



PEACEBUILDING TRAINING FINAL REPORT

Peacebuilding and Conflict Management Training for Women-Led CSOs in Jubaland State of Somalia

1. INTRODUCTION

1.1 Background and purpose of the training program

The NABAD project aims to enable women-led CSOs to lead self-designed local peacebuilding and conflict prevention initiatives in southcentral Somalia. To do so, Nabad – which means “peace” in Somali - will provide institutional management, financial and peacebuilding capacity to eight targeted women-led CSOs in South West State and Jubaland. The intervention will then support the women-led CSOs to conduct a peacebuilding campaign within their respective communities, while conducting a regional awareness campaign on the role of women in social cohesion. NABAD project is highly tailored to its context. In all consultations with relevant local stakeholders, such as communities, local and traditional authorities, the general perception commonly stated was that women are less involved than men in violent confrontations, and mostly perceived as pacifying actors. Hence the opportunity to involve them in local peacebuilding efforts to enhance the chances of resolution and foster local development.

Identified gaps prompted the project to work with eight women-led CSOs (four in Jubaland and four in South West State), enabling them to lead self-designed local peacebuilding and conflict prevention initiatives in south-central Somalia. To achieve this, all eight WLCSOs underwent peacebuilding training to enhance the capacity of their staff members with new skills in context and conflict analysis, trauma healing, and reconciliation techniques. Specifically, this report details the capacity-building provided to the four WLCSOs in Jubaland.

The peacebuilding training for WLCSOs in Kismayo, Garbaharey, Dollow, and Dhobley in Jubaland State of Somalia was organized by SADO and delivered by Link for Solutions Consulting. The development of the curriculum content was informed by the findings and recommendations from the Peacebuilding Capacity Assessment Report on WLCSOs in Jubaland, conducted from June 26th to July 15th, 2023, commissioned by Acted with the financial support of the UN Peacebuilding Fund. Five training modules were developed to address the main identified needs and existing gaps for the target WLCSOs in the districts of Jubaland. These five training modules were:

- Module 1: conflict and context analysis
- Module 2: mediation, conflict resolution and peacebuilding
- Module 3: advocacy and policy influence
- Module 4: conflict sensitivity
- Module 5: Alternative Dispute Resolution (ADR) and Trauma Healing

1.2 Overview of the training objective

The primary objective of this training was to empower Women-Led CSOs (WLCSOs) by enhancing their peacebuilding skills, fostering their understanding of key concepts in peacebuilding and conflict management, and equipping them with the necessary tools and knowledge to advocate for peacebuilding initiatives. Through practical exercises, participatory learning techniques, and presentations, the program aimed at strengthening the capacity of WLCSOs in conflict analysis, peacebuilding approaches, trauma healing, alternative dispute resolution (ADR) mechanisms, and conflict-sensitive practices.

2. TRAINING PROGRAM OVERVIEW

2.1 Description of the training program structure and duration

During the training, twenty women, five from each of the four women-led CSOs in Jubaland (specifically Dhobley, Dollow, Garbaharey, and Kismayo districts), participated in fifteen-day workshops held in their respective districts from October 1st to December 3rd, 2023. Additionally, five potential WLCSOs recruits (M1, F4) participated in the training too, but they didn't receive a final certificate of completion.

Location	Starting date	Ending date	Female participants	Male participants
Kismayo	1 st of October 2023	17 th of October 2023	6	1
Dollow	1st of October 2023	17th of October 2023	5	0
Garbaharey	11 th of November 2023	27 th of November	8	0
Dhobley	15 th of November 2023	3 rd of December 2023	5	0
Total			24	1

Every session within this training program was structured as a self-contained unit. Consequently, each session underwent individual analysis, with topics divided into purposeful sections or unit courses, each with its own defined learning outcomes.

3 TRAINING METHODOLOGY

3.1 Explanation of the training methods employed (e.g., lectures, hands-on activities, group discussions)

The participatory approach was consistently employed throughout all training sessions of the program, crucial for addressing conflict issues by actively involving WLCSOs in sharing their experiences and perceptions. Various training methods were utilized to conduct the workshops, ensuring engagement and effectiveness.

Brainstorming: this activity stimulated participants to broaden their perspectives and consider different angles concerning the topic at hand. Facilitators played a pivotal role in providing necessary clarifications to help in the process.

