. Majority (16) of them had sufficient ability to plan and take actions using the tools for change after the training as opposed to 12 before the training.



2.3.3. Empowerment and Capabilities

“I enjoyed every moment, because every moment taught me something new, it taught me love!” (Female participant)

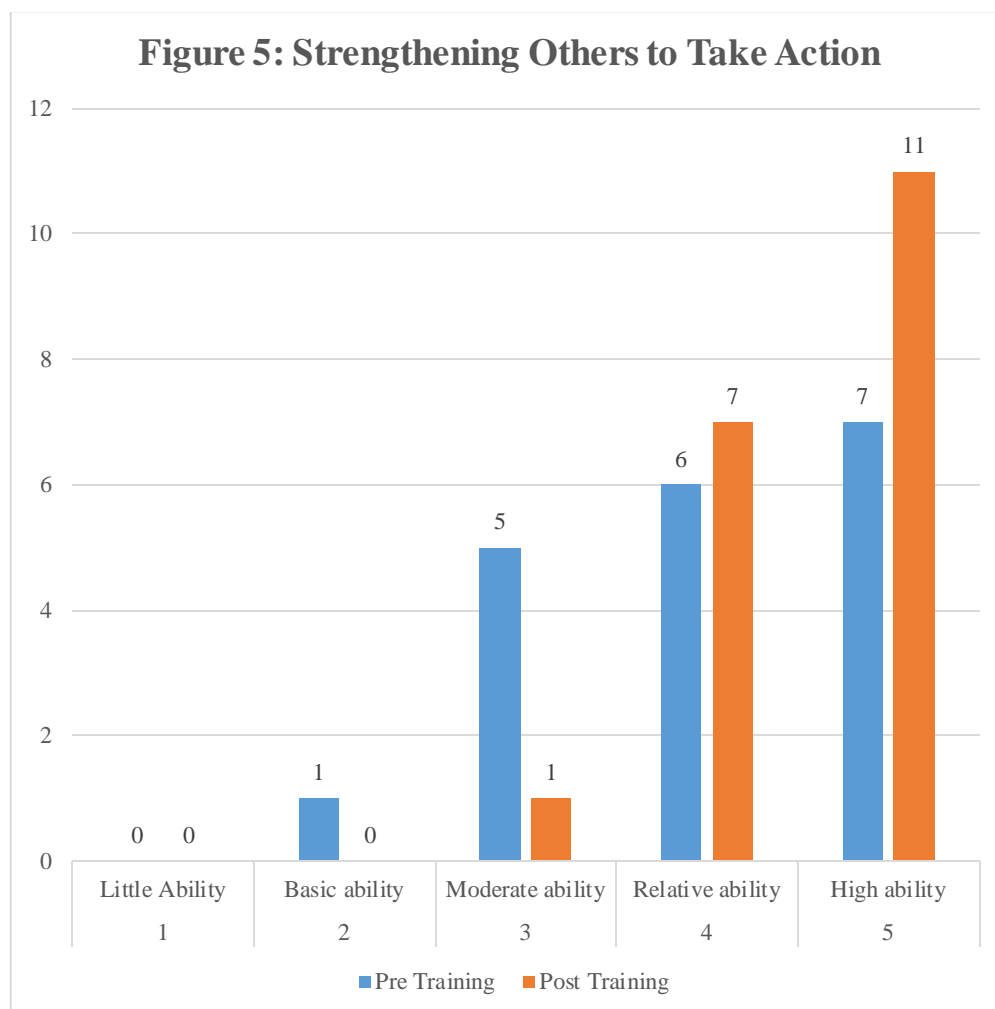
“On a personal level [I have] more ideas and experience to [bring] back to my country. Now, I’m stronger and can deal more easily with the conflict in my area” (Female participant).

The above quotes from two participants indicate that they felt empowered by the training and found that the teaching enriched them with new knowledge, ideas, and love. They felt that the course had been valuable and helped them to develop. Another female participant explained

something similar, stating that she felt strengthened by the training, and that the “discussions and work with teams make me feel strong and accepting others”.

Moreover, some of the participants acknowledged that the course helped them to be role models for others to do change. One male explained that he now could “be a role model in my local community” and, similarly as other participants indicated, he felt that he had the ability to do “session for youth using the tools I have learnt”. One female participant emphasized her new role as a Peace Leader: “I will apply what I learnt on myself at first because as a Peace Leader I have to be the example and a role model and then I will teach these tools to my family, friends and the participants that I work with.”

