



TRANSFORMING CONFLICT ON THE NORTHERN BORDER THROUGH TRAINING AND RECONCILIATION CENTERS

Quarterly report: May – September 2010



OCTOBER 15, 2010

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DISCLAIMER

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

I. Executive Summary

This report covers the implementation of activities for the project **Transforming Conflict on the Northern Border through Training and Reconciliation Centers** from May 15, 2010 through September 30, 2010. During this period, the project has been able to advance in the development of the curriculum used in training and complete a detailed baseline study used to select participant communities. However, the main accomplishments during this period have been the completion of seven training workshops in conflict transformation and the initial stages of the formation of reconciliation centers, peace committees and early conflict alert systems in the province of Esmeraldas. Seven different training sessions have taken place in five different cantons, Muisne, Quinindé, San Lorenzo, Esmeraldas and Atacames.

Cantón	Training Location	Participant Organizations and Institutinons
Muisne	Alfredo Perez Guerrero Secenary School	<ul style="list-style-type: none"> • Ecological Youth Group • Women's Forum • Municipality of Muisne • Students, professors and professors of the secondary school • Counsel for Children and Adolescents
Quinindé	Juan XXIII Secondary School	<ul style="list-style-type: none"> • Students, professors and professors of the secondary school • Black Woman's Federation • Municipality of Quinindé
Quinindé	Rio Canande Secondary School	<ul style="list-style-type: none"> • Students, professors and professors of the secondary school • Community leaders and presidents
San Lorenzo	10 de Agosto Secondary School	<ul style="list-style-type: none"> • Students, professors and professors of the 10 de Agosto secondary school and the Pedro Antonio Saad secondary school • Municipality of San Lorenzo Workers Union
San Lorenzo	22 de Marzo Secondary School	<ul style="list-style-type: none"> • Students, professors and professors of the 22 de Marzo Secondary School, Benigno Checa Technical School and the Otilio Ramírez Secondary School • Association of Refugees • Palma Real Parrish Board
Esmeraldas	Republica de Colombia High School	<ul style="list-style-type: none"> • Students, professors and professors of the Eloy Alfaro Secondary School, Nuestro Señor del Mundo Secondary School, Nuevos Horizontes Secondary

		School y the Republica de Colombia Elementry School <ul style="list-style-type: none"> • Hummingbird Foundation • Urbanos sin Bandera • United Hands Foundation
Atacames	Estupiñan Bass High School	<ul style="list-style-type: none"> • Foundation for People with Special Needs • Students and professors from the Nelson Estupiñan Bass Secondary School • SOS Village • Federation of Neighborhoods of Atacames • Municipality of Atacames • Young Workers Program • Parents Committee of Neslson Estupiñan Bass Secondary School

In each training session, approximately 120 participants were trained in conflict transformation and peace building using the beneficiary breakdown outlined in the approved proposal and work plan. Replication of training by direct beneficiaries has been extremely successful, reaching a replication rate of over 70%, as outlined below. Additional replications are being planned and carried out in various beneficiary communities as grassroots peace initiatives from workshop participants.



Group receiving training in San Lorenzo

The formation of reconciliation centers, peace committees and early conflict alert systems has been incorporated and monitored in each completed training site. They are still in the initial phases and meetings have taken place with key actors willing to form the centers, committees and systems. The Samaritan's Purse (SP) technical team has assisted in this process with further training and by providing specific information about the centers, committees and systems. SP will continue to accompany the communities throughout the formation process, offering further training and assistance in order to strengthen the initial conflict transformation training and provide sustainability to the overall project objectives. Various peace building initiatives have emerged from participant organizations and communities where training took place and two specific success stories are shared below.

II. Planned vs. Achieved Results

INDICATORS	TARGETS		
	Desegregation	2010	Achieved 1 st Quarter
1. Number of conflicts transformed in a non-violent manner in target areas through program activities		3	In progress
2. Number of people trained in conflict transformation skills with USG assistance	TOTAL	1,440	795
	40 % Male	576	279 (35%)
	60% Female	864	516 (65%)
	30% Displaced people or refugees	432	21 (1.3%)
	70% Ecuadorian	1008	774 (97%)
	Indigenous	43 (3%)	115 (13%)
	Afro-ecuadorian	1152 (80%)	320 (38%)
	Mestizo	244 (17%)	360 (45%)
	80% Youth aged 12-17	1152	590 (74%)
20% Parents, professors and civil society leaders	288	205 (25%)	
3. Number of trained beneficiaries who recall conflict at least 2 conflict		576	Evaluation to be done 3 months after first training was completed

transformation techniques learned in USG supported training			(to begin in October)
4. Number of people who replicate training to others in their community		576	621 (73%)
5. Number of Early Conflict Alert Systems (ECAs) in operation		12	In progress
6. Number of people who perceive non-violence as an effective means to resolve conflicts		576	691 participants perceived non-violence as an effective means when evaluated directly after training
7. Number of peace initiatives carried out by peace committees		60	In progress
8. Number of reconciliation centres in operation		5	In progress

Training sites and beneficiaries

Twelve training sites were identified in the province of Esmeraldas during the baseline study done in July and direct beneficiaries were subsequently selected with the collaboration of local leaders and authorities, secondary school educational staff and NGO organizations. All training sites have been in local high-schools with the authorization of each principal and inspector general. The Provincial Ministry of Hispanic Education and the Provincial Ministry of Intercultural Education of Esmeraldas have approved the use of their educational institutions and both have also agreed to count the training as valid hours for each student's social volunteer requirements. This demonstrates that we are working closely with local government institutions during the project implementation. Please see the attached letters from both ministry departments.

Project Training Methodology

At the beginning of the current reporting period, the SP technical team developed a curriculum for training using the conflict transformation theory of Dr. John Paul Lederach. The challenge was

simplifying a complex theory for a broader audience and summarizing it into five separate and succinct classrooms with key concepts that are easy to understand. Using pedagogical theories based on participatory education, natural methods and learning as an opportunity for change (Freinet and Freire), the SP technical team was able to create a unique and innovative education module. The training goal of the project is viewed as a way to empower the communities. The training model developed emphasizes the collective and community approach and allows for trainee participation, leading to empowerment. The training was also designed so that trainees could participate and easily replicate the training to others in their community. The training approach is designed to empower, rather than make people dependent on the trainer. In order to achieve this objective, training was divided into key concepts that are taught in five different classrooms. The structure of each classroom allows for participants to begin in any room and rotate through each classroom learning different key concepts without the need to follow a sequential order. Participants are encouraged to contribute to the training with their knowledge of local conflicts and endogenous conflict transformation techniques.



Conflict transformation training classroom

This unique training element of the program emphasizes active participation and a rapid transfer of key concepts from the teacher to the learner. Below is a more detailed description of the pedagogical methodology and the specific theory taught in each classroom.

Classroom 1

What is peace?

Transform conflicts in a peaceful, creative and non-violent way.

How?

Through education in mediation and conciliation.

What is conflict?

An opportunity to better relationships between people, family or communities through pacific means.

