



Final Evaluation Report Jordan Youth Vision – 2030

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Implementer: Crisis Simulation for Peace e.V. (CRISP), Center for Development Services (CDS) and Motivators for Training (MOTIVE)

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INTRODUCTION AND BACKGROUND

This document is a final evaluation report on the “Jordan Youth Vision – 2030” Project implemented jointly by Crisis Simulation for Peace e.V. (CRISP), Center for Development Services (CDS) and Motivators for Training (MOTIVE) in Jordan.

The “Jordan Youth Vision – 2030” project aimed to enable Jordanian youth to demonstrate an enhanced sense of commitment towards local development through social engagement within and beyond their communities. The project also aimed to enhance the beneficiaries’ control over decisions and actions and increase their knowledge regarding active citizenship through capacity building workshops, help them identify their own resources and support networks as well as create their own youth network through a set platform using simulation games that are designed to closely simulate real world activities.

With 35.8% of the population below age 15, and youth (aged 12-30) accounting for more than one-third of the population, Jordan is a youthful country and will remain so in the years to come. The Kingdom of Jordan acknowledges the importance of young Jordanian men and women in driving social and economic development, as it works towards the National Youth Strategy 2018-2025. However, efforts to enable effective participation of youth in developing and implementing national strategies and policies, and enhancing their access to relevant information and resources remains largely fragmented and uncoordinated.

At the same time, the generation of younger activists in Jordan is moving away from traditional models of civil society towards social enterprise for local development. New, local grassroots civil society organizations have emerged as not-for-profit companies, generating revenues through small-scale social enterprise, rather than relying on financing from government bodies or foreign donors. The new initiatives take a more bottom-up approach to engaging with and mobilizing civil society. They view communities as assets and potential sources of cooperation, rather than as objects of centrally determined solutions derived from Western practices. Such enterprises are working with local communities to address a range of issues from preserving and sharing cultural heritage, education, tackling food waste, eco-tourism, sports, and innovative ICT initiatives.

The project utilized an interactive engagement approach whereby it engaged central actors of the Jordanian society to be part of the change in its fabric; where to some extent representatives from different sectors are involved, namely the media, public sector, private sector, and civil society actors. The project adopted a bottom-up cross-sectoral approach as that a top-down development approach does not represent the ideas and demands of the masses (youth and civil society) and the use of bottom-up cross-sectoral and participatory approaches contributed to channeling ideas, beliefs and needs from the community level to official decision-makers. This project sought to build strong coalitions of actors from different sectors across four Jordanian governorates¹ (Amman, Irbid, Ajloun, and Al-Zarqa). The project hopes that this will eventually

¹ The project started in three governorates then expanded in four.

contribute to the main outcomes of the project; which are mainly the successful implementation and sustainability of the proposed initiatives. That way, the central actors currently existing in Jordan are directly, but also indirectly addressed.

Furthermore, an active citizenship – which was promoted by this project – will also contribute towards sustainable change among the key actors (trainers/facilitators/participants/CSOs) and therefore influence the central actors and decision-makers. The more citizenry is taking over responsibilities and demand support and action from the various sectors and actors, the less these sectors will be able to stay passive.

To achieve this, the project conducted a series of workshops to equip the targeted forty-five (45) participants with the knowledge and the skills needed for them to be able to implement simulation games that will support the development of a vision for the Jordanian youth in 2030.

In addition to the creation and implementation of the simulation game, the project also sought to create a vision for the Jordanian youth to achieve by 2030. The participants, with the help of the implementing partners developed three visions, one for each theme of the project: participation, education and employment.

About the evaluation assignment

The evaluator was assigned by CDS to conduct a final evaluation for project. The final evaluation aimed to:

- Assess the project design in the current context, the status of implementation, the extent to which objectives have been achieved against the Log Frame and verifiable indicators;
- Identify potential lessons learned as well as recommendations for future projects in Jordan and how to maintain the sustainability of the project as well as achieve the goals of the vision that was developed;
- Highlight how the project's specific objectives and results have been achieved, namely the development and implementation of the simulation game the creation of the visions as well as revise all the goals for each objective and results using Development Assistance Criteria (DAC). The latter is an evaluation method developed by the Organization for Economic Co-operation and Development (OECD). The DAC has been widely adopted in international development because it assists evaluations in understanding the to which extent development interventions respond to the needs of the beneficiaries and communities with which interventions seek to bring about positive impact.

EVALUATION METHODOLOGY

A. Methodology

The principles that guided the approach to this evaluation assignment entailed creating a set of robust evidence on results achieved against those planned for the entire project implementation. The evaluator conducted a desk review of the relevant project documents - project proposal, workshop reports, daily evaluation sheets and workshop evaluation and attendance sheets. The aim of this final evaluation assignment is to assess the relevance, effectiveness, efficiency, sustainability and impact of the project against the planned outputs, milestones, targets, assumptions and risks. By using the DAC framework, the following questions were the guiding principles of the evaluation:

DAC Criteria	Evaluation Questions
Relevance	<ul style="list-style-type: none"> - To what extent are the projects objectives, approach and activities in line with the needs and priorities of the Jordanian youth? - Is the projects design/strategy and the projects inputs defined appropriately to attain the expected outputs and outcomes?
Effectiveness	<ul style="list-style-type: none"> - To which extent were the planned expected results achieved? - To which extent did the participants benefit from the projects outcomes? - Were the risks and needs identified appropriately and were there appropriate measures taken to mitigate any issues that occurred throughout the project? - Which external factors were positively or negatively influencing the achievement of the projects outcomes? - To what extent have the partnerships and stakeholders' performances contributed to the projects outcomes? - Were there unintended effects (positive and/or negative) in the area directly attributable to the project or not?
Efficiency	<ul style="list-style-type: none"> - Was the level of inputs to the project appropriate compared to the outcomes/outputs? - How efficient are the adopted approaches and implementation modalities to achieve the intended results?
Impact	<ul style="list-style-type: none"> - Was there a direct impact from the projects outputs/outcomes on the target group? - Did the project achieve its intended impact? - Were there any indirect impacts following the completion of the project?
Sustainability	<ul style="list-style-type: none"> - What conditions of the projects sustainability were established intentionally or unintentionally by the project? - What measures can be taken to ensure the projects sustainability?

	- How can the outputs that were developed for the vision be achieved?
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The evaluation sought to identify lessons-learned for adjusting directions of future interventions.

B. Evaluation Technique

The evaluation relied mainly on a thorough study of the project’s workshop reports and protocol forms. Based on the desk review results, the evaluator designed four tools to be used in order to develop a comprehensive evaluation: an individual questionnaire, a group questionnaire, a semi-structured focus group discussion (FGD) and a measuring scale for the participants to rate the project outcomes. Additionally, individual interviews with a selection of the participants were conducted. Different methods were used for the evaluation in order to allow for the participants to have different outlets to provide their feedback and comments in relation to the project as a whole and their personal reflections. **Additional information regarding the four tools can be found in Annexes 1-4.**

The main objective of this evaluation was to review the activities conducted, in order to assess the participants’ understanding of the project, its goal, its effectiveness in the community, points of strength and weaknesses, learnt lessons, how relevant such workshops were to their communities’ needs and their suggestions for future actions.

C. Limitations

Due to the limited time and short span of the evaluation exercise, the evaluator could not conduct a large number of individual interviews with the participants in order to assess the extent to which they gained knowledge and acquired skills.

Another issue that should be put into consideration is the fact that group dynamics could have tampered with the participants’ overall reaction to the sessions. Issues like peer-pressure whereby some hesitated to express their thoughts, especially when their thoughts opposed the views of other participants.

However, the responses and feedback obtained from the informants during the FGDs and interviews compensated both in depth and reliability, thus providing adequate data to formulate a comprehensive overview of the project and its effectiveness and impact at the outcome and output levels.

EVALUATION FINDINGS

This section will present the key findings of the final evaluation in accordance with the DAC criteria. The findings will attempt to answer specific evaluation questions considering factors such as the extent to which the findings provided are meaningful to the emanating learning process from the project.

