



PEACE LEADERS IMPACT REPORT

Evaluation Report:
What happened after the Course?

Report by:

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1. Introduction

Peace Leaders is a leadership programme that aims at engaging youth between 18-29 years motivated to make a change in their communities and promoting peace and security. It targets youths from diverse backgrounds, working on different issues related to peace and security in their local contexts. This course is a 5 days intensive Leadership course provided by Fryshuset, a youth empowerment centre based in Stockholm, Sweden. A total of 57 out of 60 target youth peace leaders underwent the training in August, September and October 2018 in Latin America, the Middle East and North Africa (MENA) and Africa regions respectively.

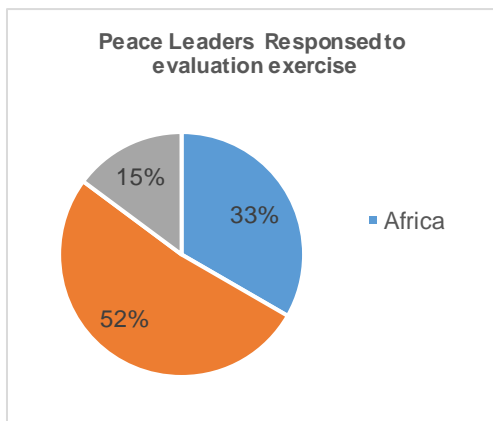
Specifically, the Peace Leaders programme was to:

- Empower the young Peace Leaders.
- Encourage them to be positive role models in their societies by promoting a "culture of peace".
- Provide useful skills to the youth by spreading Fryshuset's methods for conflict prevention and peacebuilding.
- Make it possible for young people to be active agents for implementing the United Nations Security Council Resolution 2250 on Youth, Peace and Security.

After the youth peace leaders underwent the course¹, they were encouraged to design a short and simple project using the knowledge and skills they acquired during the training. It is within this premise that Fryshuset has conducted this post-training evaluation to establish how youth leaders transferred the acquired knowledge and skills they acquired to their host organisations and communities. The evaluation also slightly captured any emerging impact of the training programme.

2. Evaluation Methods

Evaluation findings have been drawn from data generated through three main data collection methods. *First*, an activity reporting template was sent to the 57 peace leaders specifically to describe how they implemented the projects they had designed during the training. *Secondly*, a post training impact survey was also sent out simultaneously. This was a structured survey questionnaire which the 57 peace leaders were to fill, indicating their experiences after the training. The impact survey and the activity template were uploaded on Google forms and the link were sent to 57 peace leaders by email and in WhatsApp. They were given a period of 10 days to fill the reporting template and the questionnaire, between 6th and 17th December 2018. *Thirdly*, follow-up talk with some of the peace leaders and their supervisors, particularly from Latin America, were done to capture impact since the course completion.



A total 22 out of 57 peace leaders (39%) reported back on projects they conducted after the training. 14 used the activity reporting template and 8 gave feedback through the trainers or by contact via Facebook and WhatsApp. It is important to indicate that some of the peace leaders who did not implement their projects, used the training tools in different ways as explained in section 4. Moreover, a total of 27 peace leaders gave feedback in the impact survey, on what they had done in their local contexts using different training tools they acquired during the Peace Leaders training.

¹ Kindly find the Evaluation Reports from the three Peace Leaders Trainings at: <https://www.idedi.se/rapporter-och-material/>

From Figure 1, the MENA-region and Africa had more peace leaders who participated in the evaluation exercises by filling the impact survey and activity template than Latin America. Among the peace leaders who participated in the survey, 63% (n=17) were male youths and 37 % (n=10) were female youths. Moreover, some of the participants had problem with poor internet connections and could hence not participate in the Google surveys, but they communicated their activities by other means of communication directly to the Evaluation Lead or through their supervisors².

Majority of the projects were done between October and December 2018. This is the period when all the three trainings had been done.