What mechanisms can be used to transform conflict?

Mediation, conciliation, arbitration and judicial processes, among others.

What are the mechanisms used to prevent conflicts?

Early conflict alert systems, peace committees and other peace initiatives.

Classroom 2**What is a facilitator?**

A person that prevents conflict and/or promotes peace initiatives among individuals, families or communities.

Who can be a facilitator?

Any person: Ecuadorian, foreign, young, old, man, woman, afro, mestizo, indigenous, student, community leaders, housewives, parents, etcetera.

What can a facilitator do?

Prevent conflicts through early conflict alert systems and promote peace through peace committees and other initiatives.

Classroom 3**What is conciliation?**

An informal, extrajudicial mechanism for transforming conflicts.

What is mediation?

A formal, extrajudicial mechanism for transforming conflicts.

How can we mediate or conciliate?

Through dialogue, meetings and agreements between conflicting parties with the help of a third party mediator or conciliator.

Where can we mediate or conciliate?

In a high-school, business, institution, or in the park, a church or community center, among other locations.

Classroom 4**What is an Early Conflict Alert System?**

A mechanism to prevent conflicts.

How does an Early Conflict Alert System function?

Collecting information about possible conflicts between families and communities, processing and analyzing the information and taking preventative actions that evade possible conflicts.

Who can alert about possible conflicts?

A facilitator.

Where can Early Conflict Alert Systems be established?

In a high-school, business, institution, or in the park, a church or community center, among other locations.

Classroom 5**What is a Peace Committee?**

Initiatives of citizens that permit the prevention of conflicts and/or creating a culture of peace.

How does a Peace Committee function?

Flexible spaces where facilitators meet with anyone interested in encouraging a culture of peace.

Who forms part of the Peace Committees?

Facilitators and anyone interested in promoting peace.

Tools that prevent conflicts and promote a culture of peace

- Promote equality in gender, races, generations and nationalities.
- Promote non-violence.
- Overcome prejudices.
- Promote the capacity to forgive.
- Increase the capacity to mediate and conciliate.
- Promote participation and interaction through recreational activities and games that promote a positive attitude on life.

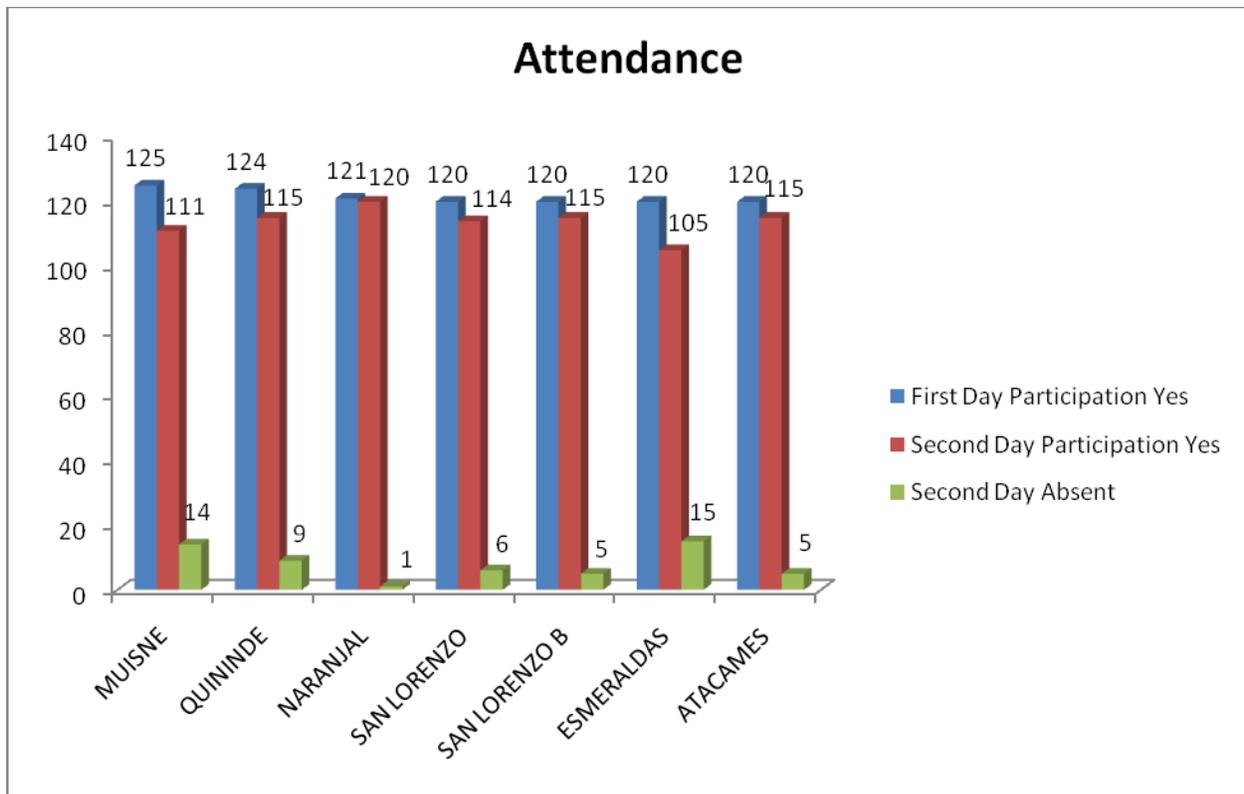
The training also takes into account a local culture based on oral communication. The majority of training is done verbally and accompanied by a training kit which contains the basic information for each classroom and is given to each participant. The training also uses a theatre component during the second day in order for participants to actively express and act out day to day conflicts and transform those conflicts using techniques they have learned during the training. Skit materials and outfits are provided for the participants to use. This has become a highlight of the training for both the participants and SP. We are able to see the youth implement conflict transformation techniques and theories taught during training and the participants are able to act out local conflicts and solutions in a participatory manner. Urbanos Sin Bandera, a local youth organization promoting the arts, has assisted SP in the drama component. They perform the first drama of each training session and encourage the trainees to actively participate in their own drama presentations.



