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FINAL PROGRAM REPORT
Strengthening Institutions for
Peace and Development
SIPED

Program Period: December 2004- September 2012

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I. Executive Summary

Strengthening Institutions for Peace and Development (SIPED) in Ethiopia was a project initiated in October 2009 as a three year cost-extension of the 5-year Conflict Prevention and Resolution (CPR) Project funded by USAID beginning in December 2004. CPR began its work in the Southern Nations, Nationalities and People's Regional State (SNNPRS), and extended its work to the Somali-Oromiya border areas in 2008. In the SIPED phase, the geographic scope of the program expanded to include intra-regional work in Somali and Oromiya Regions, as well as the inter-regional work along the inter-state boundaries of SNNPRS and Oromiya. The design and approach of the program also changed significantly, building upon the learning from the CPR phase of the program. With the wider goal of reducing tensions and creating an environment for sustainable peace, SIPED's work was centered around four primary objectives:

1. Build effective and sustainable institutional capacity and collaborative partnerships to prevent, manage and respond to conflicts, and promote peace at local, regional, state and national levels;
2. Improve understanding and application of conflict sensitive approaches and Do No Harm principles at the national, regional and local levels;
3. Support initiatives that promote improved relationships and collaboration across regional state boundaries, to enable improved peace and equitable development in border areas.
4. Reduce local tensions and violence through support to initiatives which build peace and respond to conflict situations, and which address root causes of conflict through developmental and livelihood interventions.

In October 2011, SIPED received two complementary cost extensions in relation to inter-community water development initiatives and youth programming, but had a 2.25 million USD budget cut in January 2012 to its core peace component due to a lack in Peace and Security funds in the USAID mission.

CPR/SIPED program implementation revolved around a set of 8 activity areas to support achievement of the project's objectives. These included a) trainings in strategic conflict prevention and resolution; b) trainings in conflict sensitivity; c) internal and joint community discussions; d) public outreach campaigns e) facilitating community agreements; f) support to delivery of humanitarian assistance in conflict environments; g) natural resource management initiatives and h) livelihood and economic development initiatives. The water and youth components were in addition to these 8 activity areas. SIPED's approach to implementation was process-oriented and iterative, where any activity was planned and delivered based on the outcome and learning of a previous activity. Careful sequencing and dependency among activity areas supported SIPED in achieving its results.

In addition to meeting all output level targets for the program, the SIPED final evaluation revealed important impact-level changes as a result of project implementation. SIPED target communities reported improved conditions of peace and safety relative to comparison groups, and relative to the start of the program. These improvements in peace and safety were characterized by enhanced freedom of movement, improved dispute resolution capacity and more positive, frequent and diverse economic interaction. All of these changes communities directly attributed to SIPED program interventions. Importantly, improved relationships and freedom of movement led to enhanced access to a diverse range of key natural resources, market centers and social services, suggesting that relationship-building initiatives had an important impact on the economic prospects and resilience of the target communities. In fact, SIEPD target communities were more likely than comparison groups to state that their well-being and economic opportunities had improved relative to program inception.

II. Background

General Program Background

Ethiopia is a conglomerate of over 80 ethnic groups, and hundreds of clans and sub-clans, who economically depend almost entirely on the country's natural resources. Eighty percent of the population relies on agriculture,¹ while 60% of the country is arid and semi-arid lands most suitable for pastoralism.² These diverse communities with resource-dependent livelihoods have shared a history of both collaboration and conflict around access to and control of key natural resources. In recent years, a set of socio-political, economic and environmental factors have shifted incentives away from collaboration and towards conflict, while undermining the capacity of traditional governing systems to cope with the change and manage escalating tensions. This has significantly increased inter-community conflict in Ethiopia, to the detriment of livelihoods and development.