3. Peace Leaders Projects

From the 22 peace leaders who reported back on their projects, most of the projects implemented were directed at reducing different types of violence as shown in the **Figure 2** below:

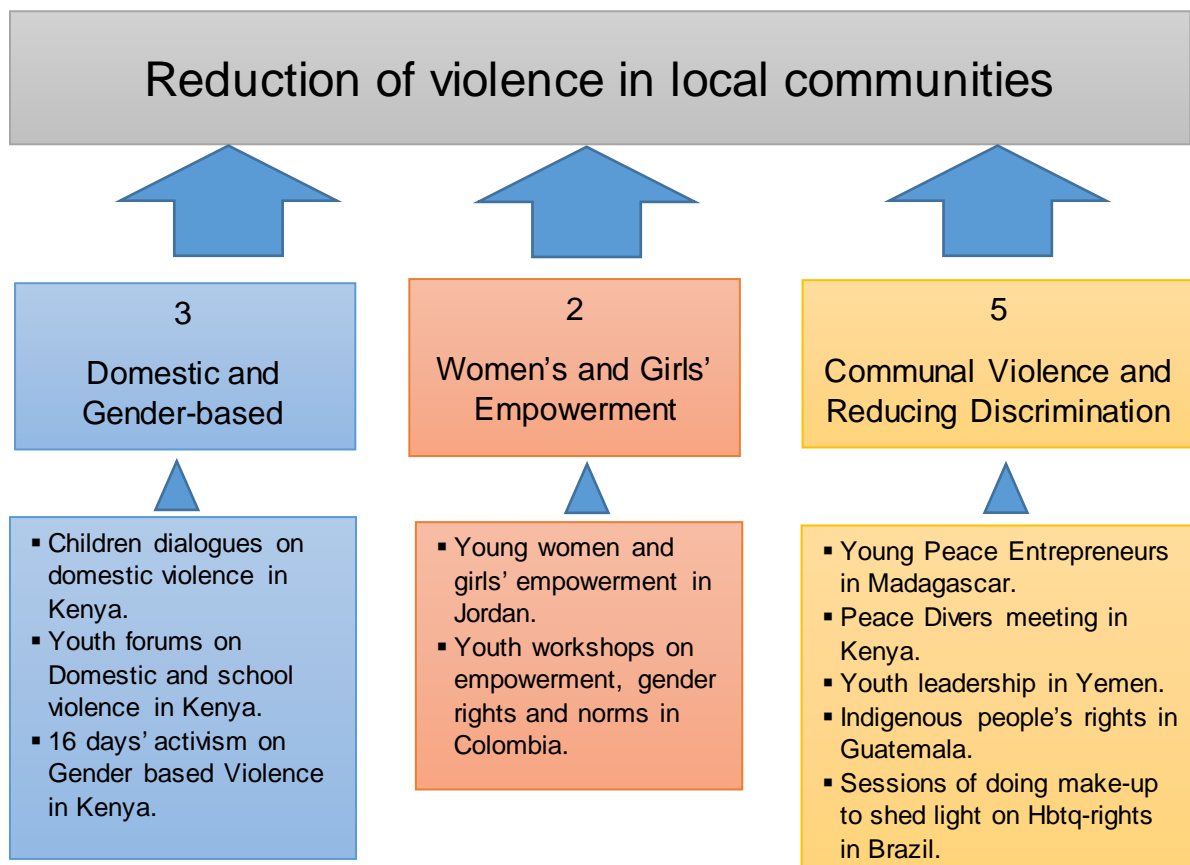


Figure 2: Nature of Peace Leaders projects

Most of the projects reported by the peace leaders across different countries were aimed at addressing the three types of violence as shown in Figure 2. They included children and youth's

² This was done by written and oral communication with the supervisors at host organizations and the Trainers of the Peace Leaders course (who are functioning as mentors) as well as direct contact with the peace leaders on WhatsApp and Facebook by the Evaluation Lead. This contact was continuously maintained between September to December 2018, and particularly targeted the Latin American youths to learn more about their experiences.

dialogues on domestic violence in Kenya, youth's engagement in entrepreneurship in Madagascar, connecting across religious divide in Kenya and women empowerment on how to prevent violence against women and girls in Jordan. Other projects were on youth empowerment on advocacy in Jordan and how to be useful members of the society as indicated by peace leaders in Ghana and Sudan. Additionally, two of the peace leaders in Guatemala had implemented local community projects to enhance indigenous people's rights, one female by sewing traditional clothes and one male by organizing a two-days training. Furthermore, one peace leader from Brazil made a documentary together with one of the Trainers, interviewing nine peace leaders and shedding light on their local contexts of violence and their commitment to contribute to peace locally. This was an act of raising awareness of youth engagement and enhance the idea of young role models for peace.