According to the project proposal, this project aims to achieve following five core outcomes that cover the essence of the project and its relevance in developing the vision of the Jordanian youth:

- **Confidence and Knowledge Building:** Identifying common grounds among all participants and project stakeholders for peaceful co-existence, inclusion and tolerance and thus, maintaining the motivation for social change. In addition to building the capacity of youth in areas such as conflict resolution, conflict sensitive actions and initiatives cycle. This will ideally provide a fertile basis for any further efforts towards a more open environment for change, cohesive and pluralistic society, as well as contribute to the establishment of a more democratic decision-making on the community level.
- **Network-Building:** Providing a basis for actors of change to get to know each other, identify synergies and join forces, in order to mutually support their respective interests. The project will assist in facilitating and fostering mutual cooperation among actors of change from different sectors. This will result in a culture of peace, inclusion, tolerance and pluralism.
- **Cross-sectoral-best-practice-examples:** Initiating and fostering a cross-sectoral and development approach among actors and representatives from the different sectors.
- **Channels of Communication:** The project will enable Jordanian youth (including marginalized groups) to have an open and constructive exchange of ideas. By the end of the project, these youths will be equipped with the knowledge and skills to conduct further activities in the field of non-formal-education, in order to promote peaceful coexistence, inclusion, tolerance and pluralism through self-reflections and constructive dialogue in a risk-free environment. This will allow creating channels of communication among people from different backgrounds and CSOs from different areas and thus increase social cohesion in the different regions of Jordan. An increased mutual understanding is the base for any common action, and on a higher scale, a pre-condition for a pluralistic democratic political system.
- **Active Citizenship:** The project will promote Active Citizenship due to its hand-on approach of supporting local youth to acknowledge and learn that they can make a change in their own lives through themselves, and will introduce them to like-minded participants and actors from different sectors, to help them recognize their responsibilities for their own living conditions.

The project's relevance measures to what extent are the aforementioned expected outcomes were achieved so far and what the likelihood that they will be achieved at the end of the project is.

Overall, the participants evaluated believed that the five project objectives were met overall following the completion of the project. The following section summarizes the general findings related to each of the five outcomes following the completion of the project:

Confidence and knowledge building

In regards to confidence and knowledge building, participants noted that their participation in developing, implementing, and playing the simulation game "Ard El-Azm" increased their

knowledge and awareness of their community needs as well as the society as a whole which they can pass on to others within their community. With regards to the vision development, following the simulation game development, participants stated that they felt like they were able to “think outside of the box” and discussed the experience they took into the game vs. what they came out with which then provided them with guidance to create the vision.

Network building

For network building, the participants felt like they were given different perspectives from various actors of change from the guest speakers that presented at the workshops throughout the project. They felt like they were able to absorb the knowledge that was presented by the experts and build on it in developing the game and the vision. Furthermore, their partnerships with the youth centers during the game implementation created a sense of unity and mutual cooperation that was able to benefit their communities. In terms of the vision development, they noted that government cooperation and increased knowledge of their government’s plans enabled them to develop a more comprehensive and unified vision.

Cross-sectoral-best-practice-examples

For cross-sectoral-best-practice-examples, the participants rated this outcome as being highly achieved as they were able to attain different perspectives from various experts in the field which were provided by the guest speakers through their presentations and information dissemination, as well as the diverse educational backgrounds of the participants themselves. This in turn provided them with multiple perspectives when working on the project’s outputs.

Channels of communication

In regards to channels of communication, participants noted that being able to come together from different governorates to discuss different issues they face within their communities allowed for them to develop more comprehensive outputs in the project, the simulation game that was developed factored in all the different issues from the different governorates and the vision that was developed was inclusive and took all Jordanian youth into account from the participants perspective. The participants also noted that by networking with other like-minded youth during the workshops and trainings in the project, they were able to build on each other’s ideas and factor in multiple perspectives. Through this, they believe that they were able to reach their intended target group.

Active Citizenship

Lastly, in regards to active citizenship, all the participants felt a stronger sense of responsibility towards their communities. They noted that they were able to express themselves more following the end of the project. A participant explained that now, instead of discussing problems within their community, they start offering solutions. The participants

“A person is like a cube of sugar, if you put the cube in a glass of water, nothing will happen, but if you stir it, it will show its sweetness” – Male participant in FDG describing his analogy of the project’s impact on the participants.

believe that even though they are all from different walks of life, they have a common goal of improving their communities and the project has renewed this responsibility by providing them with all the necessary tools to become active leaders and to phase out the project outputs in their communities.

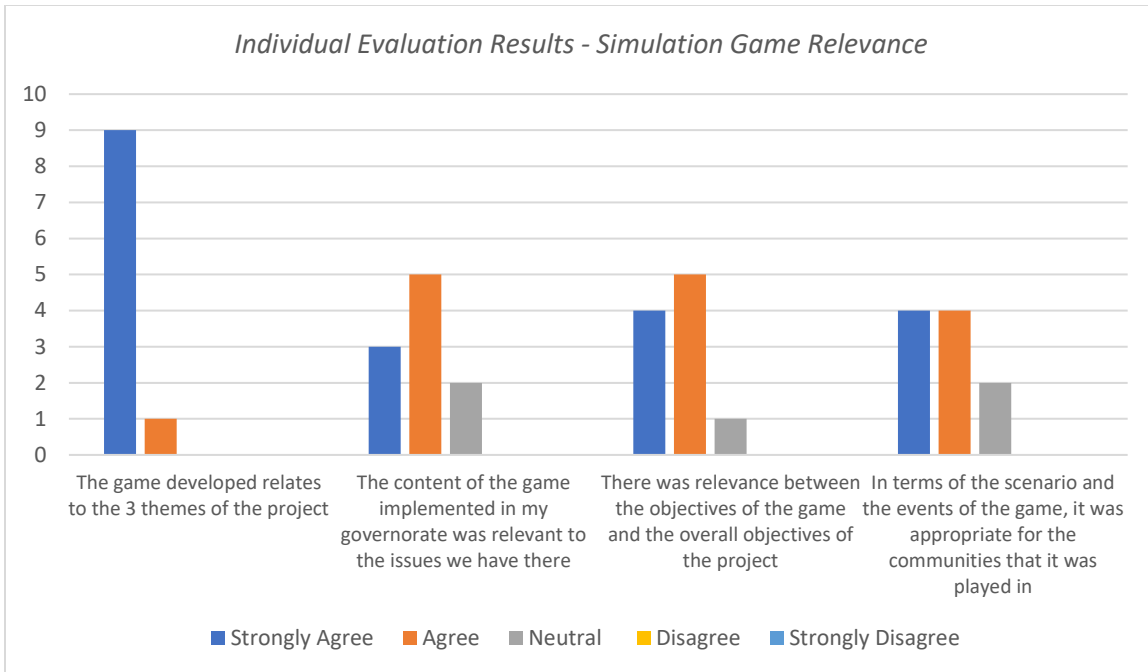
Relevance

The relevance of the project was assessed in regards to the outcomes that were achieved following the project's completion in relation to the three themes that came out of the game and were the core pillars for the development of the vision; education, employment and participation.

Simulation game

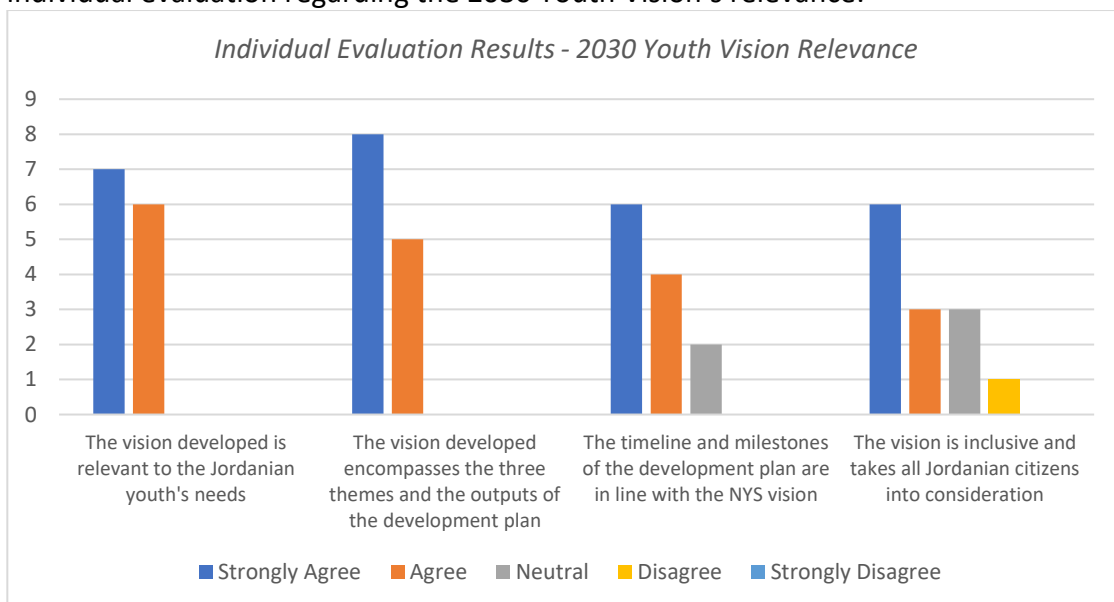
All the participants stated that the simulation game “Ard El-Azm” and the 2030 visions related to the main objectives of the project. This reveals that overall, the implementing partners ensured that the games relevance and effectiveness would be aligned with the needs communities while also meeting the objectives of the project. This was also confirmed by the participants who stated that the objectives of the game related to both the objectives of the project in addition to addressing the needs of their respective governorates. Furthermore, they stated that the content of the game as well as the challenges that it addressed was appropriate for the communities that it was played in. This was something that was emphasized by the participants as they all believed that their role in developing the game ensured its relevancy to the intended target group. Furthermore, they also noted that each governorate had specific problems which the game was able to address. Additionally, in relation to the five project outcomes (confidence and knowledge building, network-building, cross-sectoral-best-practice-examples, channels of communication and active citizenship), the participants noted that those who played the game in their governorates had benefitted by becoming more aware of persuasion, voting, networking, and prioritizing. Additionally, they felt like they now have a means of expressing their opinions and learning from others in an innovative and fun way. The following charts illustrate a number of the participants answers from the individual evaluation regarding the simulation game's relevance:

“The youth now have a new voice; it is through a game they can play which will allow them to express how they feel. This our biggest accomplishment” – Female participant in the FGD



2030 Youth Vision

Regarding the vision, all the participants believe that the vision they developed is inclusive and relevant to the Jordanian youth’s development needs. They believe that this was possible as they were a diverse group with different perspectives and ideas, in addition to the support they received from the implementing partners of the project and the expert guest speakers that were able to provide them with the necessary knowledge to help them in developing the visions. Furthermore, in regard to its relevance, the participants were content with the outcome of the visions as they believed they aligned with both the projects goals in addition to the NYS vision that was developed. The following charts illustrate a number of the participants answers from the individual evaluation regarding the 2030 Youth Vision’s relevance:



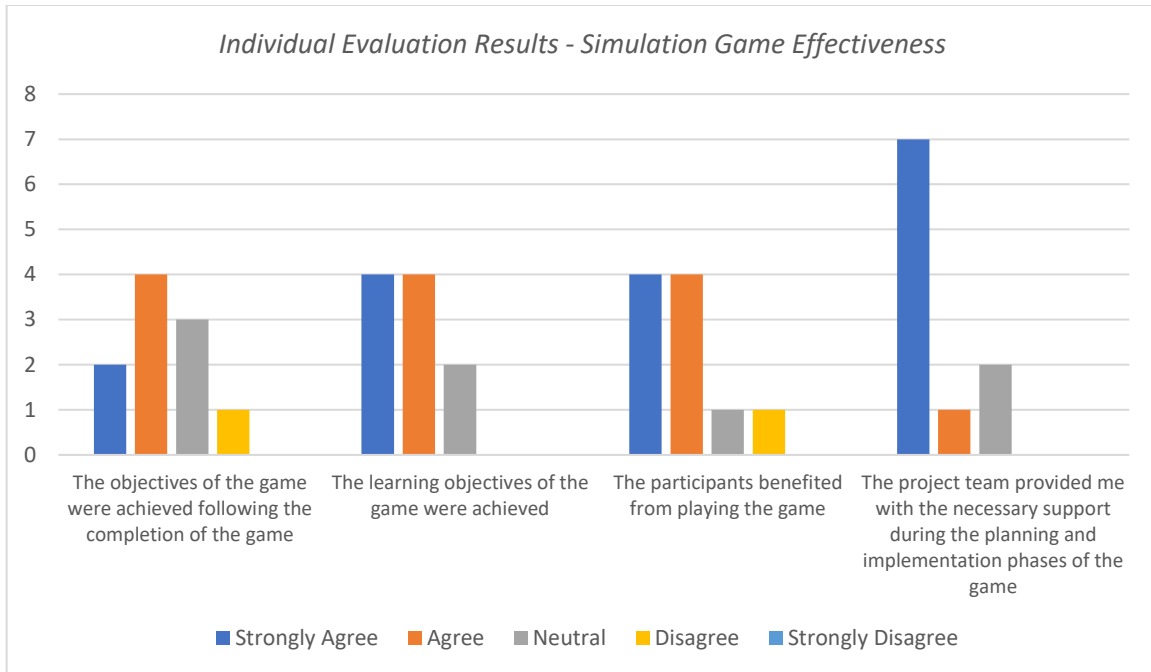
One concern that was raised in regards to the development process of both the simulation game and the vision by many participants was that there was no inclusion of persons with disabilities. The participants noted that although persons with disabilities were taken into account in regards to what the participants believed could be beneficial for them and that they still believed that the game and the vision were inclusive, they believed that they had no accurate representation from them in regards to things that only persons with disabilities would be aware of. Furthermore, they also noted that in future projects, they would like to include non-Jordanian youth residing in Jordan as well and not just focus on things exclusive to Jordanian youth only.

Effectiveness

The effectiveness section of the evaluation mainly sought to assess to which extent the planned expected results were achieved and the extent to which the participants and the stakeholders benefited from the project. During the midterm evaluation, there was not sufficient evidence to evaluate the implementation of the game in the governorates as the participants had not conducted them yet. As such, one of the main focuses of this evaluation was to assess how effective the projects outputs were in relation to the project's goals and the participants feedback.

Simulation game

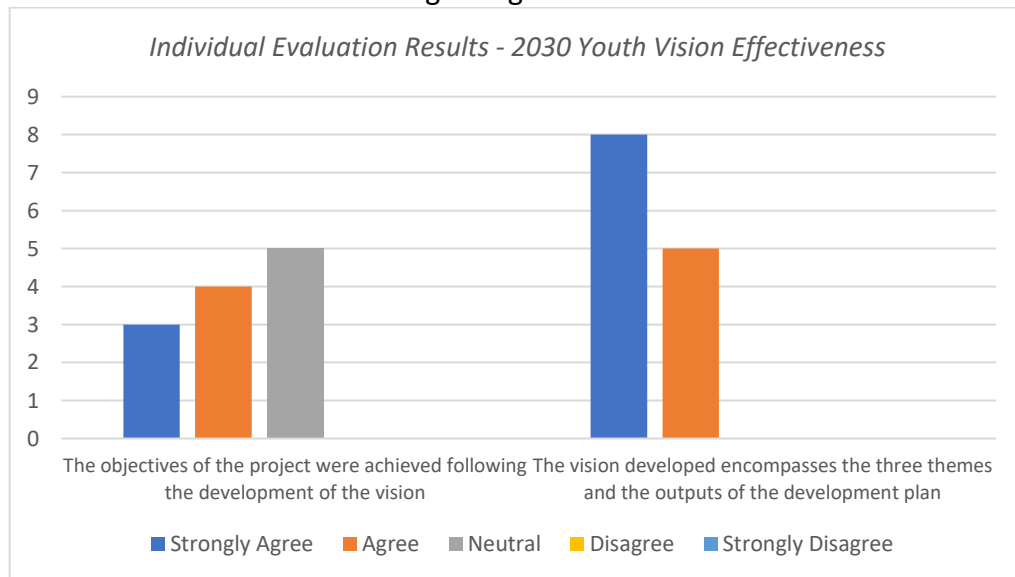
Over all, most of the participants agreed that there was consistency between the outcomes of the game and the intended impact it had on the target community following its completion. The game implementation report confirmed this as the evaluations following the completion of the game noted that the participants highly accepted the idea and the goal of the simulation game. They mentioned that this was a result of the community needs assessment that was conducted in their governorate prior to the development and implementation of the game. They also praised that the project team was able to provide them with the necessary support during the planning and implementation of the game which enabled them to meet the objectives of the game following its completion. In terms of the youth who played the game, the findings reveal that they had benefited from playing the game as the learning objectives were met following the game's completion. The findings revealed that there was a high number of females participating and interacting during the simulation game and workshop. This reflects that the atmosphere and the design of the game was inclusive. Furthermore, the participants noted that those who completed the game were positively impacted and felt like they had increased their knowledge and awareness of their community needs. Additionally, the project team was successful in achieving the milestones and outcomes that were listed in the projects log frame with only a few logistical challenges. The following charts illustrate a number of the participants answers from the individual evaluation regarding the simulation game's effectiveness:



2030 Youth Vision

Regarding the vision development, all the participants commended that project team in providing them with the necessary support to develop the vision. Following the completion of the vision, the participants felt like they had developed a comprehensive vision that met their needs as Jordanian youth and the project’s needs (the three project themes: education, employment and participation). The following charts illustrate a number of the participants answers from the individual evaluation regarding the 2030 Youth Vision’s effectiveness:

“When we finished creating the vision, we felt like we created something that was going to impact our lives” –participant in the group evaluation

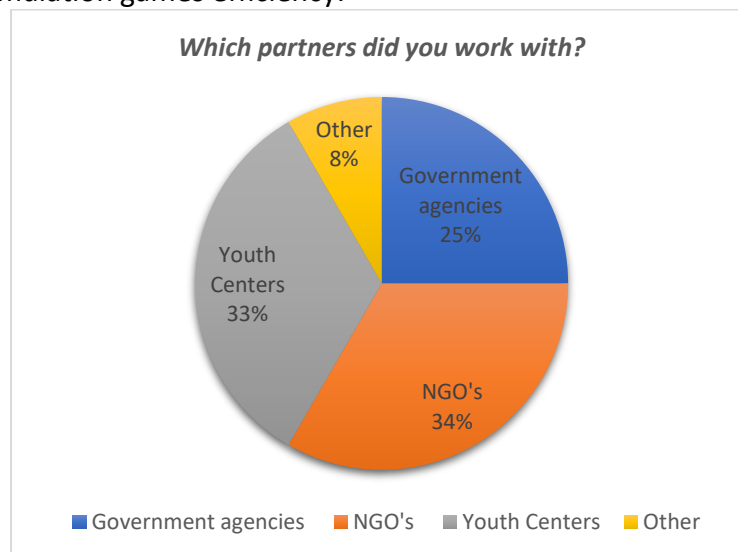


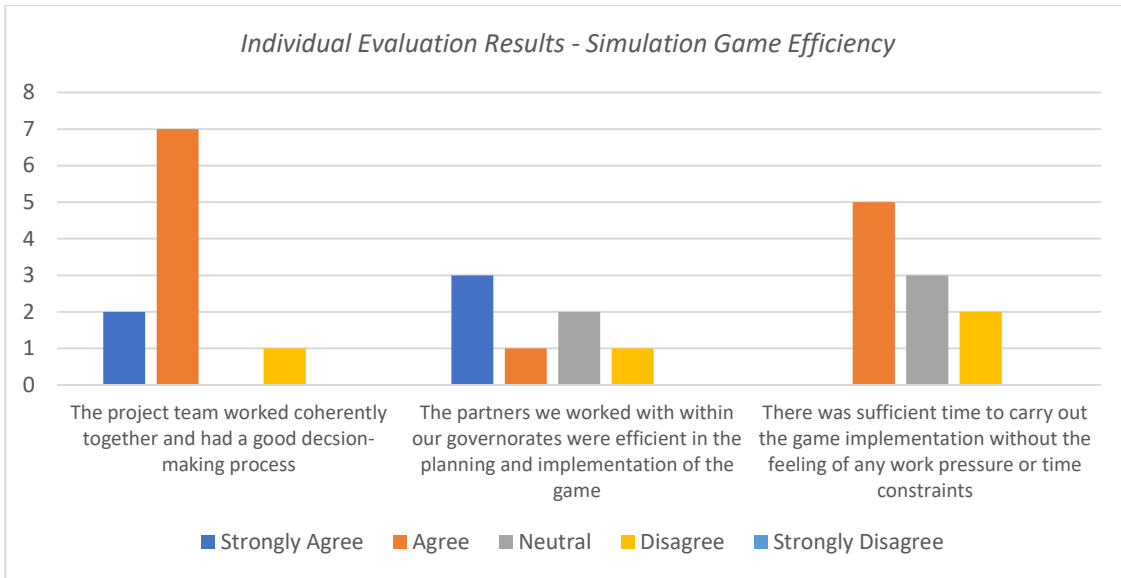
Efficiency

The project's level of efficiency was assessed by reviewing the level of inputs to the project compared to the outcomes produced in addition to how efficient the adopted approaches and implementation modalities were to achieve the intended results. At the implementation level, the project was co-managed by CRISP, CDS and Motive. Cooperation and division of labor/tasks was efficient between the teams of the three partnering organizations. CDS in cooperation with CRISP, were responsible for the conceptualization including the development of the training materials and all financial responsibilities of the project. MOTIVE conducted the local outreach, selection of beneficiaries, and all logistical aspects related to the running of the activities and workshops. Through its vast network of active youth across Jordan, MOTIVE handled the dissemination of announcements for the project; selected the partner CSOs, private and public sectors through a thorough selection process; and conducted the final selection upon consultation with CDS team. This division of tasks was evident in the interim report that was submitted where there were detailed divisions of tasks and accountability by each implementing partner which resulted in all of the project activities being implemented in an efficient manner.

Simulation game

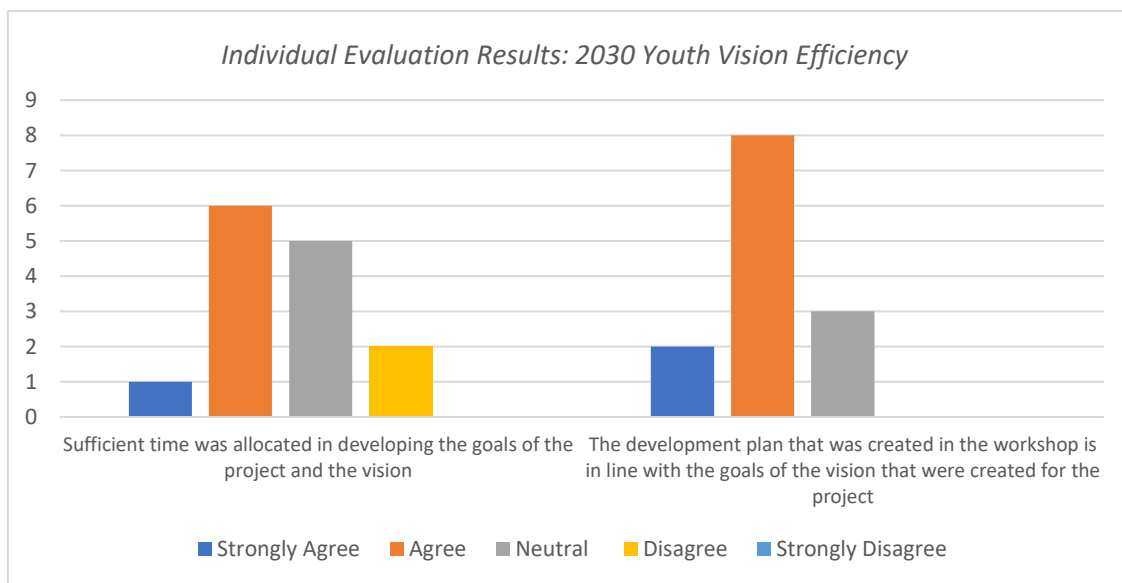
In regards to the project team, the assessment reveals that they were able to coherently work together and had a good decision-making process in place. As so, this enabled for the project team to efficiently collaborate with key actors in diverse sectors (civil society, media, public sector, and private sector). This positively impacted the participants as they were able to engage with a wider array of experts when working on the development of the game. They also mentioned collaboration with government agencies, NGOs and youth centers within their governorates which increased their efficiency during the planning and implementation of the simulation game. This point is considered a milestone for the project as project documents prior to the game implementation noted that one of the challenges participants were facing was lack of partnership and networking opportunities among stakeholders from different sectors. The following charts illustrate a number of the participants answers from the individual evaluation regarding the simulation games efficiency:





2030 Youth Vision

For the vision development, the participants noted that even though the workshop was very intense and required immense effort, they had enough time to complete the vision. They noted that the wide range of tools provided by the project team such as the informative workshops about the vision themes (education, employment and participation) and the guest speakers allowed for them to create a development plan that was in line with the goals of the vision. Reports also indicated that the organizational structure and the trainers to have been extremely helpful, well-read and knowledgeable. The following charts illustrate a number of the participants answers from the individual evaluation regarding the 2030 Youth Vision’s efficiency:



Impact

It was possible to assess the impact of the project in this evaluation as the game implementation and vision development were completed. This section sought to assess if there was a direct impact from the project's outcomes on the target group, if the project achieved its intended impact and if there were any indirect impacts following the completion of the project.