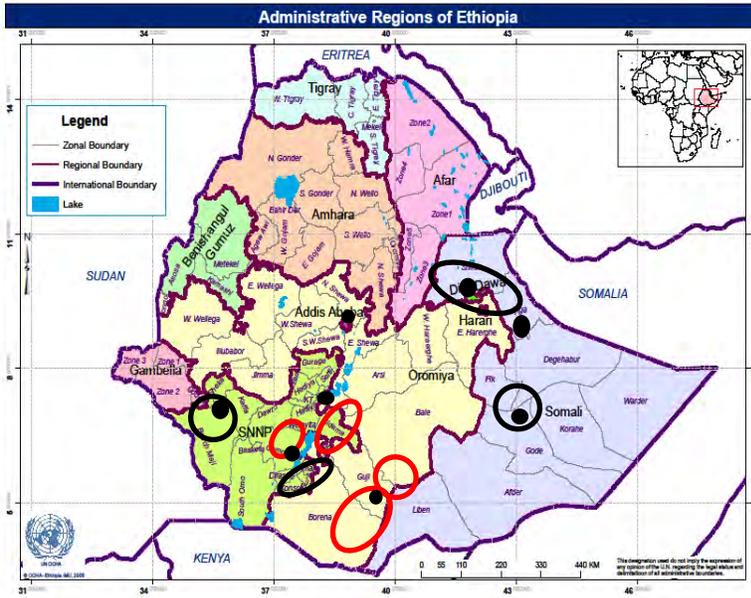
First, Ethiopia's ethnic-federalist system, designed to rectify decades of suppression of cultural identity under former regimes, has been associated with increased competition for the control of land, political power and key resources where multiple ethnic groups had historically negotiated around shared land access, use and management through a common set of principles. Second, while the current regime has penetrated its power to the village level, capacity at nearly all levels is weak. At the same time, a formal government presence has challenged the traditional community governing system without providing a stable, effective alternative to traditional rule. Third, population in Ethiopia has also increased dramatically and with it pressures on the environment and increased competition over resources. Climate change has further complicated the problem.

In 2009, the GoE passed the Charities and Societies Legislation which barred international "charities" from engaging in conflict management and resolution. This restricted the space available for the international community, including donors and implementing partners, to deliver programs that could effectively address Ethiopia's conflicts and the challenges they pose to development.

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¹ USAID. *Country Profile. Property Rights and Resource Governance, Ethiopia*. 2011

² Ministry of Finance and Economic Development *Ethiopia building on progress: a Plan for Accelerated and Sustained Development to End Poverty (PASDEP) (2005/06 – 2009/10)*. Addis Ababa: 2006



Map 1: SIPED implementation office sites and clusters of operation.

In all operational areas, SIPED supported both institutional capacity-building at regional and local levels, as well as mentoring in the course of a specific peace process meant to address a specific conflict. The exception was Oromiya, where the support was primarily provided to the regional government as per the government request.

Ultimately, SIPED operated in 7 field office sites in addition to the national capital, Addis Ababa, which allowed the project access to both federal and regional government agencies, local government counterparts and community

representatives who were all key actors in addressing ethnic and clan divisions. Working at these levels permitted the program to develop close working relationships at multiple levels, and allowed for sustained, systematic support to both formal and non-formal institutions that would be responsible for guiding and implementing local peace processes.

The project operated until September 2012, although was notified of an impending budget cut in November 2011 and received formal notification of a 2.25 million USD budget cut in January 2012. The reason for the cut was a lack of Peace and Security funds in the USAID mission. As a result, SIPED began to phase out of activities nearly 10 months prematurely. While all targets were met, many peace processes had remaining components that were left unsupported by SIPED itself.