The main target groups of most of the projects were children and youths, but some adults were reached as well. A total of 149 children and 194 youths were reached by December 2018. Different categories of youths reached included young mothers in Madagascar, artists in Ghana, indigenous people in Guatemala, youths in Colombia, children in Palestine, students in Kenya and ordinary youths in advocacy in Jordan. Other actors reached by the peace leaders' activities included teachers in Kenya, stakeholders engaging youths in Jordan and policy-representatives in Sweden. As shown in Figure 3, the peace leaders attempted to reach the children and youths with disabilities as well.

Apart from the target groups reached by the peace leaders' local projects, other actors were engaged as they applied different tools in the host organisations and communities. For instance, 245 teenage girls were reached as they received sanitary pads in Ethiopia; wider communities were also reached during the 16 days' activism on gender-based violence in Kenya; groups members in Jordan; stakeholders engaged in youths' empowerment in Jordan; and staff of the host organisations as reported by one of the peace leaders in South Sudan. In addition, the participants in the peace leaders' workshops in Brazil, Colombia and Palestine are not included in these figures³, nor are the policy-makers and other people who have seen the documentary that was made to spread awareness and inspiration for peace initiatives.

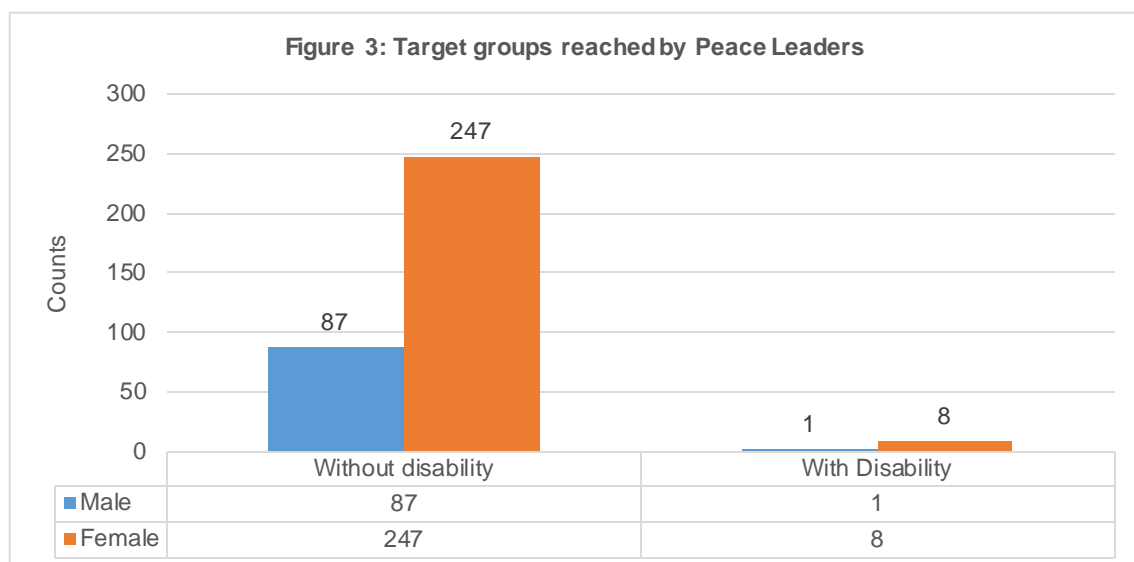


Figure 3 shows that more female were reached than male. This can be explained by who the target beneficiaries of the projects were. Many of the peace leaders' projects targeted female youths and children because they are the most vulnerable groups in the society under the three forms of violence

³ As these young peace leaders were not able to fill out the activity reporting template, and hence, we were not able to capture this particular information for these youths.

acknowledged in Figure 2. The projects included children dialogues in Kenya and girl's empowerment in Jordan among others.

4. Training Tools Application by Peace Leaders

A total 14 out of 25 training tools were used by the 27 Peace leaders who gave feedback in the post training survey across all the countries in the three regions. The training tools included FIRO, Johari Window, Walk and Talk, Social contract, Strength Weaknesses Opportunity and Threats (SWOT), Norms, SMART Goals, Water Lily, Experiential Learning, Feedback, Active listening, Situation Behaviour Consequences (SBC), Ask Empathy Listen Reformulate Sum (AELRS), and Communication. In facilitation of these tools, energizers were used frequently by the peace leaders to make the training participatory and interesting. From their feedback, 19% of the 27 peace leaders found the facilitating process very easy, 37% easy and 44% found the facilitating the tools neither easy nor difficult.

In total 56% of 27 peace leaders found the tools fairly easy to facilitate. Various reasons were highlighted by the peace leaders as indicated in the statements below.

