

PROGRAM ASSESSMENT REPORT

For

**Youth Mediators for Non-Violent Conflict
Resolution Project**

Funded by AED-CSP Jordan through USAID

Submitted by Partners-Jordan Centre for Civic Collaboration

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I. Background

Building on Partners Jordan (PJ) previous work supporting mediation capacity development in Jordan, Partners-Jordan's proposed a project that will build the capacity of Jordanians to resolve conflict in a peaceful manner by spearheading the first ever university-based mediation service in Jordan (and the entire Arab world) on two campuses in Ma'an and Irbid to mediate conflicts associated with tribal violence among students. To create sustainable and scalable university-based mediation services, PJ will first engage, recruit, and train a cadre of youth mediators, build strong relationships with university administration to ensure buy-in and support for mediation services on campus, and provide ongoing support to students and university sponsors to ensure that the community uses the mediation service and that the mediation centers on campus remain sustainable after the close of the program.

By the close of the program, Partners-Jordan will have trained a cadre of 100 university students, created two mediation committees made up of youth mediation champions on each campus in Irbid (Jordan University of Science and Technology) (JUST) and Ma'an Al Hussein Bin Talal University) and other relevant stakeholders from the Deanship, to generate interest in and commitment to mediation, and resolved at least 20 disputes cases through direct mediation service provision. This project will benefit all university students, as it will become a conflict resolution option for individuals in conflict and decrease violence that spills over from the community or from the university into the larger community. The particular target group, given the university setting, is youth, aged 18-25. This is a strategic target group in Jordan, as they are most at risk of involvement in tribal violence. The project will mobilize young people to take a leading role in building sustainable, community-based mitigation and reconciliation mechanisms.

II. Assessment Description & Methodology

Program Assessment (Overview):

Program assessment is the first activity of this project. In the long run the assessment will enhance the design and subsequent implementation of the program. Particularly this

assessment identified the Project's stakeholders that are effecting or affected by the case of this project and the partners working on it, helped in raising awareness about mediation services, and made an initial engagement with them. In addition to that, this assessment will be a helpful tool for developing strategies for outreach and recruitment of students, and buy in and arrangement with university stakeholders. Moreover **this assessment's results will assist in the design of the monitoring and evaluation training program** that will be conducted later as a next step of this project (Activity two).

Assessment Team

The assessment team consisted of Partners Jordan team. The Director - Ms Raja Hiyari and Mr. Ibraheem Al Hayek have been meetings facilitators, while Ms. Rasha Abdel Latif and one volunteer Reem Manna' took notes. Ms. Rasha Abdel Latif helped with translation to Dr. Daniela Kolarova the Director of Partners for Democratic Change International – PDCI, in Brussels, who was part of the team in her capacity as international consultant.

Field assessment date: Tuesday and Wednesday 18 & 19 of January 2011.

Preparation meeting: One day before the field visits, Partners-Jordan Team and Dr. Daniela Kolarova agreed on few issues related to the assessment:

- 1) Finalize the semi structured questionnaire prepared in relation to the objective of the assessment as guidance for the interviews with both universities. ***Attachment #1) the assessment questionnaire***
- 2) Distribute roles among the team as there were parallel meetings conducted simultaneously, in particular in al Hussein Bin Talal University in Ma'an.
- 3) Agreed on the person who will be translating to Dr. Daniela Kolarova and the person taking notes.
- 4) Finalized the profile application to be filled by interviewed university students. ***(Attachment # 2) Profile application.***

AED consultant Diala al Alami, attended part of the meeting and she were acquainted with the questionnaire as well as the methodology.

Specific Objectives of the assessment:

- To identify the main causes of conflict, the existing mechanisms to deal with them, the gaps and the needs for provision of alternative dispute resolution methods.
- To identify specifically the Project's stakeholders effecting and affected by the case of this project and might cooperate in accomplishing and sustaining the goals of this project.
- To get acquainted with the causes of violence in universities and how it develops.
- To initiate the partnership with the stakeholders.
- To determine the key challenges and opportunities that might be facing the implementation of the project.
- To understand the relevant role of each stakeholder and how this role can be enhanced.
- To ensure stakeholders ownership on the project by engaging them in discussions about its implementation and to gain their support.
- To enhance the awareness of partners on the concept of mediation and to inform them about the project contribution to resolving disputes at universities.
- To help in designing the most suitable outreach and recruitment strategy. In addition to solicit key ideas expected to enhance the M & E plan.

Key Stakeholders:

This assessment targeted the most relevant players to community violence inside university campus considering variation of backgrounds:

- Dean of Students Affairs.
- Personnel in Charge of students' legal issues.
- Campus security personnel.
- Faculty members,
- Students (group of five to eight) from different ages, different tribal backgrounds and different academic levels.

Attachment # (3): a list of people interviewed in both Universities.

Techniques:

Two techniques were used conducting this assessment

- **Focus Group Discussion sessions**
 - Two FGDs with faculty members with a total of four.
 - Two focus group discussions one in each university with a total of 13 students, taking into consideration the variation of backgrounds, experiences, majors and levels in order to gain the richest inputs.
 - One focus group with 3 security staff in JUST University.