Figure 5 demonstrates the participants’ ability to strengthening others to take actions and prevent conflicts. The average rating before the course was 4.05 and after the course 4.49, indicating a rise of 9 %. However, from the participants own assessment, the improvement was not as significant as self-awareness and their knowledge on tools for change.



Additionally, several of the participants felt that the tools and activities would benefit them upon return to their communities and they wanted to share them with others. One male

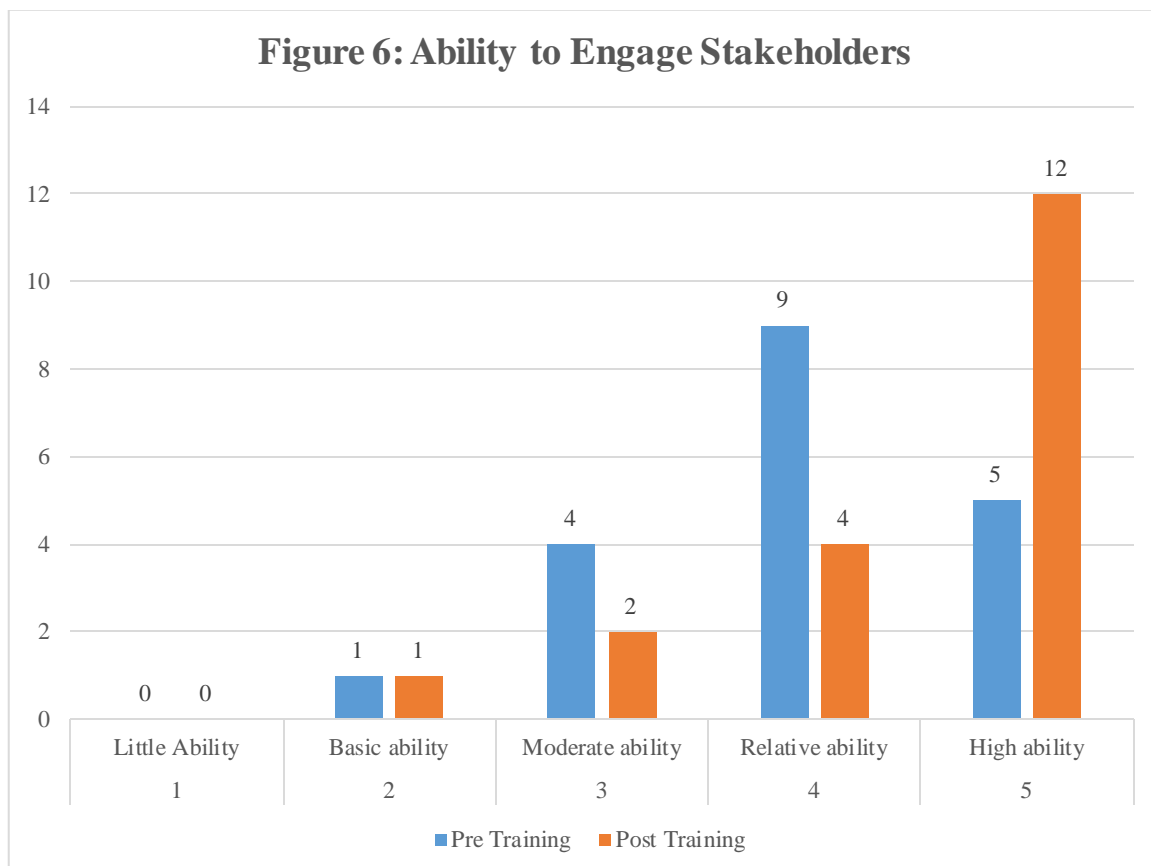
exclaimed that he “*liked the activities that we made and wrote it all actually*” and another female participant made a similar note:

“This whole training I will let all the staff in the NGO [where I work] to take it [and learn it] from the first day when [I return, as] I see how important this training is. I started to write down all the steps/games/methods to start give trainings in these topics and use the games in my trainings [back home].”

One male participant explained that he would use the techniques with his own organization and foremost use the practical activities to increase the knowledge of the children in his organization: “*I took the games very serious because each game has meaning. And also the children need these games to not be bored and to take the correct information.*” Another male participant agreed, saying that:

“I will use all the methods in doing sessions for youth [...] I will use the methods for my personal life when I interact with others and reflect them inside me. I will use them in my professional life, [at] work, [at] university; and I will follow them [and apply them] in my teams that I work with.”