One of the reason was that the training tools are activity based and so the participants got involved in conducting them. This was confirmed by some of the peace leaders as indicated by one peace leader:

It was easy because they got to do an activity and from their observations and feeling, created a whole conversation out of it and it was really amazing! (Female peace leader, Kenya).

Other peace leaders cited that they understood the training tools so well and therefore explaining them was not difficult. One of the peace leaders stated:

It was easy to explain experiential learning to the staff members because I had learnt it before. It was also easy to come up with a model conflict situation since I understand the possible conflict situations up to December. Active listening was so easy as it's a day to day learning experience (Male peace leader, Kenya).

Another reason was based on how the Trainers of Trainers were able to facilitate the tools and how they had made the peace leaders understand them so well during the training. Four of the peace leaders highlighted that;

The tools were so clear at the training and we were motivated to think about where and how we are willing to use them so I had a plan to do so during the training. It wasn't hard to apply them and the results were satisfying (Male peace leader, Jordan).

For me its easy because I have gone through the training and I have seen my trainers facilitate (Female peace leader, Kenya).

Since the trainings were perfectly explained, it was clear to me and I haven't encountered much challenges along the way implementing the tools (Male peace leader, Ethiopia).

The tools were so clear at the training and we were motivated to think about where and how we are willing to use them so I had a plan to do so during the training. It wasn't hard to apply them and the results were satisfying. Eg: Explaining the Johari window to the participants at advocacy for peace program was clear enough for them to make progress through the sessions in expanding their ARENA's with each other (Male peace leader, Jordan).

One peace leader also highlighted the willingness from the targeted youth to learn about the tools:

It was not so difficult since the young people were very attentive to the issues. And what made it difficult for me was the scarcity of our economic resources as young people, and thus be able to make our activity even more didactic. But what helped us and worth highlighting is the willingness of young people to learn about these methods (Male peace leader, Guatemala).

Other peace leaders had used several tools and explained how they had applied them in their projects and their work or integrated them as part of their personal development:

Walk & Talk: I used it with the target groups I work with during early sessions to build relationships between them [...] to build trust and relations [...] and to review the knowledge they gain in the program later on.

Johari Window: I used it in understanding how things are going in the groups I'm a part of and the groups I facilitate and I showed them the technique so they can have more control on the interactions they have with others. Eg: I've expanded the ARENA with my partner at a university project by sharing information and stories about me which motivated her to share her own.

FIRO: I used it to study the dynamics of the groups I facilitate and I shared it with them so they be aware of progress they are achieving in the group. (Male peace leader, Jordan).

I have practiced active listening with the young people who have worked in my project and I am also practicing it in the Association where I am active. The FIRO method I used in my work with the youth of my project as well.

The Johari window: how to open up the Arena. I am currently practicing how to apply it in the Association and how to deal with conflicts. Feedback, Project Management, The Water Lily, SWOT, the Pitch: All these methods I worked with young people, and I'm even working with it currently in the Association... (Male peace leader, Guatemala).

The first thing is working within the team, discussing and sharing ideas with friends and others: the most important thing I've learned. How do I give feedback to others, how do I develop myself by FIRO (Female peace leader, Palestine).

It's a golden opportunity and a transformative journey for me to take part of the Peace Leaders course. After attending the intensive course, I have shared my knowledge and experience with my colleagues. We have agreed to use FIRO in our group and Johari window in the relationship between us and others. It's amazing to use certain examples that I have learnt from Fryshuset (Male peace leader, Somalia).

Some had mastered just one tool as stated below by their feedback from the post training survey.

FIRO to me has been easy to explain and apply in our activities given its relevance and importance. I organized a 2-hour session twice to 8 youth who are working with me early this month and we are now practicing the tool in all our activities of Salaam Junub. One example is when we organized a TTT event on 25th November 2018 we ensured that FIRO technique was used resulting into a successful event of Take Tea Together forum for peace while celebrating cultural diversity in Gurei, South Sudan (Male peace leader, South Sudan).

Johari Window that is a technique that helped me and the people I'm mentoring to better understand their relationship with themselves and others (Male peace leader, Lebanon).

Some peace leaders stated that they had made use of other learnings from the Peace Leaders course, apart from the tools. One example was a female peace leader in Guatemala who emphasized that she had utilized:

The group coexistence. I applied it in the community group. Through what I experienced in the Peace Leaders training I learned that it does not matter the age / gender / status / educational level, among other things, to share our ideals and ways of doing our work.