- One focus group discussion with three administrative staff in the Deanship of Al Hussein Bin Talal University.
- **Individual Interviews.**
 - One interview was held with the Dean of Students' Affairs in al Hussein Bin Tala.
 - One interview conducted with the representative of the Dean of Students' Affairs in JUST.

III. The Conflict Situation in the Universities

Al Hussein Bin Talal University is located in the city of Ma'an in southern Jordan, where tribal customs and fanaticism is highly dominant and present in comparison to other areas in Jordan.

Al Hussein Bin Talal University was founded in 1999, comprised of Human Science Faculties only (English and Arabic literature, geography, sociology, etc) with 8000 students. Almost 90% of these students come from the southern region of Jordan due to its convenience regarding geographical distance.

The Jordanian University of science and Technology (JUST) is located in the north of Jordan, comprised of only science faculties such as medicine, pharmacy, engineering, IT and agriculture. Tribal affiliations are strong and a big part of the population has similar characters, customs, traditions as well as tribal intolerance as in the south. JUST university was established in 1987 with a total of 22 000 students, 55% of which are females. 25% of the students are comprised of foreign students, representing more than 60 countries. The university provides an advanced level of education in scientific disciplines, and professional teaching staff that makes it an attractive place for education for quality teaching. In addition, the university has a number of scholarships agreements and educational exchanges with other universities around the world and that explains the large proportion of foreign students.

Forms and causes of university conflict

Conflicts take different manifestations at universities and vary by their intensity and dynamics. It was reported that several cases of violent conflicts happened repeatedly inside the universities of JUST and al Hussein Bin Tala. There was no precise statistics on the number of such cases as records only showed those reported to the deanship, in order to be followed by investigation. According to the Dean of the he was dealing with 5

- 6 cases daily at their earliest stages so measures are taken before they accelerate to violence in the university. As a matter of fact there were many other cases that were not documented even though they were not a secret to university authorities. Tribal elders /prominent figures of the students in conflict take over the responsibility of handling the dispute and try to resolve it discarding all rules and systems followed in the university. Certain violent cases are not reported nor registered at the university administrative. Conflicts between students also may be triggered on campus but it will accelerate to violence /actual fight outside the university campus which is out of the jurisdiction of the university authority. In cases where conflicts are related to a girl reputation they may be “fixed” silently and quickly or covered up due to sensitivity and cultural dimension of the situation.

The assessment team found out that there were different forms and shapes of violence at the universities. These forms may vary from verbal violence (insults, threats or harassment) to physical fight (beating, punching and kicking). According to the dean no firearms or sharp tools were used in these cases. The students however, mentioned rare cases where sticks or sharp tools were used, but none of the students, professors or administrator mentioned a case where firearms were used.

The situation in the Jordan University of Science and Technology (JUST) is very similar to Al Hussein Bin Talal and other universities. JUST university provided statistical data reflecting the violence cases dealt with by the university administration “where fist fights happened”. Some of these fights involved students and university employees, few of them were related to non-compliance or to verbal altercations with teachers or with the university security staff. But like other universities, there were a number of known but un-documented cases which were resolved peacefully before being filed at the university management.

The statistics of documented cases at JUST University showed that ten cases of violence involving 27 male students were reported during the last academic year 2009/ 2010. The violence took the following forms:

- Pushing, beating and punching (5 cases).
- Property destruction (1 case).
- Verbal insult and cursing (3 cases).
- One case recorded as “attempt to create violence”.

Main **causes of conflict** mentioned by stakeholders were a mixture of external factors such as tribal culture and different **socio-economic** factors, and internal factors reflecting university environment itself (policy, prevention mechanisms, security staff preparation and others).

Students' violence can erupt anywhere and at any time. As one student from JUST said "I feel an urge to go out and fight". The direct reason behind this urge is not well identified to the students themselves, but they refer that to several complex causes, a combination of socio economic, and self assertion, as well as what they believe as accepted and not accepted tribal behavior. However, there are risk factors that can lead to a higher probability of violence by some students. Some groups are more likely than others to engage in conflict. Risk factors of students' violence may be from individual, family or community nature or can be related to social, educational and cultural background of students.

Tribal and regional background create some sort of intolerance, and an eagerness to rally around tribe members and form alliances to create a force that can protect them from attacks from other tribes. There is a sense of pride of own tribe or territory which must prevail over other tribes and territories "no matter what". Thus the tribe is perceived as a source of protection that in turn must be protected (without much reasoning). The low confidence in the civil authority may also contribute to this kind of sub-identities

There is a strong **affiliation solidarity** that makes tribal members to always support those closer against those more distant. In this structure many students have no choice but to respond to calls of their tribal friends and join fights even if they are not aware what the fight is about. In many cases "who is right, who is wrong" is not a question. During the interviews students shared that some of them have been engaged in this sort of clashes even not being aware what the issue was about. It became clear that these were honor fights, as success in competition or conflict brings "honor" while defeat brings shame. Through the eyes of this loyalty it is difficult to see the world as inhabited by people with equal rights because, by definition, loyalty demands support of one's own group in opposition to another.