Lastly, the participants’ ability to engage and ask support from different stakeholders augmented by from an average of 3.87 to 4.47 when rating themselves before and after the training, giving an increase of 12 %. This is illustrated in **Figure 6** below. From the figure, majority (12) had high ability to engage other stakeholders after the training. This could be attributed to higher sense of self-awareness, acquisition to tools for change and ability to motivate other to take action than before this training.



2.3.4. Team building, Inclusion and Network

“I was always feeling like an outsider in other groups. Here I feel like an insider” (Male participant).

Another key aspect of the training was to work on the group process and make all the participants feel part of one entity, without creating sub-groups or making anyone feel excluded. The above statement indicates that this participant really felt included in the group. Similarly another participant supported such claim, saying that *“I really belong to this place”*. Moreover, already in the end of the first day of the training, one participant stated that *“every single conversation I had today was totally amazing”*, another exclaimed that it had been a success *“to meet everyone from different countries, being such a diverse group”* and a third participant meant that they had learnt to collaborate: *“it was a success to have a flow of ideas and brainstorm; and then do it together. I normally like my own ideas, but [the collaboration] resulted in something good.”* Another participant felt something alike and indicated that a safe space was created: *“we are new guys in a safe place; not being judgemental, [understanding that] each one has capabilities and ideas”* and that *“people are people whatever [place] they come from.”*

Moreover, one female pointed to the team building process throughout the training, saying that the *“teamwork was super-fun and educational”*, and another female participant explained that *“I have enjoyed having people from different countries, as I learnt a lot about other cultures and their perspectives; what do we really have another opinion about.”*

A sense of trust was created in the group, and one participant stated that he seldom trusted people, but he felt that he trusted this group and decided to tell his life story in front of the whole team. He afterwards explained that this was the first time he shared his story and that he barely knew why he had told it. Perhaps the combination of a safe space and the sense of trusting the group influenced him, and some others seemed to relate to his story, creating a sensitive moment in the group.

Nonetheless, one reflection is that this kind of opening up the Arena was highly present in the first Peace Leaders training in Brazil, but not as strongly in the Jordan training. Prior the course the trainers agreed that they needed to decrease the window for participants to open up, telling sensitive stories or sharing painful experiences. This because the trainer team felt that they were not equipped to deal with the issues and traumas that the participants might have, nor were that the main objectives of the training. This decision could however have impacted on the sense of belonging and the creation of strong bounds between the participants. The bound was extremely strong in Brazil, especially after the participants in that course had shared many personal stories on the third day; and they even called each other “a family” after that, whereas in Jordan, the story-telling and sharing of personal experiences were not as emphasized.

Furthermore, one male participant stated that he did not have the opportunity to talk to all participants during the course, and that he would have liked the trainers to ensure that all participants were working together in the activities.

Lastly, a WhatsApp group was created for the participants and the trainers in the beginning of the course, in which photos and regular contact between the participants and the participants

and the trainers have been given, to be able to network and communicate during and after the course.

2.4. The Trainers of the Peace Leaders Course

It was five trainers facilitating the course, three females and two males. Four of them were between 25 to 28 years old and one was in his thirties. Three of the trainers were from Sweden, one from Somalia and one from Germany. Two of the Swedish trainers and the German trainer facilitated the first Peace Leaders Course in Brazil. The third trainer from Sweden had previously worked at Fryshuset and had many years of experience working with youths and group processes. The trainer from Somalia had participated in the Peace Leaders' Training of Trainers Course² in May 2018, and had experience from facilitating trainings.

2.4.1. Peace Leaders Facilitation

“When we began [the training] I started to consider what we are doing; then the trainers said trust the process and I am really satisfied that I trusted the process and got to know new things and ways of training. The trainers were more than amazing. So nice, straight to the point, they showed us their collaboration and their teamwork” (Female participant).

The trainers and the facilitation techniques were generally very appreciated by the participants, regardless of the participants' previous knowledge of the tools and methods. As the above quote indicates, the trainers' way of teaching was clear and their own collaboration provided an example to the participants on how one could work in teams and how to lead a group. One male participant especially enjoyed *“the smoothness of transition between one subject to another. The linkage between practical and knowledge (games in every idea)”*.