Another female participant from Palestine had made use of the note book given in the Peace Leaders training, in which the peace leaders had included their own reflections and notes during the course:

I had the note book you gave us with me all the time and that was very helpful.

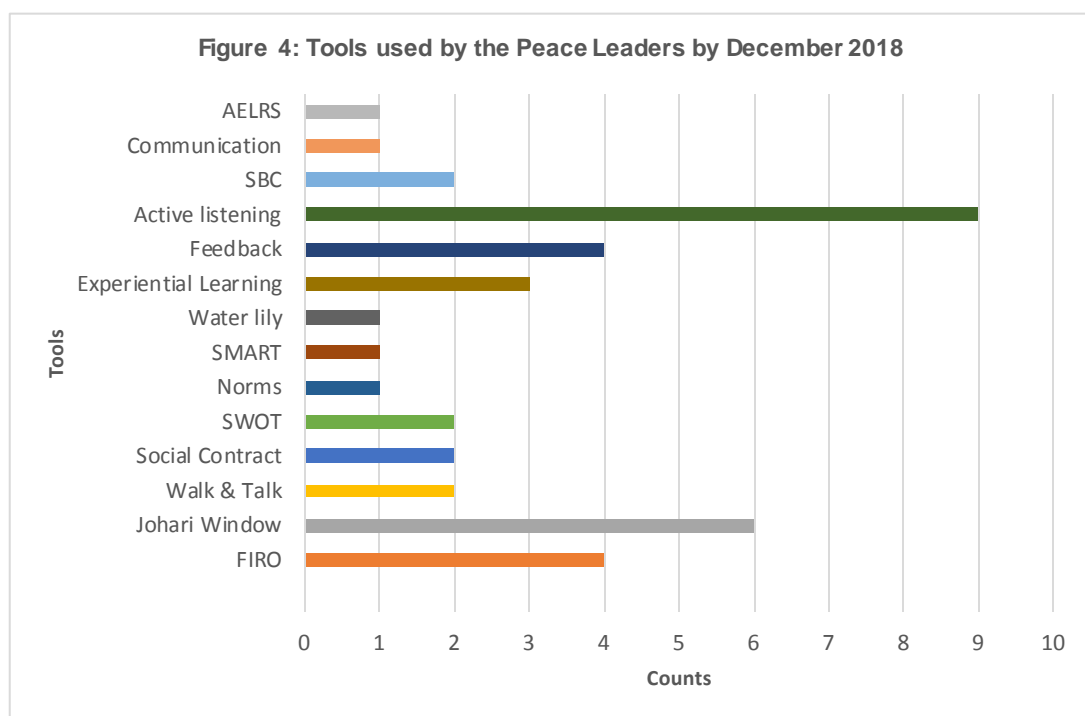
44% of the 27 peace leaders were reporting that facilitating the tools were "neither easy nor difficult". One of the peace leaders from Guatemala stated that she wished to have more support from Fryshuset to be able to implement the tools in a relevant way in her project. Another peace leader reported some difficulties regarding norms definition:

At first, I didn't know what a Norm is but during and after the process I began to see at my community what are the different Norms present and how I can be in contact with them. (Male peace leader, Lebanon).

Some peace leaders met challenges because of the targeted audience, particularly children audiences, young mothers who got interrupted by their children, and artists as indicated in the peace leaders' activity reports. One of the peace leaders stated that:

At the first time it was difficult to learn kids about Johari window, but when they understood it we were always making examples about them situation at that time (Male peace leader, Syria).

Moreover, the **Figure 4** shows that active listening was the tools that was mostly used by the peace leaders. Other frequently used tools included Johari Window, FIRO and Feedback. The tools were facilitated either as individual tools or a combination of two or more tools during the facilitation.



The tools were used for different purposes and at different levels. From the survey findings, the tools were applied at individual, organisational and project levels. Individual level refers to use of the tools to manage their personal aspects, organisational refers to use of the tools to effect changes on how they work as an institution and project level refers to activities meant to have societal change.

Individual level: Some peace leaders indicated that they have used some tools to their own personal gains. One peace leader used Johari Window to help manage a group of people being mentored (Lebanon). Another one used the same tool to help his partner at a university by sharing information and stories about himself which motivated her to share her own (Jordan).