Many students experience a difficult **period of transition** from their families to independent life at university. Most of them at may struggle with identity and feel that they are living in huge vacuum in the university. Even though universities provide activities to meet the needs of young people, these activities are neither adequate nor appropriate. Despite some extracurricular activities the majority of students at the university are reluctant to participate. That could be due to lack of appropriate promotion of these activities, or because they are not addressing the real needs of young people. Thus students build the tendency to resort to violence while releasing their energy. This

is coupled with the lack of basic social skills to express their feelings and opinion in a peaceful, respectable, accepted manner. According to the security staff in Al Hussein Bin Talal University, students who come from disadvantage, underprivileged background, animosity is their natural behavior as they grow up witnessing it as successful action among people to achieve what they want.

The university administration acknowledged that **keeping students engaged with activities** reduces the number of violent cases. However they complained about the lack of enough resources to engage students in more activities where they can learn social skills and the art of peaceful co-existence. The dean of Hussein Bin Talal University reasoned lack of extracurricular activities and relevant facilities to the lack of budget. The administrative staff at JUST University pointed that incidents and tensions increase during the periods when students are less engaged in their studies. Keeping students busy with tasks, exams and extracurricular activities was prescribed as a recipe for peace.

During the interviews a repeatedly mentioned statement which all had consensus around is that ***“girls are the main reason for conflict”***. It was found that many university male students have been raised in isolation of women, e.g. they visited segregated schools or attended social events where men were separated from women. Thus lack of exposure, skills and maturity are partly a reason male youth to have difficulty to deal with their fellow female classmates at the university. As a result of this social and emotional repression young men may behave in a way that is not adequate (e.g. touch, harass or push a girl) which could lead to conflict. In such cases girls’ male relatives who are at the university or who may be informed by their friend at the university, may seek for revenge. In other cases, when a relationship between a girl and boy ends, it may happen that the “abandoned boy blackmails or harasses the girl”. Even though many of those cases are resolved quickly by the security staff and the university administration, some of them may expand to tribal fights. It is not usual for such cases to be referred to legal authorities. The traditional customs imply these cases to be arranged between the tribes. Besides there is wide shared low confidence in the adequacy and effectiveness of legal action should people file a law suit.

On the other hand these cases of **conflict “over a girl”** reflected the custodian superiority granted to men over women in the tribal areas. In both universities there were cases where a girl was pointed as a trigger for conflict by the reason of talking to a classmate from another tribe or area. This made the cousin, the relative, the member of the girl’s tribe feel insulted (being trained to be responsible and granted the right to interfere in their family girl’s affairs and protect their honor) initiated a conflict, which in some cases led to serious violence and fights between tribes. In all occasions of conflicts “over a girl” the root causes of conflict between young people are rather lying in psychological

predispositions like jealousy or in interpretation of certain values such as chivalry, or in tribal intolerance.

Poverty and difficult economic situation for some students may also be another reason for psychological pressures and sense of inferiority, which can lead to hostile behavior as an attempt to gain self-assertion by challenging other students. Some young people like to prove to others and to girls that they are tough. As one security officer said “*if the boy comes from a disadvantaged family and has not much to offer to a girl, he may try to impress her with his “male” qualities which often engage him in fights*”. The same may be true for students from powerful tribes, whose intolerance to others and feelings of superiority and privilege may make them irritated over small things (“why do you sit on my chair?”) that can spark a conflict.

Stakeholders’ reference to factors of conflict

All stakeholders agreed upon a few common factors that contribute to conflict situations in the university setting.

The **university administration**, the professors and the security staff pointed that the low civil and community awareness among students (Al Husein Bin Talal University) and their inability to accept the difference in background and opinion of other people (JUST) are main factors that lead to conflict. This intolerance is visible during the days of sport competitions or political and religious activities and may be one of the reasons for fights among students. Patriotic songs with hostile nature may also enhance the spirit of violence. For that reason the JUST University introduced lately a mandatory curriculum covering topics such as civil education, loyalty and citizenship. The course of three credit hours is compulsory and every new student has to register in it. This course includes the university regulations regarding to academic and legal issues.

The new university life and exposure to “freedom outside families” may overwhelm some students. The stakeholders from Al Husein Bin Talal University administration have noted that families weaken their control and relationships with their sons once they are at the university and this vacuum in guidance and control is not necessarily replaced or filled by the university itself. The communication between the students from one hand and the professors, the administration and the security from other hand, is not enough strong and efficient to provide enough positive guidance.

Security staff, who are predominantly males, at the university is usually recruited from retired military or public security and often lacks training and skills to deal with the specific age group of students. Sometimes the conflicts start between students and security personnel, in which cases the security does not show enough eloquence and patience. This does not help security to manage students’ disputes. According to the

observations of university security stakeholders a lot of tension is created by lack of basic services, e.g. transportation, which cause congestion and leads to confrontation, violence and altercations. The expectations to security are very high, because, according to a stakeholder from Al Hussein Bin Talal University, their role is “*to protect university and solve problems in a way that these problem stay inside the university*”. The idea is “*not to punish students and fill their hearts with hatred but to attract them, to make the environment likeable*”.