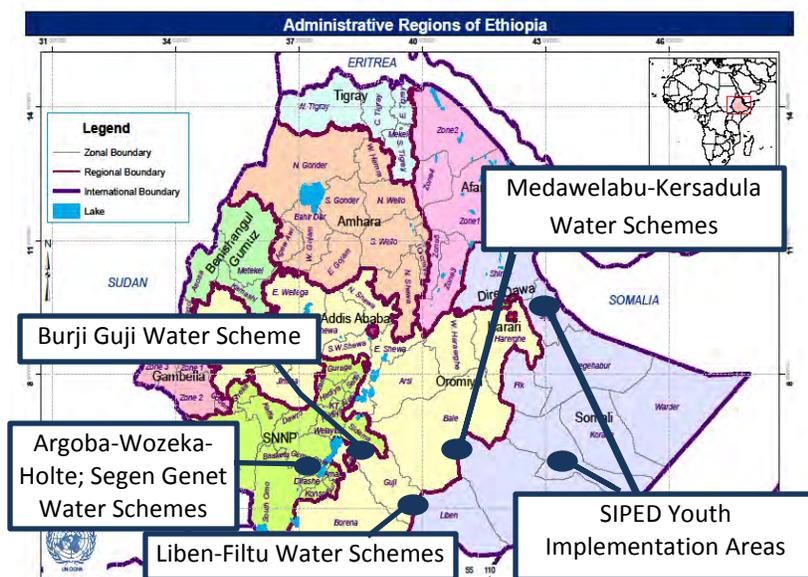
Water and Youth Programs Background

The **SIPED Water Program** was a cost extension of SIPED awarded in October 2011 designed to cement and support community peace processes through water development initiatives. SIPED received water funding to improve access to potable water for conflict-affected communities. At the same time, the approach to water development would build incentives for communities to cooperate around shared resource access, while addressing resource-related drivers of conflict. The sites selected for water implementation were those where water access was the scarcest and where existing SIPED peace processes provided the strongest foundation for delivering a shared service. A table summarizing SIPED water implementation site and target beneficiaries along with a map of locations where SIPED water sites were built are detailed below.

	No. of water access points	Existing Beneficiaries	Projected beneficiaries (in 20 years)
SNNPR			
Argoba-Wozeka-Holte Water Scheme			
Argoba	12	2558	4617
Wozeka	9	5576	10,072

Holte	11	9089	16,414
Segen Genet Water Scheme			
Segen Genet	7	3672	6632
SNNPR-Oromiya			
Burji-Guji Water Scheme			
Burji Woreda	3	4279	7728
Guji Woreda	1	1500	2709
Somali-Oromiya Border			
Liben-Filtu Water Schemes			
Funangirri	2	11,500	20,770
Siminto	5	5600	10,114
Fullo	2	8000	14,449
Medawelabu-Kersdadula			
Meda	2	6500	11,740
Kersadula	3	11,000	19,867
Sera Medalle	2	6000	10,837
TOTAL	59	75,274	135,949

Table 1: SIPED water development sites, no. of associated water points and beneficiaries



Map 2: SIPED Water and Youth Implementation Areas.

and in October 2011 received supplementary youth funding to further accomplish this purpose. SIPED Youth operated in the capital of Somali Region, Jijiga, as well as in Gode, Kelafo, Adadle and Denan districts (*woredas*) of Gode Zone, as detailed in map 2.

The **SIPED youth program** continued as an extension of the USG-funded Somali Pastoralist Livelihood Initiative, which ran complementary to SIPED in the Somali Region targeting unemployed, peri-urban youth transitioning out of pastoralism. The wider goal of the project was to improve the social and economic capacity of peri-urban youth to lead healthy and productive lives, and to become a positive force for peaceful change in their communities. As per the agreement, following the closure of SPLI in June 2011, SIPED continued to support these aims

III. Objectives and Approaches

Peace Objectives and Approaches

With the wider goal of reducing tensions and creating an environment for sustainable peace, SIPED's work was centered around four primary objectives:

1. Build effective and sustainable institutional capacity and collaborative partnerships to prevent, manage and respond to conflicts, and promote peace at local, regional state and national levels;
2. Improve understanding and application of conflict sensitive approaches and Do No Harm principles at the national, regional and local levels;
3. Support initiatives that promote improved relationships and collaboration across regional state boundaries, to enable improved peace and equitable development in border areas.
4. Reduce local tensions and violence through support to initiatives which build peace and respond to conflict situations, and which address root causes of conflict through developmental and livelihood interventions.

SIPED program approaches that supported achievement of these four objectives responded to Ethiopia's contextual reality and the dynamic nature of conflicts.

First, SIPED recognized that capacity building for peace required more than opportunities for training or provision of logistical items. Weak, ineffective institutions and approaches to conflict resolution were not simply a product of lack of knowledge, skills, or logistical infrastructure. Although these were elements of the puzzle, institutional change required a change in attitudes, behavior and supporting strategies that were entrenched and incentivized as part of the wider socio-political and economic system. Institutional change had to be addressed on a systemic level, and by closely and directly supporting the creative application of newfound knowledge and skills to critical problems among all relevant actors. It required that opportunities be created to shift incentives and produce evidence of what was possible by testing new ways of working.