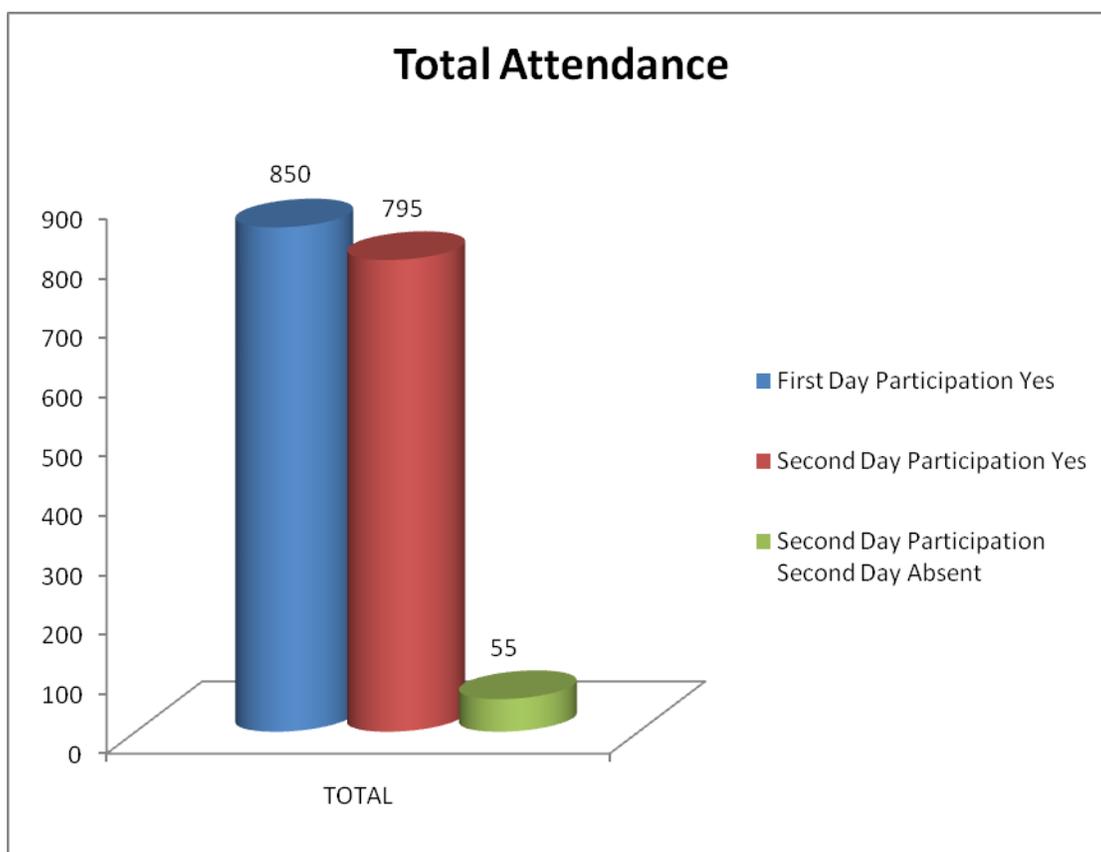
Urbanos Sin Bandera performing a play about conflict transformation

Training of Direct Beneficiaries

Training in peace and conflict transformation began during the week of August 9, 2010 in the cantón of Muisne, where 111 participants completed the two day training. The following weeks, August 16-20 and 23-27, two training sessions were carried out in Quinindé, one in the city center and the other in the indigenous community of Naranjal de los Chachis. During these two training sessions, 115 and 120 participants were trained respectively. It was in Naranjal de los Chachis where the best participation results were achieved and the targeted 120 participants completed training. Participation in the replication component was also highest in the community of Naranjal de los Chachis. Training sessions in San Lorenzo and Atacames were completed with an average of 115 participants completing the two days. Esmeraldas had the weakest second day participation, however, a small group of 15 was trained and incorporated into the original groups in order to make up for the 15 missing participants on the second day.



In each training session, total attendance has reached 120 participants on the first day; however, 100% attendance on the second day was not always achieved. This is attributed to a normal margin of error in a two day training session and various circumstances not controlled by the SP technical team, such as a chicken pox outbreak in San Lorenzo. In order to achieve 100% participation, beneficiaries are being selected on their willingness and availability to participate in the entire two days of training. We are also inviting more than 120 participants to the training in order to reach the targeted objective of 120 participants per training session. In order to recuperate the approximately forty participants that did not attend the second day, we are planning an extra training session at the end of the month of November.



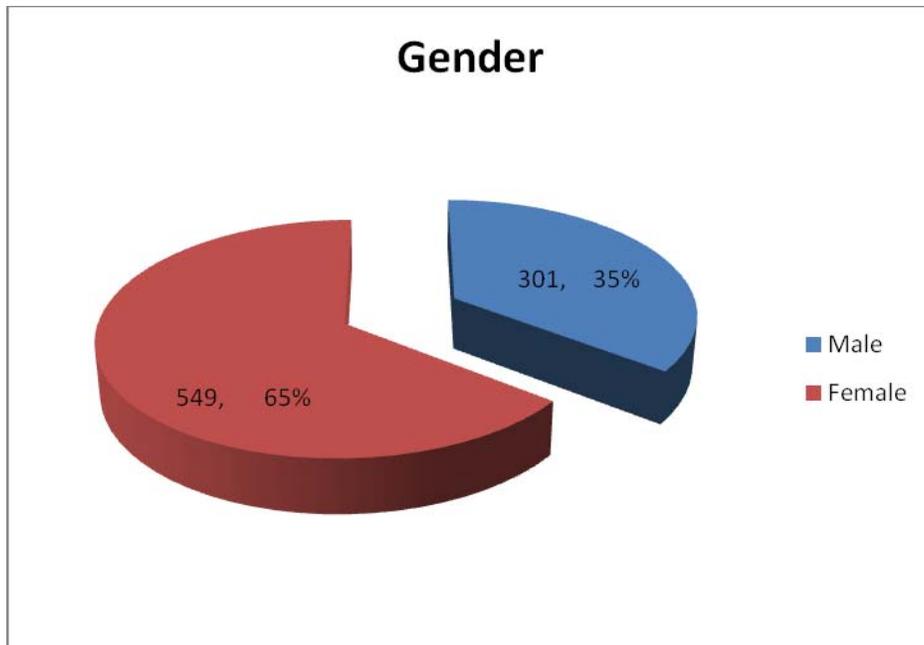
Breakdown of Direct Beneficiaries

Using the approved work plan and beneficiary breakdown, SP has selected and trained beneficiaries in order to meet the targets. Overall, targets are being met or exceeded in most cases except for nationality, ethnic group and age. These categories have posed a challenge for various reasons which are explained below.