The security staff shared cases when they managed conflicts in a way that contributes to peace and stability. Reinforcing the university regulations and acting to prevent an incident to expand to conflict is the daily routine of security people. Security has their approach to deal with students, e.g. “*keep them in the room and let them shout, then talk*”. In rare cases only “when students are stubborn” security may refer students to legal authorities. In most cases a student does not want to end up in the legal system and thus cooperate. The problem is often solved in the office of the head.

The university professors had a specific point related to students’ disrespectful attitude towards the education institutions, administrative staff and educational cadre. According to a professor from JUST this may be especially true for students from wealthy background. Sometimes conflicts between professors and students may start around academic scores. The source of frustration of university professors is related also to students’ destructive behavior (broken chairs and books), students’ manipulations and lack of civic awareness. Like other stakeholders, the professors expressed preferences to soft ways of fixing problems with students while “the system for rewards and punishments” should be also in place and strongly reinforced. Professors shared that their contribution to conflict prevention is their commitment to raise awareness and act as a good role model for students. At Al Hussein Bin Talal University they even expressed interest to accommodate “time for civic education” in their official curriculum.

The results of **students’ focus groups** at universities have shown similar concerns about the individual, social and cultural factors related to conflicts. There were notes referring to “the instilled and repeatedly enforced pattern of thinking that expects men to take their revenge on their own as this is highly connected to manhood and championship”. This pattern is maintained by the “increased mistrust in local authorities as a credible system to achieve justice” and by the weakness in the penalty system both in legislations and in implementation. Students feel that the role of the university administration is not efficient enough. Faculty members can also be a cause for conflict as they deal with students in arrogant manner posing high psychological pressure, which creates troubles with their professors.

Individual qualities of students may be also a reason for conflict situations. Students who lack educational attainment may feel severe anger, and *“if the chance arises, they express that anger by exercising violence”*. In most cases of students’ violence inadequate communication skills are one of the reasons for their behavior.

IV. Stakeholder Analysis

The following schedule shows the response and level of cooperation for each party in both universities:

Stakeholder	Results, Process or relationship	Importance 1) Somewhat important 2) Very important 3) Critical	Current level of support: (-) Opposed (0) Neutral (+)Favorable	Appropriate level of involvement	How they will be involved
Al Husein bin Talal (University Administration presented by the deanship)	Helping with the assessment and providing input for the assessment. Willing to help during the whole project.	Critical	(+) Favorable	Legally any extracurricular activity must be in coordination with the deanship. As a partner in processing the whole project at relevant university. Also supporting the sustainability of the project.	Communication from the beginning of the project. Helping in outreach. Providing place and logistical support during field work in the relevant university.
Al Husein bin Talal (Security Department)	providing input for the assessment	Very important	(+) Favorable	Willing to cooperate with youth mediators in future.	At the end of this project. The security department has to cooperate with the group of mediators in coordination with the deanship.
Al Husein bin Talal (Faculty)	providing input for the assessment	Somewhat important	(0) Neutral	For the sustainability of the project, teachers may play an important role in awareness of	Helping in outreach by promotion for the project. After the project by awareness on the importance of

				peaceful conflict resolution.	peaceful conflict resolution.
Al Husein bin Talal (Students)	Providing input for the assessment. Willing to help during the whole project.	Critical	(+) Favorable	For the sustainability of the project, students will conduct a mediation sessions for peaceful conflict resolution.	Helping in outreach. Participation in the training courses. Forming a group of mediators.
Jordan University of Science & Technology (University Administration presented by the deanship)	Providing input for the assessment. Deanship didn't show a good willing of cooperation but in JUST the Civil Society Development center will play as partner for this project in JUST	Critical	(0) Neutral	Legally any extracurricular activity must be in coordination with the deanship but in JUST the coordination will be with CSDC with the approval of university president.	Helping in outreach. Approve the group youth mediators as club "if needed"
Jordan University of Science & Technology (Security Department)	Providing input for the assessment.	Very important	(0) Neutral	Welling to cooperate with youth mediators in future.	At the end of this project. The security department has to cooperate with the group of mediators in coordination with the deanship.
Jordan University of Science & Technology (Faculty)	providing input for the assessment	Somewhat important	(0) Neutral	For the sustainability of the project, teachers may play an important role in awareness of peaceful conflict resolution.	Helping in outreach by promotion for the project. After the project by awareness on the importance of peaceful conflict resolution.
Jordan University of Science & Technology (Students)	Providing input for the assessment. Welling to help during the whole project.	Critical	(+) Favorable	For the sustainability of the project, students will conduct a mediation sessions for peaceful conflict resolution.	Helping in outreach. Participation in the training courses. Forming a group of mediators.
Jordan University of Science & Technology (Civil	Helping with the assessment and providing input	Critical	(+) Favorable	As a partner in processing the whole project at	Communication from the beginning of the project.