Group Discussion and Group Work Sessions: these sessions involved both group discussions and parallel breakout group work. Participants were encouraged to share their responses on specific topics or issues, allowing them to put into practice the skills they had learned and thereby enhancing their understanding.

Role play: role-play was employed as an effective method for participants to practice and model new skills. Additionally, role-plays served as a means to reinforce agreed-upon ground rules and group norms.

Case study: case studies were utilized by facilitators as a post-training activity to gauge participants' understanding of conflict analysis and peacebuilding or conflict resolution, reinforcing the concepts learned during the training.

Mini-lectures method: facilitators utilized mini-lectures to explain key concepts and information. They also engaged participants through questions and answers to ensure active participation and understanding.

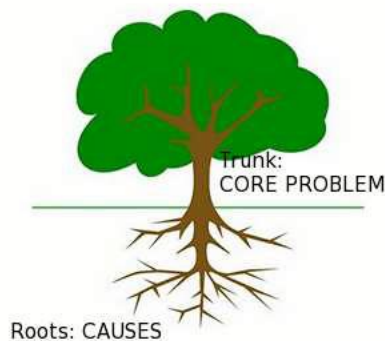
3.2 Description of any specialized tools or technology utilized during the training

The final selection of tools was based on the outcome of the participatory assessment of peacebuilding training needs, which incorporated the experiences of women from the four target CSOs in Jubaland (Kismayo, Garabaharey, Dollow, Dhobley). PowerPoint presentations were employed for mini-lectures, while tables proved effective for exploring and analyzing relevant training topics. Notable tools selected and utilized included the following examples:

Conflict tree

The conflict tree was employed in a participatory manner, where participants identified the core problem and then attributed causes and consequences to it. This tool sparked lively debate among trainees regarding the conflict's underlying causes and effects.

Branches: EFFECTS



Core Problem	Root Causes	Effects of the Problem

Actor analysis

Actor analysis tool has been fundamental in analyzing actors involved in a conflict, focusing on the following dimensions:

Actors	Interests	Strategies	Positions	Capacities	Relationships

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Analysis of conflict dynamics

Period/Timeline	Conflict/Incident	Actor involved (clans, politicians, youth, women, etc.)	Conflict peacefully managed/fully resolved (Yes/No)

Windows of Opportunity / Positive Development	Factors Supporting them	How can they be strengthened

4 TRAINING CONTENT

4.1 Summary of the topics covered during the training program

The training program comprised five distinct modules, each treated as a self-contained unit. Consequently, every session underwent individual analysis, with topics divided into purposeful sections or unit courses, each with defined learning objectives and outcomes. The five modules of the training program included:

- Module 1: conflict and context analysis
- Module 2: mediation, conflict resolution and peacebuilding
- Module 3: advocacy and policy influence
- Module 4: conflict sensitivity
- Module 5: Alternative Dispute Resolution (ADR) and trauma healing

Moreover, each module was designed to be comprehensive, providing all necessary materials for the trainer to facilitate the session without the need for additional resources.

4.1.1 Topics, sub-topics and practical exercises per module

MODULE 1: CONFLICT ANALYSIS AND CONTEXT UNDERSTANDING

1. Learning Objectives/Outcomes

At the end of this session, participants were able to:

- Explain the need for conflict analysis,

- Describe and explain the tools of conflict analysis,
- Develop a detailed understanding of their own local context and active conflicts.

2. Course Content

- Conflict and peace analysis
- Context analysis
- Causation analysis
- Actor analysis and mapping
- Analysis of conflict dynamics

3. Session at a Glance

Time in minutes	Content	Method	Resources & materials needed
20	Introduction to peace and conflict analysis Why conflict analysis?	Plenary brainstorming Minilecture	Flipchart, markers
20	Key elements of conflict analysis	Minilecture	Flipcharts, Power Point Presentation
60	Tools for conflict analysis: 1. Context analysis 2. Analysis of conflicts' causes 3. Actor analysis and mapping 4. Analysis of conflict dynamics	Demonstration, practical exercises, group work and discussions.	Flipchart papers, cards in several colors and sizes, pins, markers, template handouts or template drawn on flipcharts
60			
60			
60			
15	Concluding discussion	Plenary	

MODULE 2: MEDIATION, CONFLICT RESOLUTION AND PEACEBUILDING

1. Learning Objectives/Outcomes

At the end of this session, participants were able to:

- Understand the concept, types and process of mediation
- Identify the role of a mediator and mediation in conflict resolution.
- Practice the roles of a single mediator and co-mediation team in local conflicts.
- Reflect the role of women as mediators in community dispute resolutions.
- Gain an understanding of key peacebuilding concepts and conflict management.
- Get familiar with the national and regional policy frameworks on women and peacebuilding.