Second, SIPED recognized that the dynamic relationships among Ethiopia's diverse communities responded to various social and economic incentives. SIPED was designed to probe more deeply into the underlying drivers of community conflicts by engaging all community and non-community actors in the process. Building on tested theories around social cooperation,³ SIPED was designed to support community-level programming that demonstrated how particular modes of positive interaction created wider community benefits that outweighed the perceived gains of engaging in conflict. This included systemic, face-to-face dialogue. It also included direct engagement in community development initiatives of shared interest that could demonstrate tangible benefits of cooperation and peace, and provide an opportunity for applying cooperative strategies to practical problems. SIPED engaged conflicting communities and multiple, competing *woreda* government offices around joint land use planning, shared natural resource management initiatives, shared water source development and enhancement projects, and joint community livelihood initiatives.

Third, SIPED acknowledged that given the complexity of social systems and norms, a multi-stakeholder approach to promoting social cooperation and increasing incentives for peace was required. The program had to respond to priorities, policies and incentives at multiple levels of government, and within multiple segments of the community. Greater gains had to be demonstrated among different

sectors of government – to ensure that approaches and benefits could be sustained by government strategies and priorities. Greater gains also had to be demonstrated to wider segments of the community, and particularly for women and youth. The latter group now represents over 60% of Ethiopia’s population. Women and young girls, on the other hand, have increasingly become the center of global development and peace and security initiatives which recognize the imperative that the well-being of whole communities cannot be improved without 50% of its population.

The theories of change that supported the approaches outlined above, based on literature, practical learning from Mercy Corps’ programming, including CPR, and the context were:

- Effective promotion of peaceful resolution of conflicts requires both changes to attitudes and behaviors, as well as credible, legitimate institutions or systems to support dialogue and communication.
- Change in individual attitudes and behaviors requires more than just learning but also the opportunity to practice, and experience new knowledge and skills.
- Capacity building in institutions requires both learning by individuals within the institution as well as support to new processes and systems within the institution.
- Regular, sustained, proactive communication can have significant positive impacts on relationships between conflicting groups
- Combined approaches which address relationships, attitudes and behaviors as well as the economic, social and political drivers of conflict will help to ensure sustainable improvement in peace and security.
- Linking multiple stakeholders, including traditional and ‘formal’ institutions, and different segments of the community is necessary to address the complex and interlinked drivers of conflict

SIPED Water and Youth Objectives

With the wider goal of ensuring improved access to potable water results in peaceful co-existence and sustainable development among target communities, the objectives of the SIPED Water extension of the program were:

- Secure long-term, sustainable access to potable water in areas where water shortage results or exacerbates violent conflict.
- Reduce pejorative consequences of extreme water shortage, especially violent conflict, spread of water borne diseases and increased burden on women.
- Strengthen relationship among communities who have experienced violent conflict through increased interaction and co-management around newly constructed and rehabilitated water points.

The four objectives of the SIPED Youth extension designed to support its goal of improving the social and economic capacity of peri urban youth to lead healthy and productive lives and become a positive force for peaceful change in their communities were:

- Contribute to the creation of economic opportunities for peri urban youth through the provision of education and livelihood support;
- Improve the social opportunities for disadvantaged youth resulting in strengthened relationships and positive engagements within youth groups and their communities;
- Support educational, business and youth institutions to assist and mentor youth, and
- Conflict sensitivity and Do No Harm principles incorporated into assessment, planning, implementation and monitoring protocols and activities

IV. Accomplishments

SIPED Core Peace

Description of Activities Accomplished

A. Trainings in Strategic Conflict Prevention and Resolution (CPR) - (Objectives 1 and 3)

The SIPED Program used trainings as either an entry-point to engage all levels of stakeholders in relationship-building, or to strengthen dialogue processes once these began. While providing basic skills and knowledge in key principles of conflict prevention and resolution, the trainings were always carefully tailored to a particular audience and conflict context. Each training was designed to ensure that stakeholders 1) had an improved understanding of their particular conflict context or situation, 2) developed ownership of this situation and voluntarily agreed to engage in a peace process, 3) were better prepared to either directly facilitate or engage other stakeholder groups in the peace process as well, and 4) had gained skills and perspectives that would allow them to mediate the peace process.