Society Development Center)	for the assessment. Welling to help during the whole project.			relevant university. Also supporting the sustainability of the project.	Helping in outreach. Providing place and logistical support during field work in the relevant university.
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V. Needs for Improvement of the University Conflict Resolution System

As mentioned above there is an administrative system in place that deals with disputed at all level of university life. It is related to university regulations and their reinforcement through the security department and administrative procedures. At the same time many conflicts can not be managed by this system simply because they develop outside university or they transfer from university to tribal areas. Other conflicts are resolved between students themselves or stay suppressed until they explode. Some stakeholders, mostly students and professors, expressed frustration about the gaps in the existing rules and the way they are reinforced. While the administrative and the security staff of both universities were more optimistic about the university ability to deal with problems and tensions, those, more distant from the decision making, were more concerned. But even the head of campus security at Al-Hussein Bin Talal University acknowledged that security personnel need to be rehabilitated to be able to deal with the students. Moreover students themselves admitted that the tribalism is one of the fundamental reasons behind violence in universities which means that they feel exposed to risk of violence at any point and any moment.

There is an urgent need to raise the students' awareness of the need to resort to peaceful resolutions of conflicts. There is a need also for civic awareness, political participation and extra curricula activities for students. It is also necessary to reconsider the university rules in dealing with violent cases and how to apply those rules. Security personnel in universities need to be more qualified in dealing with students appropriately. The level of engagement by teachers is less than it should be and their role should be promoted so they can play an effective educational role in that regard.

All targeted groups in this assessment agree that establishing a group of students who will act as mediators and thus promote peaceful conflict resolutions is a distinctive and creative idea.

None of stakeholders interviewed for this assessment had the technical background and training about peaceful conflict resolutions. Mediation for example was interpreted by some as nepotism (WASTA), which is serving the interests of a specific people by using a social status to influence decision-makers. Some interpret mediation as (Jaha), an

Arabic word for a group of prominent well known people with tribal affiliation, who collectively move and interfere to resolve a dispute using the impact of their age, status in the community or people's respect. Some think that mediation means producing a solution to a dispute before it develops into a serious problem by exercising methods of eloquent persuasion.

The concept of mediation as a peaceful resolution of dispute between two parties who are assisted by a mediator, who is in charge of the process while the parties are in charge of the decision, appeared to be very new for all stakeholders. They did express interest to learn more and to contribute to implementation of Partners- Jordan project in both universities.

VI. Challenges and Opportunities

All stakeholders have been introduced to Partners-Jordan intended mediation project in both universities. In this respect a key question directed to all stakeholders related to challenges and opportunities that may appear during project implementation. All stakeholders were very generous to discuss the project and brainstorm around these issues. Bellow are the main ideas that have been collected:

Challenges might face the implementation of the project:

- Training in mediation may overlap with academic lectures and thus prevent students to attend it (or create academic challenges if students skip their classes).

This means that the project team needs to carefully design the training program and schedule the training sessions in collaboration with the administration of the both universities to avoid any overlap between lectures and the mediation training.

- Students trained in mediation may not be acknowledged or recognized as referent people for resolving disputes.

Thus Partners Jordan should develop a strategy for mediation practice of trained students who need to build their reputation through successful application of their skills in the university environment.

- University administration may not be cooperative as expected and may not support the students' mediators group.

The initial meetings with university administration aimed at gaining such a support for the project. Continuous cooperation between Partners-Jordan and stakeholders at both universities is highly recommended.

- There would be difficulty of ensuring neutrality of mediators, especially if they are related to one party in dispute.

Mediation training and following practice will ensure that students are well prepared to conduct mediation and have necessary skills and attitudes. One of the main aspects of mediator's behavior is following the mediator's code of conduct which deals with issues as conflict of interest (when mediator is related to one of the parties), confidentiality and neutrality.

- Ensuring the continuity of work, especially after the graduation of mediators from the university.

Partners Jordan in cooperation with universities will develop a plan for continues transfer of knowledge and mediations skill among students. This may take forms of peer training sessions for new students, or introducing mediation as a curricula for alternative dispute resolution models at the university.

Opportunities presented for the project:

- The cooperation and willingness of the university administration to support the implementation of this project is a good opportunity and an important head start. Based on this it is necessary to seek the cooperation of the universities to create a club or some sort of structure to sustain such mediation services in the universities.
- The training targets 50 students in each university, this helps to create mediators from all tribal and regional backgrounds, and specialties. The students have to be carefully selected in order to ensure mediators' credibility, program sustainability long term general success of the project.
- There are active and motivated student groups who are committed and willing to participate. Building on such groups is essential as they usually represent those with highest level of awareness and citizens participation. They are also a resource for ideas and insights on how to reach out for students without discrimination or bias.
- The culture of peaceful resolutions is in place and exists in different ways including traditional ways to resolve disputes and university administrative regulations. Thus the project has a solid basis and can build upon it to give it participatory, inclusive and professional forms.