Moreover, one exercise that was particularly surprising to the participants was the Chair exercise on day 5, when the participants had to move themselves on a limited number of chairs from one side to the other side of the room, without touching the floor. Afterwards they sat down and reflected upon their group performance and connected it to the methods learned, and some of them felt that they clearly were in the last step of FIRO: the collaboration phase. However, these participants were clearly astonished when they thereafter got feedback from one of the trainers, saying that they had not done it as a team and had not ensured that all participants had been safe and comfortable; and that they barely had been in the inclusion phase, which is the first step of FIRO. The reflection provided a reminder to the participants that the whole team would work as one entity when collaboration was good, considering and including all participants. This illustrates an example of the kind of games and reflections made and how important such learnings could be. The day before the team had done another group exercise with a stick, and this had gone very well. (See Appendix 1 for pictures from both of these exercises.)

Moreover, during the course, the trainers discussed how they could make the training more challenging for the participants who were more experienced – but without disturbing the group process of the whole team or interfering with the learning process of the other participants. The trainers agreed that they wanted the advanced participants to try to progress

² For a more detailed explanation of the Trainer of Trainers course, see the *Peace Leaders Evaluation report, Brazil*. The report is found on <https://www.idedi.se/rapporter-och-material/>

by focus more on teaching themselves to be better leaders. One trainer pointed out that it is *“the mindset that sets the education”* and hence one should ask oneself *“how can I myself level up [in this training]?”* Therefore, the trainers encouraged these participants to try new roles in the training to advance their FIRO-process, being more like leaders who let other people grow, but still being present and attentive. As one trainer explained *“although you know the tools, you can facilitate others, and take a new role in the sessions”* and another trainer stated that *“to be a really good leader you are always in the back. Make them [the participants] grow. Be quiet for a moment and let others talk.”* Some of the more advanced participants tried this and one admitted that *“I know how to delegate things, but I don’t know how to lead others and how to make them become leaders”* and another one said that she had been taking a more observing role in the group, to let other people talk. In addition to this, the trainers gave some of the participants the responsibility to lead energizers between the sessions, which was appreciated by everyone.

In addition, one trainer reflected about the games and energizers and meant that they actually were a key to get the participants’ attention and refreshing their minds. He stated that they should have *“even more exercises and back-up exercises, [and create] a whole bank of them because they are so useful.”* He also mentioned the change of the mood in the group and *“how fast it goes down and up. From all having no energy and a bad mood... to doing one thing right and you have their attention”* saying that *“especially contests and competitions were useful!”*

2.4.2. The Trainers’ Reflections

“What we are doing with group processes are working... A group identity was formed.”

The trainers felt that the training overall had been a success and that they had reached the course objectives: to empower (most of) the participants and provide them with useful tools for conflict prevention, and simultaneously working on the team-building, forming a group identity. They had all enjoyed the interactions with the participants and felt that they learned from them and were impressed by the youths’ strengths and abilities to move on in life and fight for their rights and for an inclusive peace for all, despite all the difficulties they were facing in their countries and communities. One trainer was especially grateful for the experience and meant that the training was *“different [from my earlier experiences]”* and that he *“learnt a lot. Being able to meet people who have problems and backgrounds that are not so common in Sweden... It adds something extra [to the training] when having people from different countries.”*

Nevertheless, they also reflected upon if they had reached the target group they aimed to reach and one trainer admitted that *“it was a different target group than what I was thinking about the programme”* but that different situations posed different possibilities and that this experience would be useful for forming step 2 of the programme, when some of the Peace Leaders’ could be able to become trainers and train other youths to become Peace Leaders in their communities. The trainers anyhow agreed that they needed to do a deep assessment of which youths to select to the programme, to ensure that it was empowering for all.

Moreover, the trainers reflected about the projects and one trainer meant that *“the guys are smart but not too many projects will happen because they have too many things to do.”* He said that *“even if we are following up as mentors, it is very important what is happening next with funding and help from local partners.”* One trainer explained that *“in Brazil, Cuca, they*

have their network, and some Peace Leaders have already done their projects.” He meant that having a local partner that could help with support upon return could be crucial for many of the participants. The trainers also brought up the idea to change from local projects to focus on skills when returning to their home countries; since the objective for the participants’ projects never was to go back to their communities and make an impact, but rather to try out the tools in their context to enhance their own learnings.

Moreover, one trainer was concerned with the sustainability of the whole Peace Leader programme, asking *“why do we invest so much in all of these youths? They get empowered... but so much talent goes away... and they have no funding [for continuing their projects] ... What is the next step? We have started something, but what is happening now?”*

He further explained that *“I am so happy to be part of this, but I feel that I am not doing enough in my everyday life. These youths are living in terrible conditions – how do they even have the energy to do what they are doing?”*

Other trainers were more optimistic about the future, bringing up step 2 of the programme and also suggesting that Peace Leaders should *“partner up with organizations that have the connections and resources, eg. United Nations”* to get more resources for the future.