2. Course Content

- Concept of mediation

- Types of mediation
- Mediation process
- Understanding peace
- What is peacebuilding?
- Dimensions of peacebuilding
- Conflict management
- Response development
- National and regional policy frameworks on women and peacebuilding

3. Session at a Glance

Time in minutes	Content	Method	Resources & materials needed
60	Mediation: What is mediation? Types mediation Mediation process	Minilecture	Flipchart paper, markers, PowerPoint presentation, hand-out
60	Mediation in practice	Open session with brainstorming. Groupwork exercise.	Flipcharts, markers
20	Understanding Peace	Minilecture Open session with brainstorming	Projector or flipchart and marker
30	What is peacebuilding?	Minilecture Open session with brainstorming	Flipchart and marker,
30	Dimensions of peacebuilding	Minilecture Open session with brainstorming	Flipchart and marker,
20	Conflict management	Minilecture Open session with brainstorming	Flipchart and marker,
30	Response development	Minilecture Group work	Flipchart and marker,
20	Somali National Action Plan for the Implementation of the Somali Women's Charter and UNSCR 1325 on Women,	Minilecture Open session with brainstorming	Flipchart paper, markers, PPP

	Peace and Security (2012-2025)		
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MODULE 3: ADVOCACY AND POLICY INFLUENCE

1. Learning Objectives/Outcomes

At the end of this session, participants were able to:

- Describe different advocacy approaches and activities.
- Analyze a problem, identify relevant stakeholders, and develop a common understanding of causes and effects.
- Identify the knowledge, skills, and experience they bring to peacebuilding and conflict management.
- Identify common barriers to CSOs, peacebuilding and security institutions working together and strategies to overcome them.

2. Course Content

- Introduction to advocacy
- Advocacy cycle
- Analysing problems
- Stakeholder and relationship mapping
- Identifying skills to support peacebuilding and conflict management
- Overcoming challenges to collaborating with the government institutions

3. Session at Glance

Time in minutes	Content	Method	Resources & materials needed
10	Introduction to the Module	Facilitator talking points/Minilecture.	Flipchart, markers
55	Introduction to advocacy	Group discussion: advocacy experiences Minilecture on advocacy Facilitator talking points: advocacy cycle	Flipcharts, writing pads, markers
60	Analysing problems	Problem Tree analysis	Flipcharts, writing pads, markers

60	Stakeholder and relationship mapping	Groupwork: creating a stakeholder map	Flipcharts, writing pads, markers (different colors)
20	What skills do we have to support peacebuilding and conflict management?	Sharing/discussion: knowledge, skills and experience	Flipcharts, writing pads, markers
45	Overcoming challenges to collaborating with the government institutions	Brainstorming and discussion: confronting fears about cooperation	Flipcharts, writing pads, markers
10	Wrap up		

MODULE 4: CONFLICT SENSITIVITY

1. Learning Objectives/Outcomes

At the end of this session, participants were able to:

- Integrate conflict sensitivity into program/project documents.
- Reshape programs for conflict sensitivity.
- Describe the key principles underpinning the conflict-sensitive approach.
- Explain the relationship between conflict analysis and conflict sensitivity.

2. Course Content

- Understanding conflict sensitivity
- Capacity building in conflict sensitivity
- Integrating conflict sensitivity programming
- Conflict sensitivity planning process
- Conflict sensitivity approaches toolkits

3. Session at a Glance

Time in minutes	Content	Method	Resources & materials needed
30	Understanding conflict sensitivity	Minilecture Open session brainstorming	Flipchart paper, markers, writing pads

30	Capacity building in conflict sensitivity	Minilecture Open session brainstorming	Flipchart paper, markers, writing pads
30	Integrating conflict sensitivity programming	Minilecture Open session brainstorming	Flipchart paper, markers, writing pads
40	Conflict sensitivity planning process	Minilecture Open session brainstorming	Flipchart paper, markers, writing pads
40	Conflict sensitivity approaches toolkits	Minilecture Open session brainstorming	Flipchart paper, markers, writing pads
10	Wrap		