With regards to the game implementation, the evaluator was able to utilize participants feedback in addition to project reports to assess the projects impact overall. For the vision development, it was difficult for the evaluator to gather information regarding its impact on the community and the participants as its purpose is to be a long-term plan for the Jordanian youth to achieve in the upcoming years. However, what could be assessed was the participants opinions on what impact the vision may have in the future if it is implemented properly.

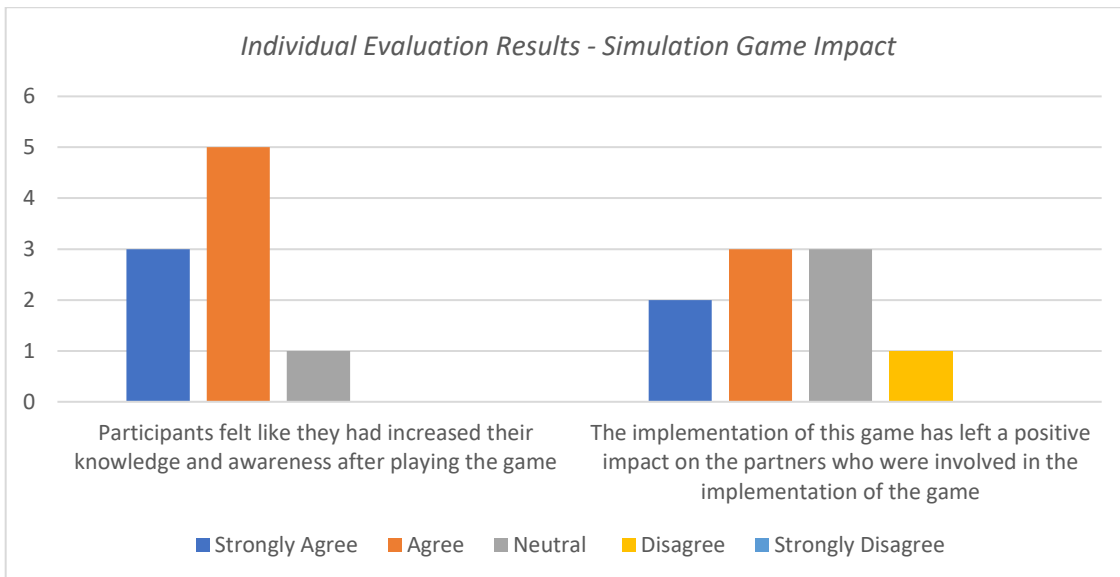
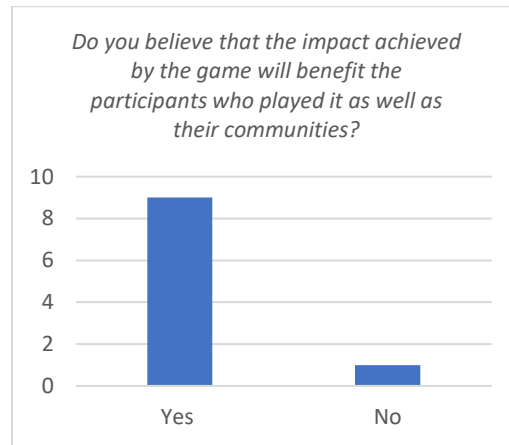
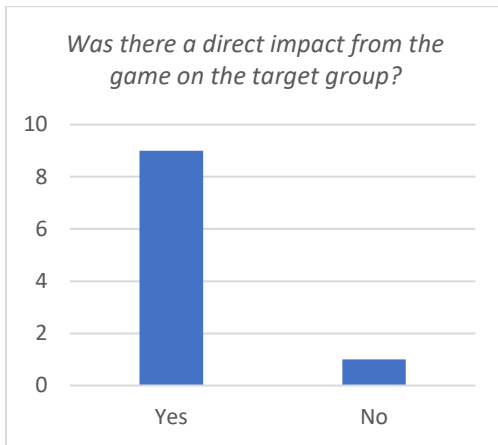
Simulation game

Regarding the simulation game, participants stated that they believed that the impact achieved by the game (i.e. confidence and knowledge building, increased networks, open channels of communication and active citizenship) would benefit the participants as well as their communities. One participant noted that following the evaluation that takes place after the completion of the simulation game, there was more knowledge and awareness among the participants and they all had the desire to share what they had learnt and promote the simulation game. This reveals that the game was able to positively impact both the intended target groups as well as their communities as the youth felt more confident and knowledgeable to take on more active roles within their communities and to promote change. The participants also noted that this impact was achieved because the content of the game related to the daily problems their people face and was like the reality they lived in.

“The game covered most of the problems that communities face. It was able to create a comprehensive and important model of the current situation that we live in and enable for participants to find a way to co-exist with one another by solving challenges. It provided them with a means to increase their confidence and level of awareness in a fun way” – Anonymous response from the individual evaluation

Furthermore, the data gathered reveals that there was a direct impact from the game on the target group such as increased motivation for social change, mutual cooperation with the partners as well as increased channels of communication amongst people from different backgrounds. One participant noted that the game led to increased communication amongst each other and enabled them to learn the realities of people from different cultural and intellectual backgrounds. Lastly, the feedback given by the participants showed that they were optimistic that the knowledge and awareness that was gained by those who played the game will have a positive impact on the community around them in the future. One participant said that this will be due to the greater knowledge that they have attained that will help them solve problems or challenges in effective and strategic manners. Another participant said that the channels of communication that have been provided to them will enable them to start personal initiatives or forge partnerships to help in solving community problems and to promote for

greater change. The following charts illustrate a number of the participants answers from the individual evaluation regarding the simulation game’s impact:

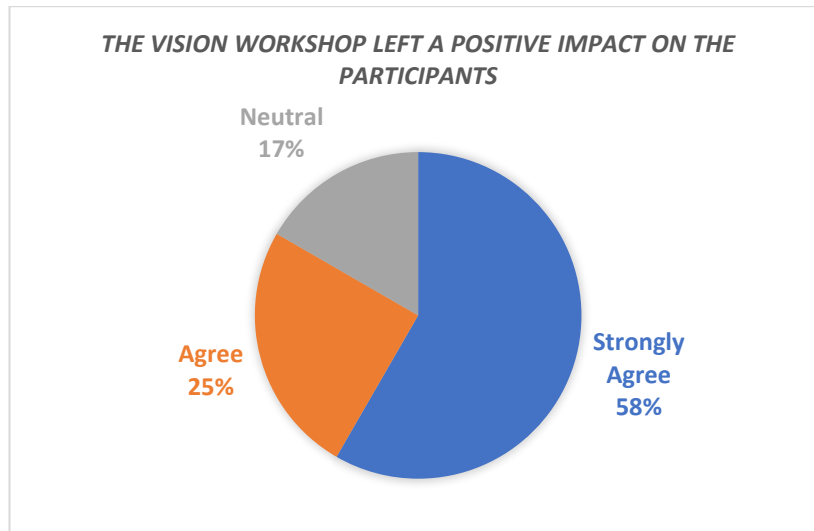


2030 Youth Vision

As previously mentioned, the impact of the vision development was difficult to carry out as there is no way to measure the impact level it had on the target group as there was no implementation or activity that was carried out following the development of the vision itself. However, the development of the vision itself left a positive impact on the participants as it provided them with a clear and attainable plan that can one day impact them and their communities. The participants were very optimistic of the goals set in the vision. One participant stated that by setting a national vision for the Jordanian youth, there is now a sense of unity and

“The 2030 vision is a beautiful thing that creates a sense of belonging and national pride for us. It makes us feel like we have a role to play for the future” – Anonymous response from the individual evaluation

ownership amongst them all. The following chart illustrates the participants answers from the individual evaluation regarding the 2030 Youth Vision’s impact:

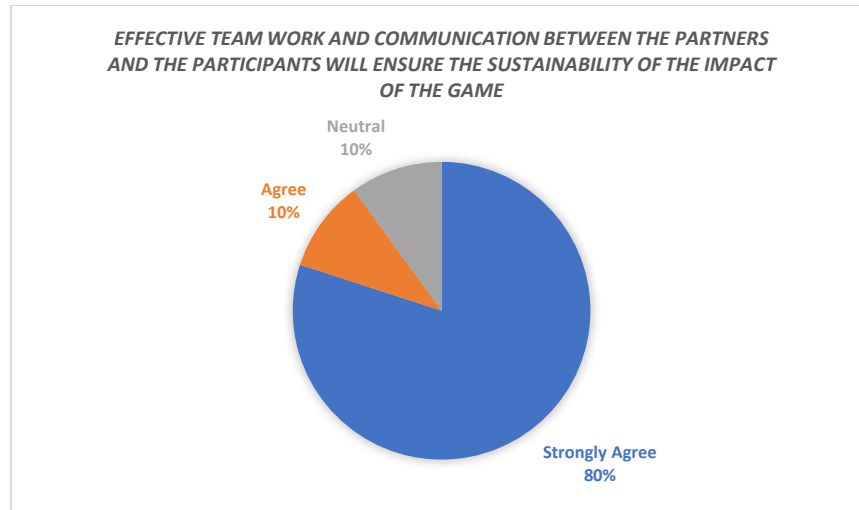


Sustainability

The sustainability of the project was evaluated through assessing the conditions that were established throughout the project and the measures that were/can be taken by the project team to ensure sustainability. Overall, the project achieved optimal conditions for sustainability as a result of its multi-stakeholder approach, participatory approach, and innovative methodologies that were mentioned in the project proposal. The sustainability of the impact can be ensured by the participants who have expressed taking leading roles in their communities and by their ownership of the Jordan 2030 Youth Vision they developed. It can be inferred that there is a high probability that the participants of the workshop will replicate this game and disseminate it across their communities and other governorates in the future. At the project management level, CRISP, CDS and MOTIVE have developed a harmonized collaboration method through which they are able to work to support each other and meet the needs of the participants and the project.

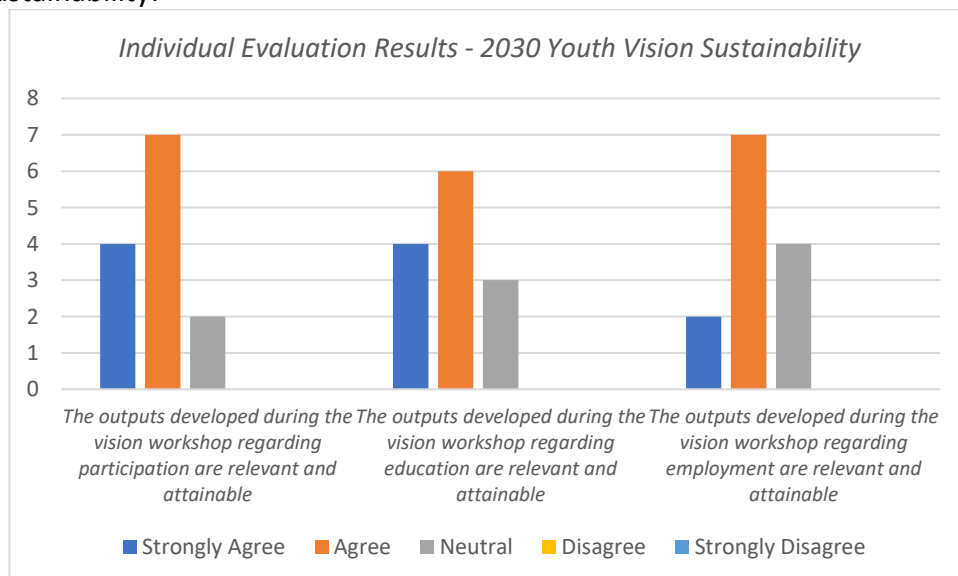
Simulation game

Regarding the simulation game, the evaluation revealed that the participants strongly believe that effective teamwork and communication between the implementing partners and the participants will ensure the sustainability of the impact of the game. As such, participants suggested that the simulation game needs to be disseminated across a wider audience in order for there to be a larger impact across more communities and thus, communication and guidance from the implementing partners will be crucial. The following chart illustrates the participants answers from the individual evaluation regarding the simulation game’s sustainability:



2030 Youth Vision

In respect to the vision, all the participants stated that all the outputs developed for the vision regarding the three project themes (education, employment and participation) are attainable and can be achieved through the development plan they created. The development plan itself provides a roadmap for the participants to follow in order to achieve the vision. However, the achievement of the set goals will require assistance from the multiple stakeholders that were involved throughout of the project. One participant stated that a concern they had was the extent of how much the vision goals would be met if there is little to no support from the stakeholders, namely the government. In addition to this support, the participants also voiced that more workshops and trainings will be required to continue to build their capacity and to enable them to establish change and to mobilize a greater number of motivated youths. Trainings such as training on advocacy campaigns, strategic planning, empowerment and the implementation of community-based initiatives were recommended by them. The following charts illustrate a number of the participants answers from the individual evaluation regarding the 2030 Youth Vision’s sustainability:



LESSONS LEARNT

The main findings of the evaluation report conclude that the project was successful in achieving all of the project's milestones and outcomes.

Achievements

The process of the development of the simulation game was efficient and the results show that the participants felt like they were provided with ample support and guidance from the project team throughout the entire process. The simulation game itself has proven to be an effective and innovative method of transferring important knowledge, skills and attitudes about active citizenship and enhancing the role of youth in their societies through an interactive form of non-formal education. All the participants felt that the context of the game addressed their community needs and problems. Furthermore, following the trainings they received during the project, the participants believe that they have been equipped with the adequate skills and knowledge to become leaders in their communities. However, they still believe that there is room for improving and developing their skills in the future.

In regards to the vision that was developed for the Jordanian youth, the participants noted that they were extremely satisfied with the outcome of the visions that were developed. In terms of the tools that were provided to them to assist them in developing the vision, the participants continuously mentioned how beneficial the guest speakers were in providing them with supplementary information to guide them in the writing process. This highlights the success of the implementing partners in providing the participants with the necessary tools to take lead and ownership in their part of the project.

Challenges

Overall, a minor challenge that was echoed by the participants in the project was the lack of time they had in regards to implementing the game as well as developing the vision. Participants felt like they were pressed on time and had to exert additional effort in order to meet the deadlines that were set.

Another challenge that was noted was cooperation with the government, many of the participants believe that achieving the goals of the vision would only be possible if the government takes a role in helping them.

Strengths

The strengths of the project can be seen in its overall ability to allow for the Jordanian youth to take leading roles in developing their future. The project provided them with an innovative and different experience to create a vision for how they believe their future should look like which is something that is usually done by older decision makers.

Weaknesses

A weakness that has been evident in the project and which has also been voiced by participants is the lack of representation from persons with disabilities in the development of the project. As the project aimed to be inclusive for all Jordanian youth, it succeeded in including women, men and diversity from the governorates. However, excluding persons with disabilities was something that many of the participants were unhappy with and hoped to change in future projects.

RECCOMENDATIONS

Overall, there was extreme satisfaction from participants following the completion of the project. The techniques, the trainers and the discussions were effective and transparent. Participants felt empowered following the workshops and this was reflected in the implementation of the simulation game and the vision development. The following list includes recommendations for future projects factoring in the suggestions made by the final evaluation participants:

- Persons with disabilities should be taken into account and be included in all the phases of the project (designing, implementation, and participation) in the game and vision development.
- Inclusion of other groups in the Jordanian society, such as Syrian refugees.
- Although there was significant communication with the stakeholders during the project, this will need to continue in order to ensure the sustainability of the project.
- The training and working sessions require more time and needs to provide more flexibility for any challenges/ changes in the schedule without putting pressure on the participants.
- More trainings for the participants of the project to improve their skills and empower them to take on greater roles and responsibilities in their communities (i.e. trainings on advocacy campaigns, ToT's to transfer knowledge to others, communication skills and presentation skills)
- Greater participation and cooperation with the government and relevant stakeholders to ensure the sustainability of the project and the attainment of the vision.

TESTIMONIES

Karam Daoud

Karam is a newly graduated civil engineer from Jordan University of Science and Technology. Following his graduation, like many Jordanian youth, Karam struggled to find a decent job in his field, facing numerous obstacles. Countless friends and family confirmed the reality he was soon starting to believe – that there was no hope for him to ever work. Soon, the negativity from those closest to him and the endless rejections from all the jobs he applied to left him with the feeling of a black cloud reigning over him.



Until one day, Karam heard of the Simulation Youth Vision project and was instantly pulled in by the project's name. He felt like it was a good idea to immerse himself into something different compared to what he had been seeing since he had graduated. He felt that if he participated, he would be able to voice his opinion and share what he knows with others. After he participated in two workshops on "Simulation Games" and "Jordan Youth Vision", he felt a renewed sense of hope for himself and for those struggling like him. To him, working on the subject of unemployment and how to solve it was in itself considered employment. Following the workshops, Karam began to solve problems he faced from a different perspective of his own, he broke out of the constraints he felt he was tied down to and began to think outside of the box and found a role and a purpose for himself.