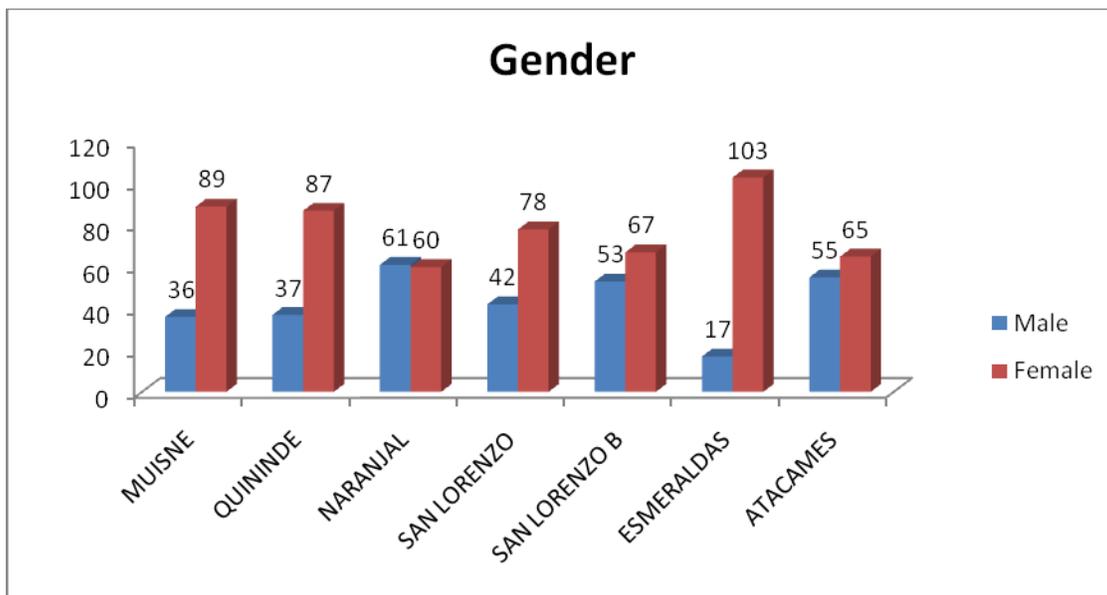
Gender

The gender focus of the project remains solid and even higher than initially projected. Female participation in the training and formation of the centers, systems and committees has been, and will continue to be, an integral part of the project.

Gender	Projected	Actual	Difference
Female	60%	65%	+5
Male	40%	35%	-5



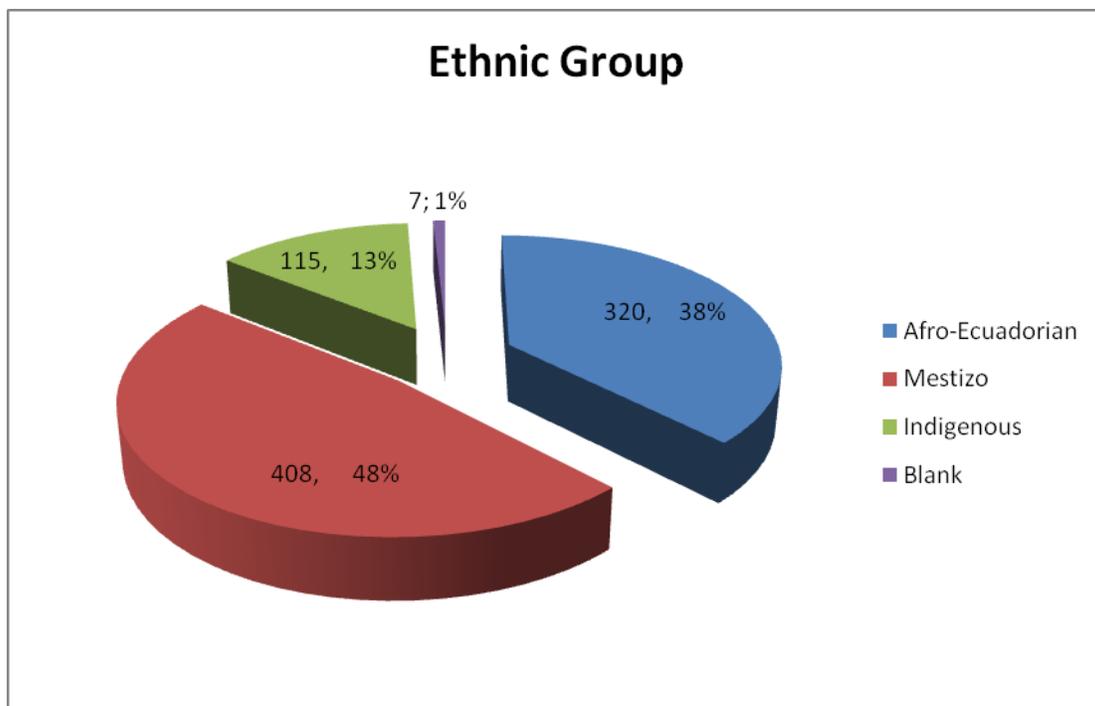
The Federation of Black Women in Quinindé and the Forum of Women in Muisne are perfect examples of the effects of high female participation in all aspects of the program. Both groups are planning to replicate the conflict resolution training to all of their members and are in the process of forming reconciliation centers, peace committees and early conflict alert systems. Also, many of the students that participated in the training were female and will also play key roles in the sustainability of the program. We will continue to focus on maintaining high levels of female participation in the workshops and in the formation of centers, systems and committees. The graph below demonstrates the level of female participation in each workshop. Naranjal de los Chachis presented a particularly difficult situation due to the demographic reality of the communities and we were unable to secure the desired female participation.



Ethnicity

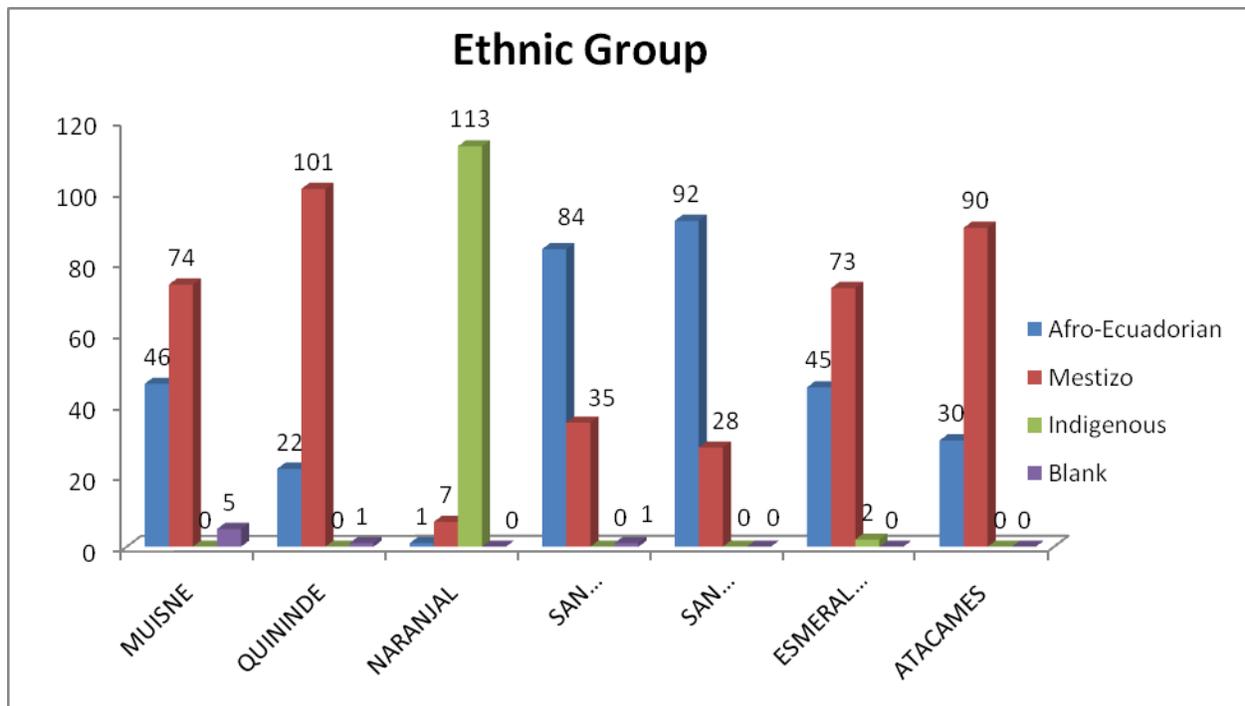
During the planning process of the project, the SP technical team debated how to register the ethnic group of each participant. Should we determine what ethnic category the participant falls into according to our perceptions and concepts about race, or should the participant identify themselves? In the end, self-identification was seen as the acceptable method to use based on the project's general theory of Lederach that does not impose from the outside and allows for auto-determination. This has caused difficulty in reflecting the targets for ethnicity due to the fact that many Esmeraldeños do not consider themselves afro. There were many cases during training where various participants explicitly told SP staff that they were not afro, but mestizo when they would clearly have been identified by a third party as afro. This has caused the mestizo target group to be much larger than originally anticipated, however, many participants that were self-identified as mestizo would have fit in to the afro-ecuadorian category.