MODULE 5: ALTERNATIVE DISPUTE RESOLUTION (ADR) AND TRAUMA HEALING

1. Learning Objectives/Outcomes

At the end of this session, participants were able to:

- Understand the concept and mechanisms of Alternative Dispute Resolution (ADR), including its role in conflict resolution.
- Understand the application of ADR within the national policy frameworks in the context of Somalia.
- Utilize ADR techniques to prevent conflicts and foster resolution.
- Foster trust and promote peace within the community through ADR practices.
- Integrate ADR principles into the goals of Civil Society Organizations (CSOs).
- Grasp the fundamentals of trauma healing within post-conflict communities.
- Provide support to victims and aid in their recovery from trauma.
- Recognize signs of trauma within the community and address their implications for the recurrence of sporadic conflicts.

2. Course Content

- Introduction to ADR – brief definitions of ADR mechanisms
- Practitioners: individuals and institutions within and without the court system
- Advantages of ADR
- ADR in the Somali Context
- National Policy Frameworks on ADR in Somalia

- Introduction to trauma healing
- Understanding traumas
- Types of traumatic events
- Group exercise: timelines of historical traumatic events in the district
- Where does trauma recovery work fit into peacebuilding initiatives?
- Approaches to post-conflict trauma healing and its benefits

3. Session at a Glance

Time in minutes	Content	Method	Resources & materials needed
20	Reflection on how to repair lost trust	Plenary brainstorming	Flipchart, markers
20	Introduction to ADR – brief definitions of ADR mechanisms	Minilecture Plenary discussions	Flipcharts, markers, writing pads, handouts
15	Practitioners: individuals and institutions within and without the court system	Explanations and Plenary discussions	Flipcharts, markers, writing pads, handouts
	Advantages of ADR	Explanations and Plenary discussions	Flipcharts, markers, writing pads, handouts
30	ADR in the Somali Context and National Policy Frameworks on ADR in Somalia	Explanations and Plenary discussions	Flipcharts, markers, writing pads, handouts
20	Introduction to trauma healing	Minilecture	Flipcharts, markers, writing pads, handouts
20	Understanding traumas	Explanation and Plenary discussions	Flipcharts, markers, writing pads, handouts
20	Types of traumatic events	Explanations and Plenary discussions	Flipcharts, markers, writing pads, handouts
60	Group exercise: timelines of historical traumatic events in the district	Group exercise/ groundwork session	Flipcharts, markers, writing pads, handouts
20	Where does trauma recovery work fit into Peacebuilding initiatives?	Explanations and Plenary discussions	Flipcharts, markers, writing pads, handouts

20	Approaches to post-conflict trauma healing and its benefits	Explanations and Plenary discussion	Flipcharts, markers, writing pads, handouts
15	Concluding discussion	Plenary	

4.2 Identification of key themes or focus areas addressed

Recognizing their significance for the work of WLCSOs, the first three modules – conflict analysis, peacebuilding, and advocacy and policy influence – received heightened emphasis and were meticulously designed to be comprehensive and engaging. Modules 4 and 5 were specifically tailored to deepen WLCSOs' understanding of conflict sensitivity concepts, programming, planning processes, and approaches, as well as to provide insights into Alternate Dispute Resolution (ADR) and Trauma Healing techniques.

Furthermore, in recognition of its pivotal role within the entire training program, Module 1 on Conflict Analysis was purposefully designed to be especially robust. Conflict analysis serves as a vital instrument for not only designing but also implementing and evaluating peacebuilding, conflict prevention, management, and resolution (CPMR) initiatives, as well as conflict sensitivity programs. Indeed, the findings of the peacebuilding needs assessment emphasized the imperative to increase the capacity of WLCSOs in conflict analysis and contextual comprehension to better inform their peacebuilding initiatives.