Organisational Level: Most of the peace leaders reported that they had informed their colleagues at the host organisations. Some of the noticeable examples of use of tools for host organisations included; one of the peace leaders used SWOT analysis to assign responsibilities to Youth Advisory

Council members who are the Kenyatta University Psychology Students' Association and they thereafter assessed progress using experiential learning in Kenya. Another peace leader reported that FIRO was used to engage 25 team members in South Sudan to develop the social contract which they didn't have before. One peace leader used Johari window to make members understand groups dynamics (Jordan). Another peace leader also used active listening and social contract when meeting three recruit volunteers in his organisation in Ethiopia.

At project Level: From activity reporting, some of the peace leaders did large activities because they had funding from their host organisations. Specifically, the tools helped them implement the activities better. Such cases include 16 days' activism on gender-based violence where active listening was used with children in Kenya and distribution of sanitary pads to 245 teenagers in Ethiopia where active listening was used. Another example is where FIRO was used during an advocacy for peace training and women empowerment in Jordan. Another noticeable example is where one of the peace leaders used FIRO and Johari window when starting youth leadership program targeting high school graduates in Yemen.

5. Impact of the Peace Leaders Training

Though it is too early to document any significant change in the peace and security context, it is important to mention the emerging changes that can be captured at this point. From the evaluation findings, a few of those changes are:

1. **Some aspects of Peace Leaders host organisations institutional strengthening.** For instance, the development of social contracts among the 25 members of the organisations in South Sudan which did not use such contracts earlier. Also, the group members' understanding of their various stages in group processes in Syria, including having smooth communication between the three volunteers and peace leaders, which provide ground for building a cohesive team ready to deliver on organisations objectives effectively.
2. **Stakeholders working in a coalition on different issues affecting youths.** This is a step towards having youth being included in the decision making. In Jordan, 12 stakeholders formed a coalition and developed a Terms of Reference on how youths will be given safe space to discussion and communicate their issues to relevant authorities. Similarly, one female peace leader from Colombia, together with other youths from the youth commission COJUCOMA wrote a proposal on peace building from the territories to try to influence and improve the situation, especially for young women and girls.
3. **Girls and women having a safe space to discuss issues on sexual violence** they are undergoing in the hands of the relatives and communities. One peace leader from Kenya reported that children are now writing songs and poems on conflict situations in the community. In Jordan, children are opening up and reporting the incidents of sexual violence to one of the peace leader's host organisation in Jordan. In Jordan, a similar case was reported in which one of the young women who participated in a training by a female peace leader, decided to tell her story after learning about the Water Lily. She told the peace leader about the sexual abuse she currently underwent. This resulted in her and the peace leader going to the police to report the crime; and the aggressor got detained.

4. **Youths embracing culture of Peace;** Several workshops have been given in which the tools were taught and/or utilized. For instance, a female peace leader worked with young people to spread the notion of peace and non-violence in Colombia; in Brazil a male participant organized workshops to shed light on hbtq-rights, make-up and non-violence; in Palestine a male peace leader taught the methods to children by using games; in Kenya a male participant taught the methods to youths; and in Guatemala a male peace leader held a two-days training of the tools to his indigenous community.

5. **Policy makers being aware of youth engagement for peace and security:** a documentary was made by a male peace leader from Brazil and a trainer from Germany. The peace leader from Brazil also participated in an event at Fryshuset. This took place on the 10th of December and aimed at celebrating the United Nations Security Council Resolution 2250 by having panel discussions with youths and policy-makers. The documentary was also screened, and the event was followed by peace leaders from across the world by live screening on the [Peace Leaders Facebook page](#). (Find the documentary [here](#).)

6. Conclusions from Evaluation Findings

The evaluation findings show that only 39% of the 57 peace leaders reported the projects and totally 47% of the 57 peace leaders had used the tools after the Peace Leaders training and reported about it in the impact survey. All the peace leaders who gave feedback had used at least one or more training tools. The tools applied by the peace leaders were FIRO, Johari Window, Walk and Talk, Social Contract, SWOT, Norms, SMART Goals, Water Lily, Experiential Learning, Feedback, Active listening, AELRS, Situation Behaviour Consequences and Communication.

From their feedback, 56% reported that the tools were easy to facilitate. This was attributed to the peace leaders having understood the tools from the training, that they were mastering at least one tool applicable to their contexts; and that the tools are activity based, which calls for everyone to participate. However, 44% had some challenges in facilitating the tools. They cited not having understood the tools and having difficulty in managing the audience.

The tools were applied at personal, organisational and project levels to serve different purposes such as organising the teams by developing the social contract for teams, solving conflict using FIRO and enhancing communication among teams. Other purposes also included facilitating dialogue sessions, meetings and workshops for children and youths.