Ethnic Group	Projected	Actual	Difference
Afro-Ecuadorian	80%	38%	-42
Mestizo	17%	48%	+28
Indigenous	3%	13%	+13
Blank	0	1%	+1



We were able to exceed the original goal of 3% indigenous participation with the workshop carried out in Naranjal de los Chachis. Many of the participants self-identified as mestizo in the Esmeraldas

workshop would fall under the afro-ecuadorian category by a third party. Due to its distinct culture, Quinindé participants were mainly mestizo, however, there were numerous participants that could have fallen under the afro-ecuadorian beneficiary group.

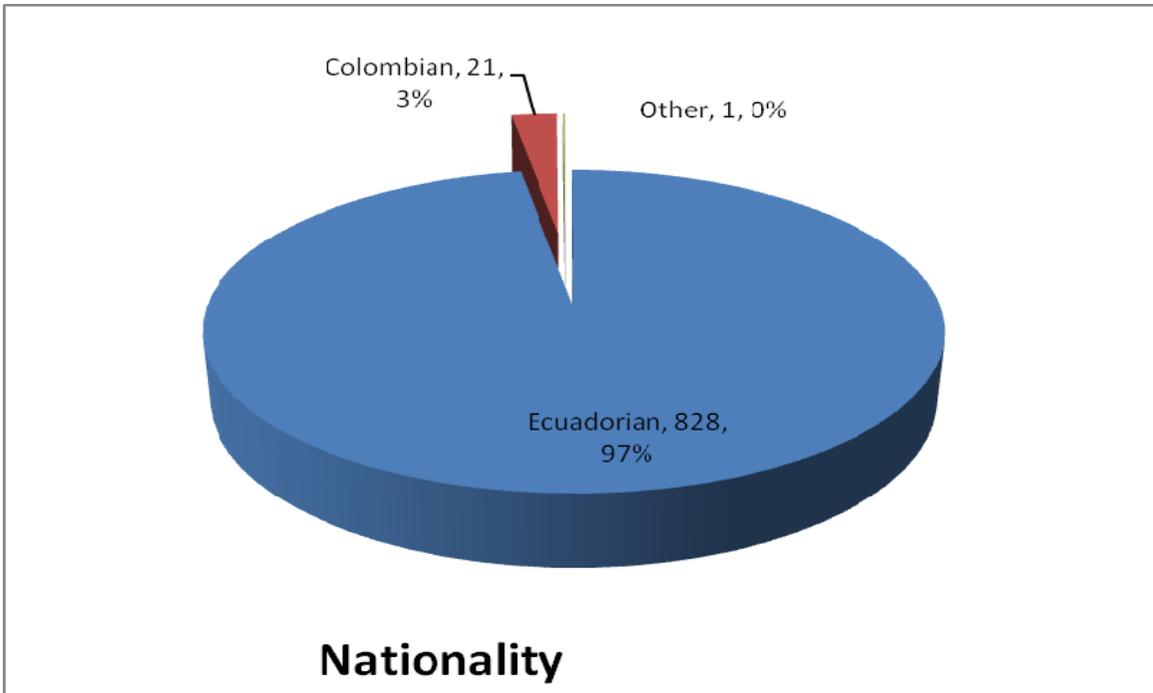


Nationality

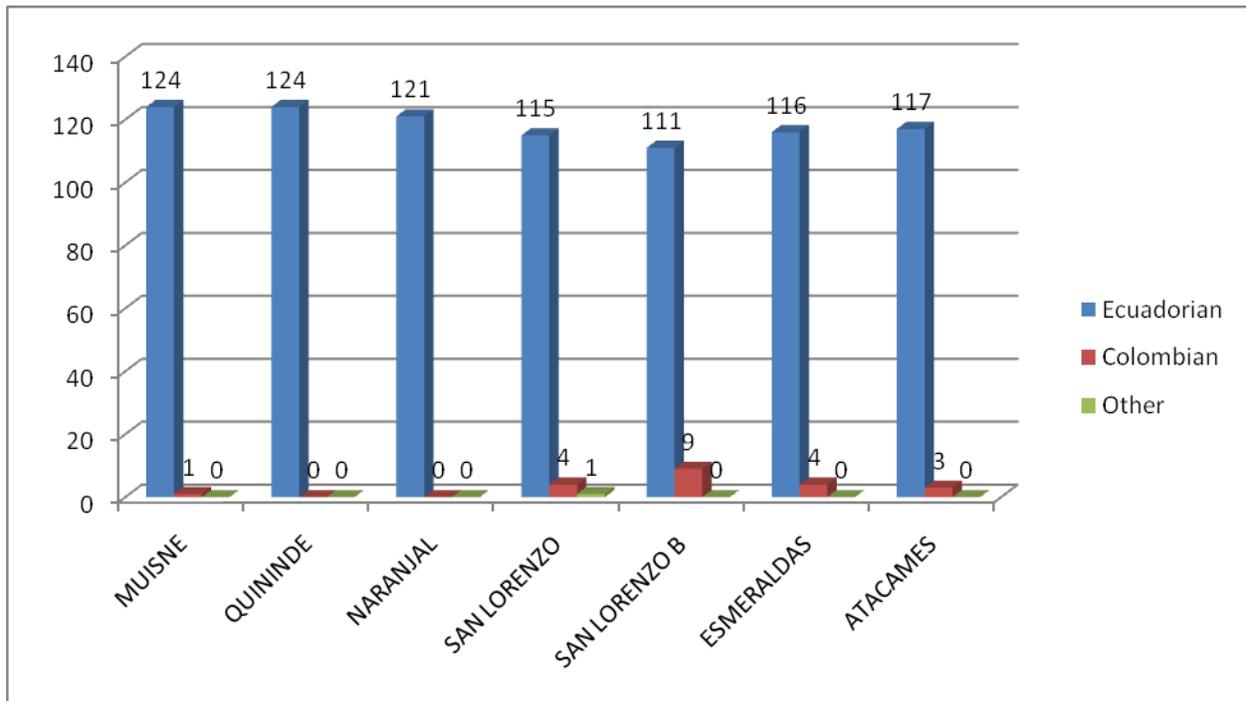
Nationality has been a particularly challenging target goal to meet. While Colombian participation was originally projected to include 30%, the project implementation has shown us a different reality.