2.6. Challenges Faced by the Participants

Despite the challenges related to selection of the target Peace Leaders and the language barrier for some participants, other challenges were related to the content of the training. One male participant stressed the importance of talking about the regional context, meaning that he *“wanted to have open conversation about the Arab case. Even if it is political, because [we need] to understand each other and what we need. [We] cannot cancel that part.”* Similar feedback was given by some of the participants from the training in Brazil.

Moreover, a female participant wanted to include a gender perspective in the course, and learn more about the gendered roles in peace and conflict and how to avoid and tackle issues of gendered violence.

Another female participant wanted the trainers to trust the participants more, stating that:

“When building leaders, we are building people who are responsible and can take action and understand the impact of their actions. Restrictions imposed regarding certain requests (leaving the hotel, no drinking etc..) it would have been preferable to agree on them together and trust in the responsibility of the trainees taking into consideration that they will be/future leaders.”

3. Areas of Improvements

This was the second Peace Leaders course and several improvements had been made since the first training in Brazil. However, there is always room for developments, and the areas of improvements are presented below.

Firstly, to ensure reaching the **target group** and ensure the participants’ self-development and empowerment:

- To modify the application form to easier understand the participants' background and experiences, such as asking how many leadership courses they have attended, etc.
- To strive for selecting youths that do not have much previous knowledge of leaderships' trainings in the recruitment process.
- To send out a needs assessment document to the participants directly after they are selected, in order to know their level of knowledge in regard to the training material. Here one could ask specifically about the methods and skills that are included in the training to know if any of the participants already have the knowledge.
- To adjust and modify the training depending on the responses in the needs assessments, and ensure to engage both the participants who are new to the methods and tools as well as the ones that might be more advanced.

Secondly, to create a **Safe Space**:

- To ensure the creation of a safe space for all the participants. In this sense it is advisable to not have any of the local partners frequently coming in and out in the room as this might affect the safe space of the participants that are working at the partner organizations.
- To ensure a good class room. Although a spacious room is a benefit, it might have impacted on the participants' tendencies to leave the room and come back throughout the sessions, so a smaller room might be a benefit for the group process, as well as small breaks for toilet visits etc.

Thirdly, to strive for a **common language** and to consider the phrasing of concepts:

- To strive for having the whole training and exercises in a language that the participants and the trainers speak. This in order to be able to track the participants' progress and adjust the training after their needs on a day-to-day basis. Hence, it is recommendable to be more firm on having the training and the various exercises in for instance English to more easily follow the group dynamics of the participants.
- To consider the phrasing of concepts and questions. For instance, the exercise *Black and White Thinking* has been sensitive for some participants due to earlier experiences of racism. Also how to phrase questions regarding peace, taking into consideration that some participants might come from difficult situations and can feel that peace is only for a limited number of people and not at all inclusive, hence being a sensitive issue.

Fourthly, to **advance the training**:

- To increase the theoretical information and provide suggestions of additional readings for those interested in further theoretical discussions.
- To make the projects more specific. Introduce a timeline, writing an action plan of the next steps that one need to take, and being more concrete, using the SMART goals.
- To examine the possibility to incorporate a gender perspective into the course.

Fifthly, recommendations to the **trainers**:

- To have more time for the trainers own group process.
- To strive for giving more examples to the group of the trainers own group process to encourage the participants to progress and work together as a unity, hence, similar to what the trainers did in Brazil.
- It is recommendable that the trainers always ensure that everyone talk to all other persons, and work with different people in the activities.
- To give examples to the participants on how to make people listen to one who is trying to resolve conflicts.

Lastly, to ensure **security and safety** to all participants:

- It is important to always strive for the participants' safety. For instance, the participants from Yemen explained that it was a big risk for them to travel to Jordan due to the situation in their country, claiming that *"reaching the airport was a dream"*.
- To be sensitive to the local situations and the risks for the participants to implement their own projects upon return to their contexts. Some participants recognized that due to the sensitive situation in their countries, peace building trainings would be very difficult to implement, and therefore they needed to be careful when implementing the tools they had learned in training.

Annex 1: Some Picture from the Training and the Field-trip to Jerash.









Photo credits: Annabella Stieren.