From the projects implemented and the tools applied by the peace leaders, some impact was reported. The few emerging changes captured in the surveys are host organisations strengthening; formation of coalitions for advocacy by stakeholders targeting youths; creating safe spaces for girls and women to open and discuss issues on domestic and gender-based violence they are experiencing; youths embracing a "culture of peace"; and policy makers being aware of youth engagement for peace and security.

7. Recommendations

From the peace leaders' feedback, 78% of the 27 peace leaders declared "for sure" that they will recommend the Peace Leaders training to other youths and 11 % "most likely". This is a clear indication that the youth leaders liked the training and also got empowered. On those willing to be trainer of Peace Leaders, 85% indicated that they were willing and 15% indicating Maybe.

On the kind of the support that they required to become effective peace leaders, they stated the following:

1. **Financial support:** Most of the peace leaders indicated that they needed finances to conduct their projects. They sought whether Fryshuset could offer this help. One male participant from Somalia explained the issue:

When I was in the Peace Leaders course, I have had several dreams that I planned in the course to bring peace and change the misconceptions of our community. After I travelled back to my country, it was another environment to plan ahead. I do even remember wishing if only fryshuset was based in Somalia [...] We have got a very serious problem with the finance and how we can be a partner to another organization. From the past two weeks, we have discussed with local Non-governmental organizations and the UNDP. Unfortunately, UNDP told us to conduct another project. I hereby to request if we can get a follow up support from the Fryshuset, it will be a great pleasure to represent Fryshuset in Somalia or be a partner with the organization. I will be looking forward to hearing from Fryshuset.

2. **Access to training materials:** specifically, on the tools that they went through. This will help them localise the tools with ease. One of them stated they would like to know how to post the project on the website. Two others gave following feedback:

Perhaps, there is need to use more relevant and clear examples while explaining the tools to suit different contexts of the World. I also recommend FRYSHUSET to come up with a comprehensive training manual to help in delivering training (Male participant, South Sudan).

To send us all needed documents along with forms for the training (Female participant, Yemen).

3. **Access to a place to hold workshops and trainings:** One male participant from Palestine explained that he had held a workshop for children teaching the tools learned in the Peace Leaders course, but also reported about his organization's place being closed down due to the current political situation. He therefore did not have access to a place where he and his co-workers were able to continue their work and their aim at teaching the methods to more children. Another male participant from Kenya reported about the challenge of rain, having his training outdoors. One female peace leader living in Jordan stated that she was missing:

Having a permanent place where my sessions can be held at, because a lot of time the number of girls is bigger than the space in my organization.

4. **Advance Peace Leaders Course:** Several peace leaders indicated that they would like to get more knowledge by participating in advance course on Peace Leaders. As indicated above, majority were also positive to become trainers of Peace Leaders Courses themselves. As one male peace leader from Syria stated:

I really want to be a trainer of Peace Leaders course, because our project is kind of training the youth and I have an experience in this field.

A male peace leader from Kenya wanted to spread the Peace Leaders course:

I am recommending that we have more of such training to the rest of the youths working in the different organizations in Kenya.

5. **Networking:** Others mentioned that they are willing to meet other peace leaders in future. One male participant from Syria brought up the wish to have an exchange of knowledge and experiences after these courses:

I would love to meet all other peace leaders, I don't know how but I am excited to meet them and know about their projects.

6. **Monitoring of the Peace Leaders' local project:** needed time and resources to capture the actual change in behaviour and relationships in the context. One male peace leader from Kenya acknowledge that he wanted to have:

Frequent monitoring and evaluation of participant initiatives and their families to see if there is change in behavior and relationships but this usually requires some material (tools) and financial resources that my current budget will not be able to support.

Appendix 1: Selected Pictures from the peace leaders' projects and other activities



Brazilian peace leaders exchanging ideas and inspiring governmental representatives, in Fortaleza, November 2018.



Collaboration exercise from workshop in Guatemala, October 2018.



Peace leader teaches the Water Lily method at a two-day Leadership Workshop in Guatemala, October 2018.



Children dialogue on Domestic Violence Eradication in Kenya, December 2018.



Workshop: Creating Safe Spaces for Peace. Kenya, December 2018.



Training for Young Peace Entrepreneurs in Madagascar, December 2018.



Greetings from the indigenous community participating in the sewing activities in Guatemala.