Nationality	Projected	Actual	Difference
Ecuadorian	70%	97%	+27
Colombian	30%	3%	-27

Training sessions have taken place in high-schools and the Colombian population, particularly youth, are not enrolled in the formal education system. Many Colombians are working and living on the African Palm plantations in the province. In order to achieve the originally projected participation of the Colombian population, SP has organized a training session specifically for Colombians. We are working closely with the Association of Refugees and various community leaders during this process.



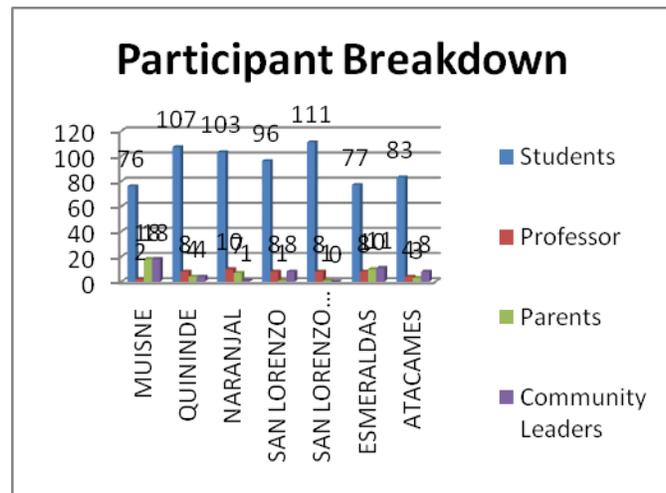
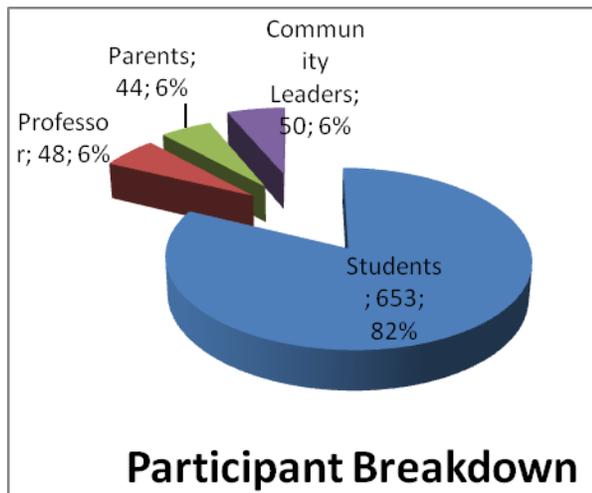
The highest participation of Colombians was achieved in San Lorenzo, the canton closest to the Colombian border. As mentioned above, the local reality demonstrates that the Colombian population is somewhat hidden and reluctant to participate in such a workshop due to time constraints, as many are working on the palm plantations.



Participant Breakdown

As outlined in the work plan, the target groups of students, parents and civil society leaders are all close to projected targets. We have continually refined our invitation process to include municipality and key local NGO participation.

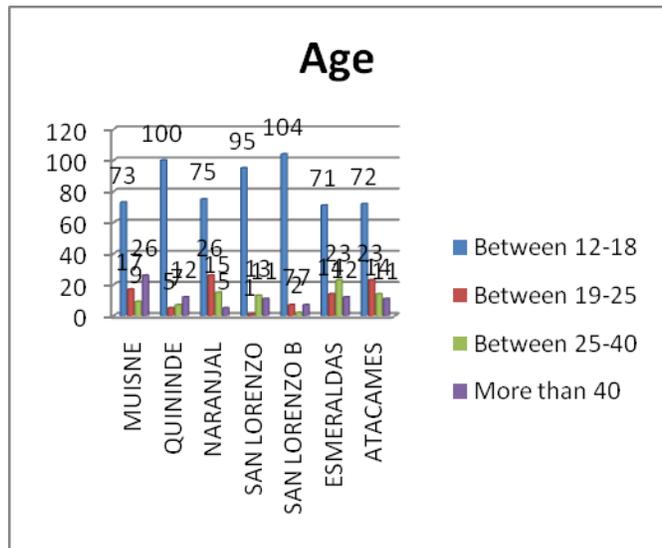
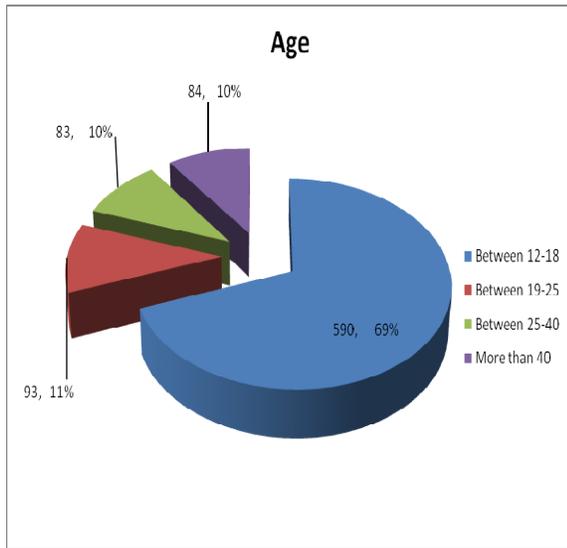
Participant	Projected	Actual	Difference
Students	80%	82%	+2
Parents, teachers and civil society leaders	20%	18%	-2



Age

The achieved goals related to age are slightly lower than the projected targets. However if young adults aged 19-25 are included, the percentage increases closer to the target, 79%. We are working to improve the rate of youth aged 12-18 by targeting high-schools and organizations that allow us to achieve those goals. Working directly with high-schools and their staff has allowed us to secure a high participation of the student body in each training session We will continue to focus on youth and aim to raise the actual rate in the remaining workshops in order to achieve the overall projected age targets for the project in Esmeraldas.