Based on the national context, SIPED worked at the request of higher government institutions, and had to ensure buy-in at higher levels before engaging at the local level. Typically, trainings were first conducted with relevant regional state Bureaus and delivered as Trainings of Trainers (ToT). Regional state level trainings were often conducted jointly with bordering regional states to support addressing cross-border conflicts. Regional governments were then engaged in co-facilitate trainings at the zone and district levels, and district government officials co-facilitated trainings with Mercy Corps for community institutions and community members. These included clan leaders, elders, women and youth groups. This cascading down of trainings was closely supported at each level, to ensure that the training approach and topics were specific for the particular audience and supported each level of stakeholder to engage in the peace process according to their government or societal roles and mandates. At the district and community levels, trainings were used specifically as an opportunity to begin preparation and planning for community dialogues.

While SIPED strived to train equal amounts of women and men, the operating context made it very difficult to achieve this given the objectives of the program. Very few women were employed in relevant positions in regional and local government offices. While SIPED supported women-specific CPR trainings at the local level, it was critical that the appropriate amount of male elders and clan leaders were engaged to affect rapid change in relationships among conflicting communities under the existing institutional systems. The women and young people that were engaged were found to bring greater sustainability and long-term support to peace processes, as detailed in sections below. A summary of CPR and SIPED phase trainees is included below.

Location	Regional State Government		Local Government		Community	
	M	F	M	F	M	F
SNNPR	191	25	1664	66	428	178
Oromiya	95	18	189	16	n/a	n/a
Somali-Oromiya border	34	6	816	370	1141	255
SNNPR-Oromiya border	159	10	126	16	154	16

Table 2: No. of individuals trained in CPR trainings under the project, disaggregated by level, gender and location

B. Trainings in Do No Harm/Context Sensitivity (Objective 2 and 3)

In addition to trainings in Conflict Prevention and Resolution, SIPED supported trainings in Do No Harm (DNH) and principles of conflict sensitivity. Do No Harm trainings were particularly important in cross-border areas, where development interventions along contested border areas were a sparkplug for conflict. Trainings in Do No Harm were conducted through a similar approach as trainings in CPR. ToTs at the regional state level were used to support buy-in of higher level government stakeholders to incorporate and support the principles, and to promote understanding and practice around the concept locally. The trainings also supported DNH to be included in various dialogues and workshops as a point of discussion, to help government and communities analyze and understand the linkages between inappropriate development interventions and conflict. Finally, DNH trainings directly supported appropriate engagement and support for conflict sensitive natural resource management and livelihoods initiatives detailed below.

Learning from program implementation revealed that the “standard” DNH approach and training originally designed around humanitarian assistance interventions was not always sufficient to help stakeholders address the links between development and conflict in their localities, nor was it appropriate for government and community audiences. In 2010, the SIPED leadership team and key staff engaged in a process of developing a conflict sensitivity manual that was geared for conflict stakeholders, rather than an NGO audience. The approach of the new training package, including case studies, role play and group exercises helped participants practically understand the links between inter-community relationships and appropriate approaches to development, as well as what they could do to support this.

C. Internal and Joint Community Dialogues (Objective 1,3 and 4)

At the core of SIPED’s peace processes were a series of community-level discussions among conflicting parties. The discussions were designed to support stakeholder communities to analyze what were the drivers and consequences of conflict in their area, air grievances, identify capacities for peace, and propose solutions to existing problems linked to conflict. Discussions typically took place within a single community, and then multiple groups were brought together in a joint session. Each discussion session provided a safe and guided space for discussion, and prepared participants to tackle increasingly more challenging issues in subsequent conversations, and/or to use these forums as an opportunity to begin implementing solutions. In fact, the most important success to the discussion process were carefully designed facilitation approaches and skilled facilitators to deliver these. Ultimately the discussions were designed to build relationships such that communities could engage in shared natural resource management and livelihood initiatives discussed below. Improved relations as a result of community discussions also supported community-wide trust-building and reconciliation initiatives, such as the public outreach campaigns detailed below. A summary of community members involved in dialogues over the course of project are detailed below.