VII. Suggestions and Recommendations

Stakeholders' suggestions for successful project implementation

Varied suggestions related to M & E indicators, outreach strategy and criteria of participants' selection were tackled interviewed stakeholders. These suggestions are taken into consideration in the final recommendations of this report. In terms of indicators for monitoring and evaluation, there were suggestions related to number of participation in the training program, measuring participants' commitment to the training program and subsequent work (e.g. attendance, level of engagement), the level of diversity of participants in terms of regional, tribal and colleges backgrounds and the intensity and success of cooperation and coordination between students mediators and campus security management. JUST management proposed a questionnaire to measure the success of the project.

In terms of selection of project youth mediators all stakeholders suggested:

- Invite leading figures who have good reputation and are accepted by other students.
- Choose good listeners, people with distinctive communication skills.
- Look for those who already proved they can act in an unbiased and responsible manner.
- Recruit some elder students who represent “clan “leadership in order to ensure their engagement and use their influence which can be enhanced and built upon.
- In some case it may make senses to engage some trouble makers to curtail their negative behaviors and turn them into positive contributors.
- Students with excellent academic achievement can be part of the group (as professors suggested) but there should be open opportunity for all students (as students insisted).

Tools related to the process of outreach were proposed as follows:

- Security and dean can provide a list of activists and rioters and leaders in the student community.
- Posters can be placed in traffic areas of students.
- Students targeted in the assessment will communicate the project to their colleagues and friends.
- Specific actions like meetings, interviews for selection of mediators, etc. will give further opportunities to disseminate project goals and activities.
- Use technology communication tools like face book.
- Post a series of ads in the university on mediation training each time with brief explanation on mediation as it might be a new unfamiliar concept to come students.

Recommendations

- 1. The success of the program is heavily dependent on the people involved. Thus the “right” selection of students’ mediators is crucial.** In order to select participants that form qualified mediators, the selection must target representatives from all tribal and regional backgrounds, age groups, different academic attainment, gender and major specialty. The selection process will be in cooperation with the deanship, security department, civil society development center (CSDC) in JUST and students groups. At the same time the selection process should ensure principles of transparency, participation, and equal opportunity. It is important to inform the universities about the selection procedure itself and about the criteria for selection. Each step of this process - public announcement, applications procedure or phone interviews - must be in line with these principles.
- 2. Introducing a new mechanism that enables students to resolve their disputes peacefully is a change that must be carefully prepared and maintained.** Creating a new body to the university structure such as mediators club, needs to be agreed on by all stakeholders. It is normal to deal with resistance through this process but it is also important to ensure that the knowledge and skills earned during the life of the project will be kept and enhanced. The existence of a mediation club will ensure the necessary stability of the structure irrespective of replacement of the life of mediation student.
- 3. Promoting a culture of peaceful conflict resolution is the core value of this project and must be reinforced at all levels.** This must be visible and reinforced by all elements of the project – its activities, procedures, project participants’ behavior and students–mediators performance. On the long term the project aims at attitude and behavior change. It deals with intolerance and violent behavior and it needs a constant support and positive reinforcement by university policy itself. In this respect the PJ should work with university professors and administration and prepare for the basis of developing a civic education or a conflict resolution course that should find place in the official curriculum and target students from all departments. It will be beneficial to hold a TOT program on mediation for the professors and prepare those who are interested in teaching such a subject. Training of professors, who have permanent presence at the university will help in replication of training program for students as well.
- 4. Developing a good outreach plan is needed for success of the project.** Documenting and publishing success stories that will come out during and after

the project is an important part of the project. This should include media coverage, which will help in promoting students-mediators and their services. In addition, documentary film to document and publish the lessons learned in this project will be a proper tool for promotion and sharing success stories. Public events, organized by the mediators such as nomination of “peacemaker of the year” will promote the positive role models and will increase visibility of mediation service.

This is a very complex project that has a potential for many positive developments. Additional steps can be taken in the future and beyond the scope of the project to strengthen capacities of students with problem behavior to deal with tense and unfavorable situations. This can include introduction of support services related to individual and group psychological counseling. General training courses on effective communication skills, tolerance, human rights and anti-discrimination, or special courses on anger management, can be also helpful. As mentioned above introducing a customized training program for university professors, security and administrative staff will improve chances for sustainability of programs like this. In all cases strategies must adapt to the context and local needs to meet the combined challenge of those tribal customs which lead to confrontations, conflict risk and existing gaps of the administrative system. A continues assessment of changes in the university environment is a priority in order to adapt the program and focus its resources to reduce the conflict and violence at areas most at risk.

Attachment # 1 Semi Structured Questionnaire

Youth Mediators for Non-Violent Conflict Resolution

Program Assessment

Semi Structured Interview Questionnaire

➤ Set of Questions 1

The following series of questions are designed to analyze the case of project, its causes and effects the viewpoints of the internal stakeholders whom are most concerned.