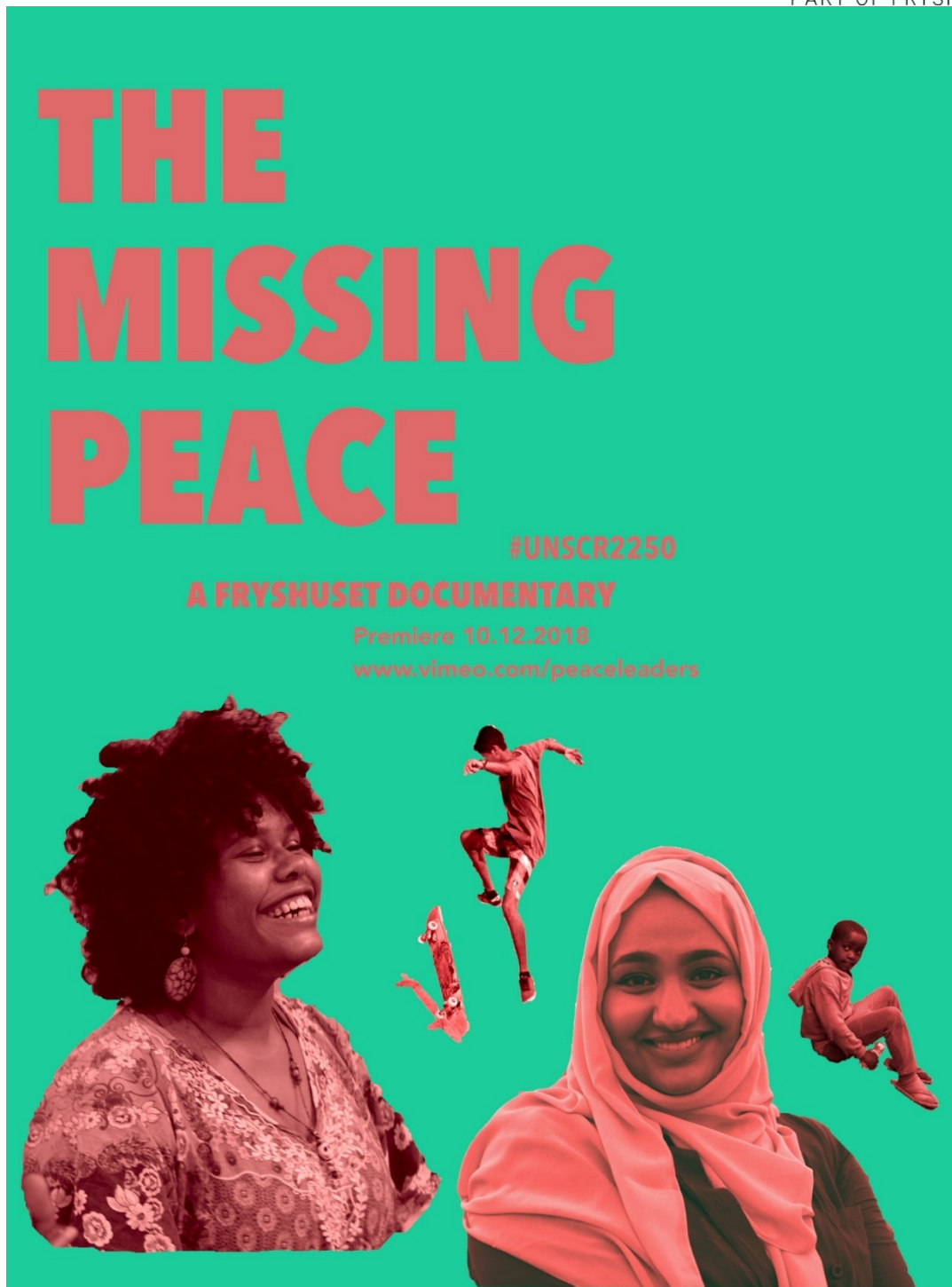
Peace Leader organizing sessions for sewing traditional clothes in Guatemala,
November 2018.



Youth Workshop in Colombia, November 2018.



Brazilian peace leader participating in Fryshuset's event to celebrate the UNSC Resolution 2250, enhancing dialogue between youths and policy-makers. Sweden, December 2018.



The '[Missing Peace](#)' is the documentary made by a Brazilian peace leader and a German trainer. It is telling the stories of nine peace leaders from countries across Latin America, the MENA-region and Africa, shedding light on their fight for an inclusive and meaningful peace for all.