Location	Community Members		Government	
	Male	Female	Male	Female
SNNPR	802	524	352	24
Somali-Oromiya border	6103	1634	321	8
SNNPR-Oromiya border	1319	1018	351	24

Table 3: No. of individuals participating in dialogues, disaggregated by type of member, gender and location

D. Public Outreach Campaigns and Festivals (Objective 4)

As part of relationship-building processes towards development, SIPED supported public outreach campaigns. The organization and facilitation of public outreach campaigns was supported once communities were ready to engage with each other more deeply and directly. This meant that they were comfortable entering each other's village territory and interacting at market places. Typically, the public outreach campaigns were organized by the communities themselves, and were designed to bring greater awareness around improved relationships and further strengthen social interaction. Committees were selected by the communities to facilitate the outreach campaigns, which consisted of drama, sport events, and traditional music and storytelling that evoked messages of improved relationships and harmony. Commonly the performances were organized in a public space such as a market. With Mercy Corps' support, they were at times facilitated as a type of multi-community festival taking place over several days in the heart of several village localities. Selected community groups would travel around each other's villages in a caravan arrangement, with each community having an opportunity to host members of conflicting parties overnight. This second arrangement typically went further in cementing relationships among communities, both building and evoking trust as communities interacted in an intimate village setting, rather than in public areas such as markets. Beyond the individuals who were engaged in organizing, performing or hosting the events, the festivals always drew massive crowds of thousands of individuals from all stakeholder communities to observe the celebration. The number of campaigns conducted and number of individuals engaged in these events are detailed below.

Location	# of Public Outreach Campaigns Conducted	# of individuals engaged in Public Outreach Campaigns	
		Male	Female
SNNPR	19	15,282	3070
Oromiya	n/a	n/a	n/a
Somali-Oromiya border	3	2905	2615
SNNPR-Oromiya border	1	1200	300

Table 4: Public Outreach Campaign Indicators, # of campaigns conducted and # of participating individuals by gender and location

E. Facilitating Community Peace Agreements (Objective 1, 3 and 4)

Capacity-building in conflict prevention and resolution combined with community discussions led to both written and oral peace agreements. The strength of the community peace agreements depended on the commitment of elders and clan leaders who were behind the process and their ability to first, ensure that the agreements received feedback and validation from the wider community, and second, to ensure the support of formal government security and justice sectors in backing these agreements. In this regard, the process was particularly successful in the Southern Somali-Oromiya border areas, where a multi-year community peace agreement development process included validation of draft Peace Accords by each segment of the community and finally ratification of the Peace Accords by regional and federal governing bodies in the final stages. In SNNPR, the peace agreements took the shape of natural resource management agreements described in more detail below.

F. Support to Delivery of Humanitarian Assistance (Objectives 2 & 4)

Wherever SIPED was working in the wake of a recent conflict, the devastation from the conflict frequently required humanitarian support in order to alleviate immediate needs as well as to gain the buy-in and support of communities for engaging in reconciliation. Humanitarian assistance was delivered either directly through the SIPED program, or more often, by securing funds and supporting complementary short-term humanitarian programs that delivered such support. The critical aspect of humanitarian assistance was the manner in which it was delivered. Specifically, SIPED's Do No Harm approach ensured not only that the delivery of humanitarian assistance did not compromise the peace process, but that it was also closely integrated with a peace process and supported its outcomes. This was most effectively delivered through joint management of both programs at the field level, and discussing and finding solutions for addressing humanitarian needs as part of separate and joint community discussions.

G. Natural Resource Management Initiatives and Agreements (Objective 4)

While supporting improved relationships, SIPED's capacity-building and dialogue process was designed to support communities to jointly engage in and address development issues of shared interest. This included issues around common natural resource management and access to water detailed later in the report. In areas where insecure resource access was either a cause or a consequence of conflict, SIPED supported communities to reach an agreement around the shared use and management of contested natural resource areas that underpinned local livelihoods.