مجموعة 1: تهدف هذه المجموعة من الأسئلة إلى تحليل القضية المستهدفة من المشروع بكافة أبعادها و تأثيراتها من وجهة نظر الأطراف المعنيين الداخليين والأكثر ارتباطا بتلك القضية.

1.	<p>Q1: in your opinion, what are the direct and indirect causes for violence in universities?</p> <p>برأيك ما هي الأسباب المباشرة و الغير مباشرة المؤدية لحدوث ظاهرة العنف في الجامعات؟</p> <p>(المقصود بالأسباب الغير مباشرة هو الخلفية لهذه الظاهرة و قد تكون على سبيل المثال: الخلفية الإجتماعية العشائرية, النظام التربوي, الخلفية الدينية أو العنصرية إلخ أما الأسباب المباشرة فهي الأحداث التي تؤدي مباشرة إلى الصراعات)</p>
2.	<p>Q2: what are the types of university violence and to what level this could extend?</p> <p>1. ما هي أشكال العنف الحاصل في الجامعات و إلى أي مستوى قد يصل العنف داخل الجامعة؟ (المعني بأشكال العنف هو سواء كان كلاميا أو جسديا أو نفسيا أو غيره ومستوى العنف يشير إلى حدة الأذى و الوسائل)</p>

➤ Set of Questions 2

The following series of questions are designed to identify how our stakeholders, their role are and to analyze their interaction related to the case.

مجموعة 2: صممت هذه المجموعة من الأسئلة لتستكشف من هم الأطراف المعنيين و طبيعة ادوارهم و تفاعلهم حول العمل على قضية العنف الجامعي.

1.	Q1: who are the stakeholders (influenced and influential people) by the university violence phenomenon? 1. من هم الأطراف المعنيين (المؤثرين أو المتأثرين) بظاهرة العنف الجامعي ؟ (من المهم هنا شرح مفهوم الأطراف المعنيين إذا دعت الحاجة)
2.	Q2: what is your role to combat the phenomena of university violence? 2. ماهو الدور الذي يقع على عاتقك في مجابهة مشكلة/ ظاهرة العنف الجامعي؟
3.	Q3: what are the challenges you face while performing your role to fight this phenomena? ما هي التحديات التي تواجهها في لعب دورك تجاه محاربة هذه الظاهرة؟
4.	Q4: how do you think your role can be more efficient and whose responsibility to help you to exercise that? 3. كيف يتم تعزيز و تفعيل دورك و على من تقع هذه المسؤولية ؟
5.	Q5: In your opinion, what is the role that can be played by other stakeholders (Dean office,

	<p>the university security, students, teachers..)? do all perform their role ?</p> <p>4. ما هو الدور الذي يمكن أن يقوم به الأطراف الآخرين غيرك (عمادة, أمن جامعي, طلاب, أساتذة, ...)? هل يقوم كل بدوره على الوجه الأكمل?</p>
6.	<p>Q6: what are the mechanism and interventions that can be used to combat this phenomenon?</p> <p>5. ما هي الوسائل و التدخلات التي يمكن أن تستخدم للحد من هذه الظاهرة؟ هل هي على سبيل المثال: تشديد العقوبات, إدخال الأجهزة الأمنية (الرسمية) للجامعة, التحويل للقضاء الرسمي, التوعية و الإرشاد, غير ها ... هل هناك مقترحات أخرى?</p>

➤ Set of Questions 3

The following series of questions followed a PPT for project orientation and aimed to measure the level of previous knowledge on Mediation and to

مجموعة 3: يتم طرح هذه المجموعة من الأسئلة بعد تقديم عرض تعريفي حول المشروع و تهدف إلى قياس مدى المعرفة المسبقة بمفهوم الوساطة والخبرات المسبقة حولة بالإضافة إلى قياس مدى التعاون المقترح من قبل الأطراف المعنية و أخذ مقترحاتهم و التغذية الراجعة منهم حول تعزيز نجاح المشروع و إستهداف الطلاب من خلاله و تقييمه و إستدامة أهدافه.

1.	<p>Q1: what do you know about peaceful means to resolve conflicts?</p> <p>1. ما هو مدى معرفتكم عن الأساليب السلمية لحل النزاعات؟ عدد ما تعرفه؟</p>
2.	<p>Q2: what is your understanding about mediation? Have you used it before in the university? On what level?</p> <p>2. هو مفهومكم عن "الوساطة"؟ و هل إستخدمت قبلا في الجامعة على أي من المستويات؟ إدارة, أو طلاب؟</p>
3.	<p>Q3: in your opinion, what are the challenges that we can face in this project? And how can we overcome such challenges?</p> <p>3. برأيكم ماهي التحديات التي يمكن أن تواجه مشروعا مماثلا؟ و كيف يمكن مواجهة هذه التحديات معا؟</p>
4.	<p>Q4: what are the positive opportunities available and how can we used them, and</p>