Participant	Projected	Actual	Difference
Aged 12 – 18	80%	69%	-11
Aged 18 +	20%	31%	+11

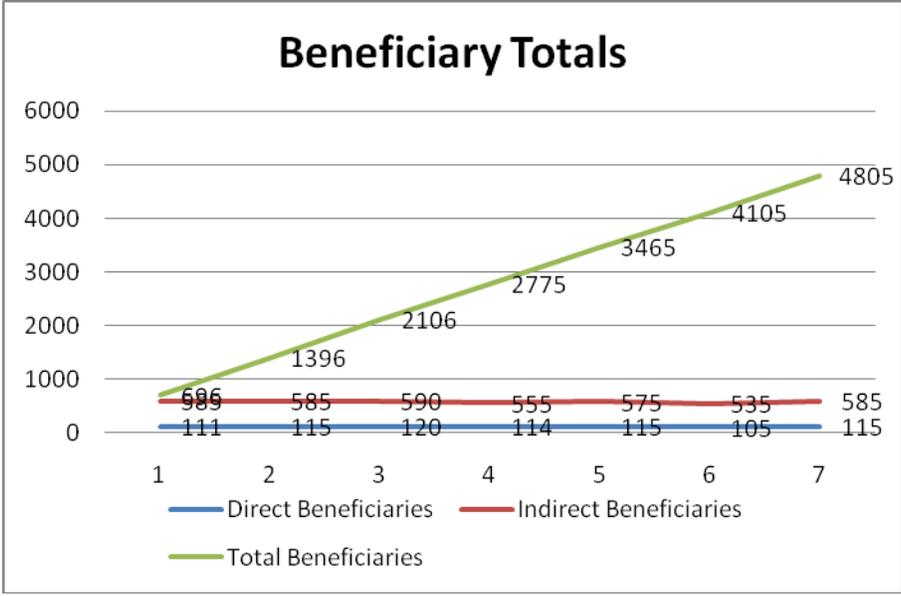


Replication of Training

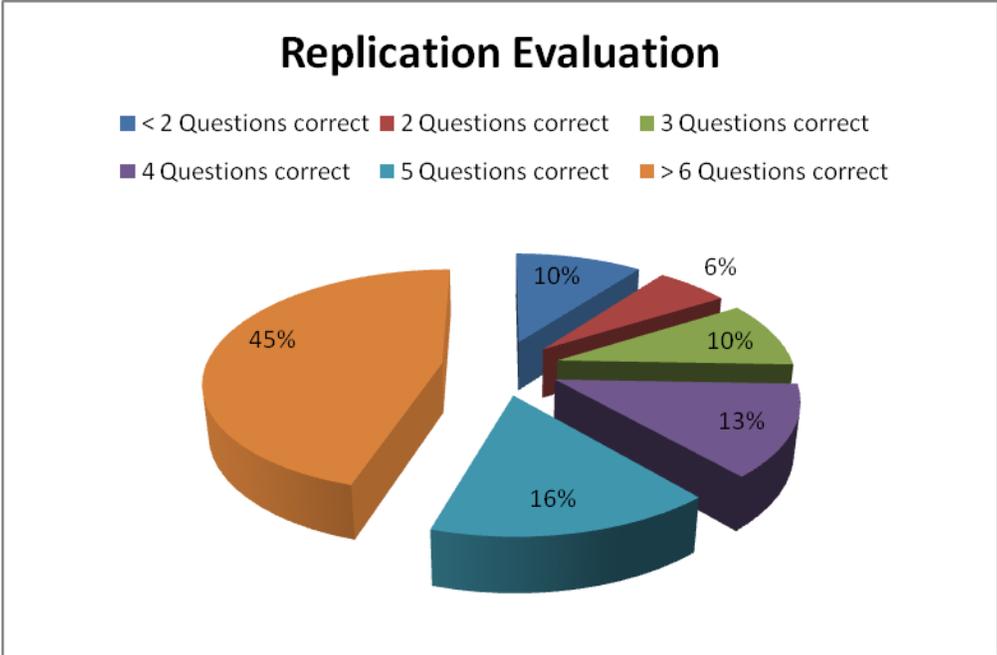
Direct participants in training have taken the initiative to replicate to a minimum of five people. In every workshop, there has been a high level of participation from both the direct beneficiaries and the indirect beneficiaries. Replication has taken place during the third day of training, directly after the direct training. This has allowed the SP technical team to observe, monitor and evaluate the replications while they are taking place.

Canton	100% Replication Rate	Actual Number of Replicated Beneficiaries
Muisne	600	585
Quinindé	600	585
Naranjal de los Chachis	600	590
San Lorenzo (10 de agosto)	600	555
San Lorenzo (22 de marzo)	600	575
Esmeraldas	600	535
Atacames	600	585
TOTAL	4200	4010

Using the information above, the graph below shows the direct beneficiary, indirect beneficiary and total beneficiary numbers.



Due to the high replication rate, we have implemented measuring tool to evaluate the quality of the replication. A simple replication is not sufficient. We feel that the key concepts taught during direct training must be passed on in order for a replication to be considered successful. The evaluation includes 7 different questions based on the key concepts taught during training, allowing us to evaluate the quality of the replication. We consider an effective evaluation to be one where the person is able to answer four or more questions correctly. The graph below demonstrates that using this criterion, 73% of replications have been successfully completed with a high quality. This is well above the 40% replication rate estimated in the original proposal. If we raise the criterion to five or more questions answered correctly, we can see that 59% were able to meet this standard. One can also see that 42% answered six or more questions correctly.



	Projected Quarterly Target	Actual (Using the standard 4 of 7 questions correct)	Difference
Number of direct beneficiaries who completed the 2 day training	840	795	45
Replication Rate	40%	74%	+33
Number direct beneficiaries who completed replication	336	588	+285
Number of indirect beneficiaries reached/replicated	1,680	2,940	+1,425

Secondary Replications

We have been able to observe and monitor various initiatives from participants to amplify the replication of the conflict transformation training to a broader audience. The Federación de Mujeres Negras, the Foro de Mujeres de Muisne, Fundación Colibrí, and the Colegios Simon Plata Torres and Juan XXIII have all begun large scale replication processes. We are working closely with these organizations and institutions. We are also assisting the other organizations mentioned below in the possibility of large scale replications and the formation of reconciliation centers, peace committees and early conflict alert systems.

Canton	Organization/Institution
Muisne	Muisne Woman's Forum
	Alfredo Perez Guerrero Secondary School
	Municipality of Muisne
	Counsel for Children and Adolescents
	Ecological Youth Group
Quinindé	Federation of Black Women
	Municipality of Quinindé
	Community Presidents of Naranjal de los Chachis
	Chachi Federations
	Rio Canande Secondary School (Chachis)
	Simón Plata Torres Secondary School
	Juan XXIII Secondary School
San Lorenzo	22 de marzo Secondary School
	10 de agosto Secondary School
	Municipality of San Lorenzo Workers Union
	Association of Refugees
	Palma Real Parrish Board
	Colegio Nacional Pedro Antonio Saad

	Colegio Nacional Otilio Ramírez
	Unidad Educativa Juan Benigno Checa
Esmeraldas	Nuestro Señor del Mundo Secondary School
	Eloy Alfaro Secondary School
	United Hands Foundation
	Urbanos Sin Banderas
	Hummingbird Foundation
Atacames	Foundation for People with Special Needs
	Nelson Estupiñan Bass Secondary School
	SOS Village
	Federation of Neighborhoods of Atacames
	Municipality of Atacames
	Young Workers Program
	Parents Committee of Nelson Estupiñan Bass Secondary School

The current replication initiatives can be described as a ripple effect where the initial training of direct participants has expanded to not only include the targeted five replication participants, but a larger community-wide initiative that will have broader impacts on the success and sustainability of the project. Local organizations and communities have taken ownership of these replications and SP will continue to support and assist them where possible. This unexpected outcome has created a secondary wave of replications that we are closely monitoring.