When Karam was informed that he was accepted into the next stage of the project, he felt like that it was a turning point in his life. He believed that the impact the project had on his life could be symbolized by placing a cube of sugar in a glass of water; "a person is like a cube of sugar, if you put the cube in a glass of water, nothing will happen, but if you stir it, it will show it's sweetness." For him, the project gave him the push he needed to bring out his greatest capabilities. For him, this is what active citizenship is; bringing out the best of what people have.

Karam explained that the success of this project was how it brought out the best in people – that before the project, none of them ever thought of being creative or innovative. But when they were given the right tools and the right environment, they felt safe and were able to flourish, this was something he never believed he was capable of.

"I would like to tell each person that wants to change or spread positivity, but is restricted by frustration...you can do anything, just start and disregard the negativity." –Karam Daoud

Today, he holds his head high, glistening with optimism for his future and the future of the Jordanian youth following the successful implementation of the simulation game and the creation of the Jordanian Youth Vision.

Maryam Odat

Maryam's presence in the project was accidental, she was trying to explain to her friend how to register through the link and unintentionally sent out an application for herself. It was destined that Maryam would get accepted and continue in the project's journey until the day of the closing ceremony. During this journey, she learned a great deal on a personal and professional level and many things about her personality and ideologies changed. Maryam believed that one of the most important and difficult things was changing one's perspective, this is where the simulation game impacted her. She felt that the most rewarding thing about the game was seeing it have an influence on others as well, as it allowed them all to change the way they think and become more aware of the realities they all live in and thus altered the course of their lives.



This project enlightened Maryam in numerous ways. She was able to find her weaknesses and understand herself to a greater extent. Maryam was characterized by being an introvert at the beginning of the project, but by the end of the project she was seen as one of the most outgoing participants in the room. This transition in Maryam's personality and attitude was all due to her presence in this project. For her, this project helped her overcome most of her fears and made her believe in not only her own potential, but also the potential of the Jordanian youth as a whole.

Maryam explained how she believed that safety is a key component of prosperity and that without safety development is very limited. She even applied this claim to her own experience and said that "without feeling comfortable and accepted throughout this project, I would have never gotten out of comfort zone and voiced out my opinions and problems. The Jordanian state, should try to make the environment that we live in, a place where one is not afraid to be who they want to be."

Maryam became aware of her own strengths and was astonished by the outstanding impact that she can have on herself and others. The world could be her oyster, if she just had faith in herself. And this is exactly what she gained from this project, this project showed Maryam that she has to believe in herself before demanding change and that eventually she can be in control of the change she wants to see.

Nawras Fraihat

Following her graduation, Nawras faced the same reality that most Jordanian university graduates faced, an unencouraging job market and thus lack of motivation to seek a job. As a result, she turned towards something she was always ambitious about: voluntary work and community development to gain experience and to help out in her community.

Nawras explained that her previous involvement with projects were often short-lived and temporary. Involvement from participants were often for short durations and very limited in terms of the roles they had. Hence, after joining the Jordan Youth Vision 2030 project, she noticed an extreme difference in her role as a participant in the project. She noted that unlike all the other projects she had worked on, she and other participants were involved in every step of the project. Additionally, her capabilities and knowledge dramatically improved as the participants attended workshops that built their capacity on numerous subjects to support them in becoming active leaders.



Nawras proudly explained her involvement in every step of the project and how much it meant to her to be able to define her societies needs and come up with creative and innovative solutions that were actually used in developing the simulation game. In the vision creation, Nawras proudly detailed how by being able to study and analyze the situations youth faced in their governments, they were able to create a comprehensive and inclusive vision

On a personal level, she felt like she developed a stronger personality as a result of the project. Nawras felt like the project dramatically impacted her life and the way that she now thinks. She notes that before, she never looked at the bigger picture or all the different causes for a problem. But following the training she received, she is now able to analyze a situation and determine its root cause to find innovative solutions; “I stopped complaining about the way things were and started coming up with solutions.”

She felt that after accomplishing so much in the project, she is now capable of achieving anything, that when given the opportunity, she is more than just a volunteer, but a person with a voice who wants to benefit her society.

“I hope that everyone believes in the capabilities of the youth, they all have to stand by us until we can achieve the change we need” – Nawras Fraihat

ANNEXES

Annex 1: Individual Evaluation

Participants were asked to anonymously fill out the individual evaluation. Participants only filled out the sections of the project they worked on (simulation game development and implementation or the 2030 Youth Vision workshop). Some participants participated in both, as such they filled out the entire evaluation

General Information

1. Governorate
Amman Zarqa Ajloun Irbid
2. Gender
Male Female
3. Did you participate in the game development?
Yes No
4. Did you participate in the game facilitation?
Yes No
5. Did you participate in the game implementation?
Yes No

Instructions: Please indicate your level of agreement with the statements listed below

PART A.1. Multiple choice questions – Simulation game implementation and outcomes

Relevance

1. The game “Ard El Azm” relates to the three themes (education, employment and participation) of the Jordan 2030 vision.

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

2. In terms of the scenario and the events of the game, it was appropriate for the communities that it was played in.

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

3. The game addresses the challenges small communities face and on identifying resources and allocating them.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. The game allows for the participants to learn about persuasion, voting, networking, and prioritizing in an attempt to the challenges presented at hand.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. There was consistency between the outputs/outcomes of the game and the impact that it had on the target community after its completion.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. The project team was supportive during the design, planning and implementation of the game.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. The content of the game implemented in my governorate was relevant to the issues we have there.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. There was relevance between the objectives of the game and the overall objectives of the project.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Effectiveness

9. Was a community needs assessment undertaken in your governorate prior to the development and implementation of the game?

Yes No

- a. If yes, to what extent do you agree to this statement: the community needs assessment undertaken was taken into consideration in the development and implementation of the game.

Strongly Agree Agree Neutral Disagree Strongly Disagree

10. At the planning state of the game, there was an assessment of the risks we could encounter during the implementation.

Strongly Agree Agree Neutral Disagree Strongly Disagree

11. Did the project team provide you with the necessary support during the planning and implementation phases of the game?

Yes No

12. The objectives of the game were achieved following the completion of the game.

Strongly Agree Agree Neutral Disagree Strongly Disagree

13. The participants have benefited from playing the game.

Strongly Agree Agree Neutral Disagree Strongly Disagree

14. The learning objectives of the game were achieved.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Efficiency

15. The project team worked coherently together and had a good decision-making process.

Strongly Agree Agree Neutral Disagree Strongly Disagree

16. Which partners did you work with? (check more than one if applicable)

Government agencies NGO's Youth centres Other

17. The partners (e.g. government agencies, NGO's, youth centres, etc.) we worked with within our governorate were efficient in the planning and implementation of the game.

Strongly Agree Agree Neutral Disagree Strongly Disagree

18. Do you believe that the impact achieved by the game (such as confidence and knowledge building, increased networks, open channels of communication and active citizenship) will benefit the participants who played as well as their communities? Please provide reasoning for your answer.

Yes No

a. Was the game beneficial for the participants?

Strongly Agree Agree Neutral Disagree Strongly Disagree

19. There was sufficient time to carry out the game implementation without the feeling of any work pressure or time constraints.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Impact

20. Was there a direct and impact from the game on the target group? Such as increased motivation for social change, mutual cooperation with the partners and increased channels of communication amongst people from different backgrounds? Please provide reasoning for your answer.

Yes No

21. Participants felt like they had increased their knowledge and awareness after playing the game.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. The implementation of this game has left a positive impact on the partners who were involved in the implementation of the game (e.g. government agencies, NGO's, youth centres, etc).

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. The knowledge and awareness gained by the participants from playing the game will have a positive impact on the community around them in the future. If yes, how?

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Sustainability

1. Effective team work and communication between the partners and the participants will ensure the sustainability of the impact of the game.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. If the game implementation were to be repeated, modifications to the implementation of the game, its duration and time spent dealing with new partners would not be necessary.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART A.2. Multiple choice questions – Vision development

Relevance

1. The vision is relevant to the Jordanian youth’s development needs.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. The vision is in line with Jordan’s development plans.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. The vision is inclusive and takes all Jordanian citizens into consideration (youth, women, persons with disabilities and others).

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. The vision statement developed encompasses the three themes (education, participation and unemployment) and the outputs of the development plan.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. The timeline and milestones of the development plan are in line with the NYS vision.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. The development plans relate to the three themes covered (participation, education and unemployment).