	<p>expand them to help us reach the objective of this project?</p> <p>4. ما هي الفرص الإيجابية و كيف يمكن أن يتم إستغلال و تعزيز هذه الفرص لهذا المشروع في الوصول إلى أهدافه؟</p>
5.	<p>Q5: in your opinion, what are the characteristics that youth mediators have to possess?</p> <p>5. برأيكم ما هي المواصفات الواجب توافرها في الشباب الوسطاء؟</p>
6.	<p>Q6: What are the best mechanisms and tools that could help us to reach out a larger number of students in the university to advertise for the project and encourage students to join? And how can we select the ones with best potential?</p> <p>6. ما هي أفضل الطرق و الوسائل التي تساعد في الوصول إلى أكبر عدد ممكن من الطلبة بغرض الإعلان عن المشروع و جذبهم للمشاركة و كيف يمكن تعيين أفضل المشاركين؟</p>
7.	<p>Q: what do you think are the indicators to the success of this project?</p> <p>7. كيف نحدد (معايير و مؤشرات) إذا ما كان هذا المشروع قد تم إنجازه بنجاح؟ بأي الطرق تستطيعون مساعدتنا و هل لديكم أي مقترحات أو توصيات مستقبلية ليتم أخذها بعين الإعتبار؟</p>
8.	<p>Q : in what way you can provide assistance and do you have any suggestion or recommendations regarding this project, to be taken under consideration during implementation?</p> <p>بأي الطرق تستطيعون مساعدتنا و هل لديكم أي مقترحات أو توصيات مستقبلية ليتم أخذها بعين الإعتبار؟ (قد تكون المقترحات على سبيل المثال: تشكيل لجنة متابعة أو مجلس جامعي مكون من جميع الأطراف المعنية أو مشاريع و أنشطة تلي المشروع ... و غيرها)</p>
9.	<p>In your opinion do you believe that mediation in universities will actually contribute to combating conflict in universities?</p> <p>9. برأيك هل تعتقد أن وجود خدات الوساطة في الجامعة سوف يحد من العنف في الجامعات؟</p>
10.	<p>If yes what are the steps to be taken to activate mediation as a common first option in case of conflict?</p> <p>10. ما هي الخطوات التي يجب إتخاذها برأيك لتكون الوساطة البديل الأول يلجأ له الطلاب في حال وجود</p>

نزع؟

Attachment # 2 Profile Application**Profile Application** استمارة معلومات

_____ Time الساعة _____ Date التاريخ

_____ Name الاسم

_____ Date of birth تاريخ الولادة

_____ Gender الجنس

_____ Area المنطقة _____ Residence place مكان الإقامة

_____ University الجامعة

If the participant is a student: في حال طالب:

_____ Year of Study السنة الدراسية

_____ Major التخصص

If participant is an employ: في حال موظف:

_____ Years of experience عدد سنوات الخبرة

_____ Academic leave المستوى العلمي

_____ Job الوظيفة

هل سبق ان تعرض شخصيا لعنف في الجامعة؟

Have you been a victim of violence at the university?

نعم ، لا
No, Yes

في حال كانت أجابتك نعم، ماذا كان نوع هذا العنف؟
If your answer is yes, what was the type of violence?

لفظي، جسدي ، جنسي
Sexual, physical, verbal

Attachment # 3 list of names of interviewed stakeholders

Al Hussein Bin Talal University interviewees

	Name		Post/ Major
1.	Dr. Mohammad Nawafleh	Deanship of Students Affairs	Dean
2.	Dr. Moddather Abu Karaki	anship of Students Affairs	Vice dean
3.	Mr. Abdrabbu Al Jazi	Deanship of Students Affairs	Administrative
4.	Mr. Akef Al bdoor	Deanship of Students Affairs	(Director) Directorate of Students' clubs
5.	Dr.Akram Kreishan	Security Department	Director
6.	Dr. Bassam Abu karaki	Faculty	Economics
7.	Dr. Belal Abu roqayya	Faculty	English Literature
8.	Ms. Amila Khateeb	Student	Information Technology Level 2
9.	Mr. Rakan Rowwad	Student	Business Administration Level 4
10.	Mr. Khaled Shaweesh	Student	Literature Lvel 2
11.	Mr. Mohammed Thamri ...	Student	Student (president of students' union) Level 3
12.	Ms. Rasha Bazayah	Student	Special Education Level 2
13.	Khaled Rowwad	Student	Special Education Level 1

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14.	Mr. Raied Ababneh	Deanship of Students Affairs	Director of cultural and artistic activities
15.	Dr. Mohammad Ahamad	Civil Society Development Center	Director
16.	Mr. Muhammed Nour Rawabdeh	Security Department	Director

17.	Dr. Ziyad Jaradat	Faculty	Genetics
18.	Mr. Atheel Haddad	Student	Computer Science Level 2
19.	Mr. Eyas Ghraiz	Student	Biology Level 3
20.	Mr. Ahmad Azzam	Student	Criminal Science Level 3
21.	Mr. Aws Akram	Student	Criminal Science Level 1
22.	Mr. Diya Al Hayek	Student	Nursing Level 4
23.	Ms. Raheel Qdaisat	Student	English Level 4
24.	Ms. Ola Fawares.	Student	Master of Criminal Science and teaching Assistant