4.3 Overview of any specific skills or knowledge imparted to the participants

the outcome of the training was influenced by several factors, including the nature of the program, the participants' demographics, and the contextual environment. Despite this variability, the peacebuilding training produced several notable outcomes:

- **Increased understanding:** participants acquired a deep understanding of conflict dynamics, violence's root causes, and the significance of Peacebuilding and Conflict Management.
- **Skills development:** participants honed practical skills in contextual and conflict analysis, conflict resolution, negotiation, mediation, dialogue facilitation, and other pertinent areas to adeptly tackle conflicts in their respective regions.
- **Strengthened capacity:** the program increased participants' abilities to peacefully address conflicts, empowering them to make meaningful contributions to conflict prevention, management, and resolution efforts.

These improved skills will contribute to the overarching goal of this training program, preventing and transforming conflicts, promoting sustainable peace, and inspiring WLCSOs to play an active role in constructing peaceful societies.

5. TRAINING EVALUATION

5.1 Discussion of the evaluation criteria used to assess participant progress

The evaluation criteria employed to gauge participant progress encompassed pre- and post-training assessments, feedback sessions, and observation. The pre-training evaluation primarily focused on participants' expectations and their proficiency levels in understanding, knowledge, skills, and abilities pertinent to the training course. Meanwhile, the post-training evaluation aimed to evaluate the training program's methodology, learning effectiveness, and skill development.

As a post-training evaluation activity, participants from Women-led CSOs utilized conflict analysis tools acquired during Module-1 training to assess conflict dynamics in targeted areas. Subsequently, they developed conflict resolution roadmaps for each location, drawing upon skills and tools learned from Module-2 on mediation, conflict resolution, and peacebuilding. Link for Solutions Consultants, along with the Project Technical Unit (composed by Acted and SADO project managers) provided technical assistance by reviewing and enhancing the WLCSOs' conflict analysis and resolution strategies, ensuring their effectiveness.

5.2 Summary of the evaluation methods employed (e.g., assessments, surveys, feedback sessions)

A set of evaluation criteria was utilized to assess participant progress and gather feedback on the extent to which the training achieved its intended outcomes. These criteria included pre- and post-training evaluation questionnaires/forms, as well as post-training evaluation activities.

The pre-training evaluation process aimed to ascertain the target participants' levels of knowledge, skills, and abilities relevant to the training course or modules. Conversely, the post-training evaluation enabled us to identify the program's positive impact and determine whether participants had increased their knowledge and skills.

Additionally, the following methods were employed to evaluate participants' progress:

- Participant feedback: This involved group discussions, experience sharing, and the use of open-ended questions.
- Observation.

Results from the pre/post tests conducted with Jubaland participants included:

Evaluation Criteria	Results
Participants with improved scores from the pre-test to the post-test	95% of participants
Expected benefit of the training according to participants	Pre-test: 60% said very beneficial Post-test: 100% said very beneficial
Participants say that training met their expectations	100% said yes
Participants say they learned something new from the training	100% said yes
Participant's rating of the training quality	100% said very good
Participant's rating of the trainer's performance quality	100% said very good

6. TRAINING OUTCOMES

6.1 Overview of the achievements and successes of the training program

Overall, the training program successfully achieved all its learning objectives and outcomes, with additional achievements and successes noted by training facilitators through reflections and observations:

- **Active participation:** participants across target districts actively engaged with training materials and exercises, demonstrating a strong commitment to acquiring new skills and knowledge.
- **Customized materials:** training materials, including handouts and presentations, were tailored to meet trainees' needs and literacy levels by translating them into Somali. This ensured content accessibility and comprehension.
- **Strategic perspective:** emphasis extended beyond knowledge and skill acquisition, focusing on the long-term impact of peacebuilding and conflict management and resolution on communities.
- **Practical Learning:** Incorporating practical groupwork exercises and case studies enabled participants to apply peacebuilding and conflict resolution techniques effectively.
- **Eagerness to learn:** women-led CSOs demonstrated genuine enthusiasm for learning and skill development in peacebuilding and conflict resolution, recognizing their pivotal roles in community peace promotion.

Furthermore, their active engagement and insightful contributions throughout workshops underscored their commitment to peace initiatives. Diverse participant backgrounds enriched discussions, fostering vibrant learning environments. Moreover, women-led CSOs exhibited remarkable capacity to absorb and apply training concepts.