Reconciliation Centers, Peace Committees and Early Conflict Alert Systems

Various organizations that are forming reconciliation centers, peace committees and early conflict alert systems have already begun to implement peace initiatives and conflict prevention activities in their communities.

- Identify existing community infrastructure for centers
- Various organizations that have participated in the training have expressed interest in forming centers in their existing infrastructure. SP is working with them to develop and form centers in the communities.
- Meet with initial centers, systems and committees and begin to plant ideas. Initial meetings have been held with participants to discuss the formation of centers, systems and committees. Ongoing meetings will be held and SP will monitor their progress.
- Identify, train and assist training participants who will manage reconciliation centers and form local peace committees and early conflict alert systems. During the training process, we have identified the need to further train participants willing and committed to forming the centers, systems and committees. Topics, such as identity, self esteem, specific conflict

transformation tools, etc., will be taught to those forming the centers, systems and committees.

- Monitor and evaluate reconciliation centers, peace committees and early conflict alert systems.

III. Analysis of Financial Implementation

The following information is a brief summary of the financial spending of the program during the current reporting period. This does not include ex-pat salaries or other expenses incurred at international head quarters. A complete financial report will be submitted from our international headquarters in Boone directly to the USAID offices in Washington.

	Budget Total	June '10	July '10	August '10	September '10	Total
USAID	416,307.00	11,338.80	15,063.70	18,824.05	15,455.95	60,682.50
Samaritan's Purse	80,823.00	4,085.05	8,923.34	2,981.73	1,608.93	17,599.05
TOTAL	497,130.00	15,423.85	23,987.04	21,805.78	17,064.88	78,281.55
% executed		3.1%	4.8%	4.3%	3.4%	15.74%

IV. Major Accomplishments and Unexpected Outcomes

The major accomplishments during this quarter were:

- The completion of 6 training sessions with an average of 115 people per session in Esmeraldas.
- A replication success rate of 73%. This not only reflects replication, but also the quality of the replication being done.
- Key organizations identified as possible reconciliation centers, peace committees and early conflict alert systems.
- Initial meetings held with reconciliation centers, peace committees and early conflict alert systems.

Some unexpected outcomes during the quarter were:

- Secondary replications continue to take place well after training is completed.

Example 1: the Federation of Black Women in Quindé have taken ownership of the training and carried out replication workshops to all of their members in various communities. They are also motivated and beginning the formation of a reconciliation center.

Example 2: the students that participated in the training from Simon Plata Torres Secondary School in Quindé completed replication training with fellow students in their grades that were unable to participate in the initial direct training and replications.

- Professors and social workers from the Colegio Juan XXIII Secondary School have expressed that since the training, the number of conflicts in the high-school have decreased. The Counseling Department (Departamento de Orientación) and the Student Body Directive (Directiva Estudiantil) have taken ownership of the training and subsequent peace committee. The high-school is working on replication training to all students and also the formation of a peace committee that includes the entire school with sub-peace committees formed for each grade to be lead by each class president.
- The principal of the Alfredo Perez Guerrero Secondary School in Muisne asked SP to form part of a work group that will help to develop and incorporate conflict transformation into their school behavior manual (Manual de Convivencia). We assisted in meetings with the high-school, the student body, parents and the Counsel for Children and Adolescents where various advancements were made on the development of the secondary school's manual.

V. Implementation Problems and Solutions

120 participants not completing the 2 day workshop

We have seen that achieving the 120 participants on the first day of training does not guarantee that we will finish with the targeted number. We have begun to select beneficiaries and participants based on their willingness and availability to participate in the entire two day training. We have also started each training session with more than the 120 required participants to compensate for any decrease in attendance during day two.

Low level of participation from Colombian population

As discussed earlier, this has been an unexpected problem during training implementation due to the fact that the majority of the Colombian youth population in the province of Esmeraldas is not enrolled in the formal education system. We have concentrated on inviting various Colombian organizations to the remaining workshops in order to secure higher participation of the Colombian population, but we must be careful not to skew other targets, such as student participation and age, by involving non-youth Colombians. However, even with an increased Colombian participation in the remaining workshops, the target goal would not be achieved. As a result, we are planning a specific training workshop for Colombians that are located in the African Palm plantations in the

province. This way, we will be able to include the children and adults on these plantations and achieve the planned targets.

VI. Main Activities Planned for the Upcoming Quarter

1. Complete remaining 5 training sessions in Esmeraldas (Camarones, Vuelta Larga, Barrios del Sur, Simon Plata Torres and Junta Civica Norte) with emphasis on reaching targets.
2. Continue to train in specific conflict transformation techniques and assist those committed to the formation of the reconciliation centers, peace committees and early conflict alert systems.
3. Monitor and evaluate the formation of various reconciliation centers, peace committees and early conflict alert systems.
4. Monitor and evaluate the numerous peace initiatives of the peace committees.
5. Monitor and evaluate the mediation and conciliation activities of the reconciliation centers
6. Monitor and evaluate the conflicts alerted by the early conflict alert systems
7. Conduct detailed baseline study in Sucumbíos in order to prepare for training.

VII. Success Stories

Foundation for People with Special Needs (Fundacion de Gente con Discapacidades Diferentes)

The president of the Foundation for People with Special Needs, Valentin Angulo, participated in a training workshop in Esmeraldas. He also replicated to over 50 members of the organization in the following days. SP staff were able to observe various replication training sessions. The foundation has over 20 members and was created in 2005.

Valentin said, “For us, the implementation of conflict management workshops and a culture of peace was a blessing because we, the disabled, face a conflict every day. Many of the other people in society see us as a problem or an inconvenience, and we have serious mobility problems as the public transportation vehicles see a person with disabilities and do not stop. This workshop will help us deal with our conflicts in a better way.”

“We are willing to continue the initiatives that the project is generating and bring peace to form a reconciliation centre, peace committees and early conflict alert systems that serve primary the problems of the disabled and our communities.”



As a first peace initiative, Valentin and various members of Foundation for People with Special Needs, plan to prevent the invasion of land in the Atacames canton through workshops in conflict transformation to help the inhabitants search for a peaceful solution to the conflict.

Colegio Juan XXIII – Quinindé

Students of the Juan XXIII Secondary School participated in the conflict transformation workshop on the 17th and 18th of October. The school has more than 1,300 students and over forty of them participated in the training. Ruth Maldonado, from the school's Counselling Department, stated in the attached letter that conflicts in the school have decreased since the training and replication.

Students are motivated and willing to participate in the formation of a reconciliation center and have already begun meeting to discuss various peace initiatives. One in particular is the formation of a peace committee run by the Student Directive and divided into sub-peace committees run by each course president. The participants have already replicated training to the entire student body and have begun to organize themselves for further peace initiatives. SP will continue to work with the Counselling Department and the student body in order to sustain the early success of the training and assist the peace committee and their initiatives.