Strongly Agree Agree Neutral Disagree Strongly Disagree

Effectiveness

7. Did the project team provide you with the necessary support during the planning and development of the vision?

Yes No

8. The objectives of the project were achieved following the development of the vision.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Efficiency

9. Sufficient time was allocated in developing the goals of the project and the vision.

Strongly Agree Agree Neutral Disagree Strongly Disagree

10. The development plan that was created in the workshop is line with the goals of the vision that was created for the project.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Impact

11. The vision workshop left a positive impact on the participants

Strongly Agree Agree Neutral Disagree Strongly Disagree

Sustainability

12. To what extent do you agree that the outputs developed during the vision workshop regarding **participation** are relevant and attainable?

Strongly Agree Agree Neutral Disagree Strongly Disagree

13. To what extent do you agree that the outputs developed during the vision workshop regarding **education** are relevant and attainable?

Strongly Agree Agree Neutral Disagree Strongly Disagree

14. To what extent do you agree that the outputs developed during the vision workshop regarding **unemployment** are relevant and attainable?

Strongly Agree Agree Neutral Disagree Strongly Disagree

PART B.1. Open ended questions

1. Why did you participate in this workshop? / project
2. What did you like most about the project?
3. What aspects of the planning and implementation could be improved next time?
4. How do you hope to change your practice as a result of this training?
5. What additional training would you like to have in the future?
6. Please share other comments or expand on previous responses here

PART B.2. Questions related to learning goals and content of the project

1. What does “Leadership” mean for you?
2. What does “active participation” mean for you?

3. Are there community challenges you have been working to solve? If yes? What is (are) it (they)? What roles have you been playing to solve it (them)?

Annex 2: Group Evaluation

Participants were split into two groups for this evaluation; a group that worked on the simulation game and a group that worked on the vision development. Each group worked on answering the questions together and then there was a presentation of the groups answers followed by a question and answer period with the evaluator and the other participants.

PART A.1. Simulation game implementation and outcomes

Relevance

24. Do you believe that the scenario and the events of the game “Ard El Azm” was appropriate for the communities that it was played in?

Yes No

Please provide reasoning for your answer.

25. To what extent was the content of the game relevant to the issues existing in your governorate?

Please provide specific examples from your governorate.

26. Who were the target groups of the game? Was the game appropriate for the intended target groups?

Yes No

Effectiveness

27. Did the game allow for the participants to learn new skills and information to enable them to become active members in their communities (i.e. about persuasion, voting, networking and prioritizing in an attempt to tackle the challenges presented at hand)

Yes No

Please provide reasoning for your answer.

28. Did the participants benefit from playing the game? How?

Yes No

Please explain and provide examples for your answer.

29. Have all the activities that have been carried out in the project been related to the project’s overall objectives?

Yes No

Please provide reasoning and examples for your answer.

Efficiency

30. Do you feel that the project team was supportive during the designing, planning and implementation of the game?

Yes No

Please provide reasoning and examples for your answer.

31. Were the methods used (i.e. trainings, workshops, etc.) to help you in preparing for the game implementation useful?

Yes No

Please provide reasoning for your answer:

32. Were the objectives of the game achieved following the completion of the game?

Yes No

Please provide reasoning for your answer:

33. Were the partners (e.g. government agencies, NGO's, youth centers, etc.) that you worked with in your government efficient in the planning and the implementation of the game?

Yes No

Please list the entities you worked with and provide reasoning and examples for your answer.

34. Was the time provided sufficient to carry out the implementation without the feeling of any work pressure or time constraints?

Yes No

Please provide reasoning and examples for your answer.

35. During the implementation of the game, were there any modifications that had to be made to the original plan, or did the implementation go as planned?

36. During the implementation of the game, were there any obstacles that you faced during the implementation of the game? If so, at what stage did they occur? (planning, implementation, or follow up?) and how did you deal with them?

37. If the game implementation were to be repeated again, what modifications, if any, would you make in terms of its duration, timeline and time spent dealing with new partners?

Impact

38. Do you believe that the direct results achieved by the game will benefit the participants who played?

Yes No

Please provide reasoning and examples for your answer:

39. Do you believe that the participants have attained enough knowledge to benefit their communities?

Yes No

Please provide reasoning and examples for your answer.

40. Did the participants feel like they had increased their knowledge and awareness after playing the game? What areas have they expanded their knowledge and awareness of?

Yes No

Please provide reasoning and examples for your answer.

41. What form of benefit can be achieved for the partners involved in implementing the initiative? (target groups, of the initiative, government agencies, civil society organizations, youth centers, etc.)

Sustainability

42. How much do you think effective team work and communication between the partners and the participants will ensure the sustainability of the impact of the game? What steps should be taken to ensure this?
43. In your opinion, what factors can help sustain the impact of the game following the projects completion?

PART A.2. Vision development

Relevance

1. Do you believe that the vision developed is inclusive and takes all Jordanian citizens into consideration (youth, women, persons with disabilities and others)?
Yes No
Please provide reasoning and examples for your answer:
2. Do you believe that vision statements developed encompasses the three themes (education, participation and unemployment) of the project?
Yes No
Please provide reasoning and examples for your answer.

Effectiveness

3. Do you believe that the timeline and the milestones of the development plan are attainable?
Yes No
Please provide reasoning and examples for your answer.
4. Were the objectives of the vision were achieved following the completion vision outputs and goals?
Yes No
Please provide reasoning and examples for your answer.

Efficiency

5. Do you feel that the project team was supportive during the planning and development of the vision goals and vision?
Yes No
Please provide reasoning and examples for your answer.
6. Were the methods used (i.e. trainings, workshops, etc.) to help you in developing the vision useful?

Yes No

Please provide reasoning for your answer:

Impact

7. Do you believe that the outputs set to achieve the vision are attainable and will benefit Jordanian youth?

Yes No

Please provide reasoning and examples for your answer.

8. What form of benefit can be achieved for the partners involved in supporting the implementation the vision? (target groups, of the initiative, government agencies, civil society organizations, youth centres, etc.)

Sustainability

9. How can cooperation between the partners and the participants ensure the vision's goals are fulfilled? What steps should be taken to ensure this?
10. What tools should be put in place to monitor the progress of the goals set to ensure the projects sustainability?

Annex 3: Guided FGD Results

The participants engaged in a guided FGD whereby they were given two colored sheets of paper to express their personal developments from the project. On the green slip of paper, participants wrote what they learnt/took away from the project, and on the pink slip they wrote skills/things they wanted to improve in themselves. These sheets were then shuffled around and redistributed to the participants where they discussed the different feedback that was written.

Green cards	Pink cards
Referring to the National Youth strategy	Tot to transfer knowledge and skills to others
I am now aware of the social (local) challenges	Advocacy campaigns
Now I have hope for the future	Effective communication skills
Better ability to express myself	Increase duration of training sessions
Analysing challenges	Project management
Setting priorities	Focusing on diversity
Using simulation games to address important issues	Learning more English for better communication
Develop/enhance concepts such as active citizenship and policies	Sessions on how to deal with media to help us reach a higher number of target groups
Creating a network with individuals and organizations	Scientific research methodologies
Wider/better understanding of non-formal education mechanisms/methods	Strategic planning
Coming up with concrete solutions	How to effectively build a network
Sense of social responsibility	More time for the sessions for better contributions
Learned a new interactive form of non-formal education	Critical analysis
Benefiting from Andreas's experiences	How to manage a community initiative
Getting to know the group and being exposed to different/diverse backgrounds	Include people living with disabilities to take part in the vision
How to develop a strategy plan and it's corresponding timeline	More time for the training sessions
Exchange of experiences	More group work, with the chance to work with more than one group
New friendships/ team work	Getting governmental approvals prior to the implementation to encourage the participants
How to take part in a simulation game	English language for better exchange of experiences
Better knowledge/understanding of the issues we face in our society and trying to find solution	Presentation skills
Learning from others experiences	Scientific research
Accepting of other's perspectives and opinions	Workshop organization skills

Planning	
Needs assessment and how to prepare it	
New network	
Pointing out issues and challenges	
Team work	
Analysis and planning	
Setting and reaching a collective goal	
Now I have different perspective and a more holistic perspective	

Annex 4: Measuring Scale Results

This tool was used to assess the extent to which participants felt like the outcomes/objectives of the project were met (Confidence and knowledge building, network building, cross-sectoral-best-practice-examples, channels of communication and active citizenship). Following a brief explanation by the evaluator regarding each outcome, participants were asked to rate the extent to which they felt the project had achieved those goals from a scale of 0-100. Participants were then asked to provide specific examples in relation to the simulation game and the 2030 Youth Vision.