6.2 Identification of any challenges or obstacles encountered during the training.

Overall, the delivery of the training program for all target CSOs in the designated districts was successful. However, several challenges and obstacles were encountered:

1. **Duration:** the extensive 15-day duration of the training program, spanning three consecutive weeks, posed challenges for WLCSO trainees in balancing official duties and private businesses. A potential solution could be holding shorter sessions across a longer period.
2. **Language Barrier:** the training modules, initially prepared in English for accessibility to all partners and donors (if required), had to be translated into Somali for delivery to participants. The consultant faced challenges due to resource constraints in finance and linguistically skilled human resources but managed to complete the work.
3. **Accessibility:** in Garbaharey district, political air transport blockades made the area inaccessible, necessitating the identification and selection of local facilitators, as LINSOL facilitators couldn't

enter. While this proved time-consuming and costly, it allowed for a timely provision of the training.

4. **Natural disasters:** El-Nino floods disrupted access to Dhobley district, hampering workshop delivery.

6.3 Discussion of any lessons learned and recommendations for future improvements.

Some of the lessons learned and recommendations for future improvements include:

- **Ongoing support:** continued mentorship and support are vital for sustaining peacebuilding efforts, addressing challenges like resource constraints.
- **Follow-up workshops:** consider organizing follow-up sessions to reinforce gained knowledge and skills, providing a platform for progress sharing.
- **Resource mobilization:** assist CSOs in accessing resources through grants or partnerships, offering capacity building in resource mobilization.
- **Expand Training:** conduct similar sessions for other local CSOs, including youth groups and religious leaders, to bolster peacebuilding and advocacy efforts.
- **Inclusivity:** ensure diverse representation in future training and peacebuilding activities.
- **Interactive methods:** utilize interactive sessions and role-playing exercises for practical skill building.

Continued support for women's participation in peacebuilding training is crucial for fostering inclusive and resilient peacebuilding efforts in Jubaland State.

7. PARTICIPANT FEEDBACK

7.1 Summary of participant feedback and reactions to the training program

In general, participants agreed that while all training topics were useful and interesting, the most engaging ones were peacebuilding and conflict resolution, trauma healing, advocacy, Alternative Dispute Resolution (ADR), and mediation. According to them, the training modules were delivered exceptionally well, and they gained valuable insights from the program. Here are some quotes from the participants:

- 'All the training topics were interesting; the content was exceptionally well-structured, addressing key aspects of peacebuilding with depth and clarity.'
- 'It was enriching and transformative; the program structure was well thought-out, providing a balanced mix of theoretical knowledge, group work, and interactive sessions.'
- 'It equipped us with valuable skills to contribute meaningfully to peace efforts, which are essential in our day-to-day life in peacebuilding activities.'

- 'The presentations were top-notch and utilized various methodologies including PowerPoint presentations, group work, and interactive simulations.'
- 'The trainers from LINSOL brought real-world experiences, making the sessions engaging and relevant.'

7.2 Analysis of any common themes or suggestions provided by the participants

- Continuation of training and skills development in Trauma Healing, Mediation, Peacebuilding. and conflict resolution.
- Expand the range of trainees to include other civil society organizations from other parts of Jubaland state or beyond in order to share ideas and experience and make a joint training.
- Create a mentorship program that pairs participant with experienced peace builders or trainers. This mentorship can extend beyond the training period, offering ongoing support and guidance in real-world peace building projects.
- Offer specialized workshop on emerging issues or specific challenges in the field of peace building. This allows the participants to delve deeper into areas of work.
- The participants suggested that they need to be helped to work on what they have learned in this training program.

8. CONCLUSION

8.1 Final thoughts on the effectiveness and impact of the training

The peacebuilding and conflict management training program was a significant success. The women-led CSOs demonstrated a strong commitment to promoting peace and resolving conflicts in their communities. The contextual relevance of the training materials and the emphasis on practical skills provided a strong foundation for ongoing and future peacebuilding efforts in the target districts of Jubaland State, Somalia.

Moreover, the training program equipped participants with the necessary skills to mediate for peace in their communities and beyond. Throughout the training, participants engaged in activities that enhanced their understanding of conflict dynamics, mediation techniques, and negotiation skills. They gained insights into the root causes of conflicts and explored inclusive approaches to peacebuilding.

These women are not only eager to learn but also possess a wealth of local knowledge that can be harnessed to bring about positive change in their communities. Ongoing support and inclusivity are essential for the success of peacebuilding efforts in the region.

Finally, the conclusion of the workshop provided an opportunity for participants to reflect on their personal growth and the impact they can have on the areas they live in.