One of the most successful NRM processes under SIPED was among the Konso-Derashe and Amaro communities in SNNPR. With regional state government approval, SIPED supported local government to engage these communities in a land use planning process around a contested forest and farm area known as Abulo Alfacho. Multiple communities vying for access to this land directly led to an outbreak of inter-community violence that caused the regional state government to request that SIPED work in this area. Community discussions identified a diminishing resource base and competing interests around Abulo Alfacho as the main source of conflict in the area, and proposed land use planning and improved natural resource management as a solution. Joint technical and supervisory committees consisting of relevant government representatives and community members were elected by communities to oversee and guide the process. Technical committees were mandated by relevant government offices and community members to engage in land mapping, land classification, and natural resource management plan development. The technical committee conducted an extensive ground survey of all areas over several months, which included gathering social data from residents around the existing use and ownership of land. Elders were engaged in on-the-spot ground-truthing and conflict resolution wherever issues around management or ownership of specific areas arose.

One of the most significant aspects of the natural resource management process in SNNPR was that it spanned district boundaries. Communities and government across districts worked together and classified land based on the livelihood needs of multiple communities living in the area and the land carrying capacity. Previously, the practice had been to assign a resource within a district to that district, even if the primary user groups lived outside of those district boundaries.

Another notable NRM process was supported in the southern Somali-Oromiya border areas. Here SIPED supported the opening of access to pasture and water points that were blocked as a result of insecurity, or that served as a buffer zone. The multi-year Peace Accord process between the conflicting communities of Borena, Gari, Guji and Gebra included bylaws that would govern shared use and

management of key natural resources. The removal of community buffer zones and the opening access of insecure areas improved access to dry season grazing and allowed overgrazed areas to rest due to improved mobility. The number of households benefiting from improved access to natural resources as a result of the SIPED program is documented below.

Location	# of households
SNNPR	7905
Somali-Oromiya border	18,695
SNNPR-Oromiya border	9279

Table 5: # of households benefiting from improved access to natural resources

H. Support to Livelihood Opportunities and Access to Markets (Objective 2 & 4)

Another SIPED core activity area that followed and was an outcome of consensus-building discussions was enhancing shared livelihood opportunities and access to markets. As part of community discussions, community members were encouraged to explore their livelihood dependencies and discuss win-win scenarios from improved market access and inter-community trade. Communities examined the challenges posed to livelihoods when markets and trade routes were blocked by insecurity.

In all SIPED implementation areas, improved trade and market access were directly supported by improved security and relationships that resulted from SIPED supported trainings and community peace meetings. This link between peace-building and improved livelihood options was supported by the findings of the SIPED final evaluation, detailed in the lessons-learned section of this report.

In other areas, SIPED also provided direct support to community income generating groups to enhance trade and relationships across boundaries where this proved to be strategic for further cementing inter-community relationships. For example, in the northern and southern Somali-Oromiya border clusters, relationship-building activities were very closely linked with livelihood initiatives. Women were driven to meet with conflicting groups in dialogues and consensus-building meetings primarily by the potential gain of expanding trade relationships with other communities. Realizing the benefits from trade, the income generating groups served as a platform for peace-building. Women would come together and promote peace messages in markets, household visits and through a variety of outreach activities. While improved economic options were a motivating factor for peace-building in these areas, it is critical to note that economic engagement and improvements were *always preceded* by a series of community discussions that supported improved relationships. In other words, SIPED did not find validity in the theory that improved livelihood options in target areas would automatically support peace without relationship-building interventions. It was through multi-community consensus-building discussions that appropriate approaches to economic development could be understood, such that peace conditions could be strengthened and conflict diminished.

The direct support provided to income generating groups by SIPED is detailed below:

S/No	District	Name of Cooperative/Micro finance & Small Enterprise	No of Members	Grant disbursed in birr
1	Mieso	Hawi Nagenya Women MSE	30	75,000
		Nagegna Jalala Youth MSE (52,500)	21	52,500
2	Afdem	Deqsan Women Cooperative (75,000)	30	75,000

		Hormud Youth Cooperative (75,000)	30	75,000
3	Doba	Gurmu Haqa Women MSE (75,000)	30	75,000
		Dragagota Adadure Nagegna Jajaba MSE (75,000)	30	75,000
Total				427,500

Table 6: SIPED direct support to livelihood cooperatives, Northern Somali-Oromiya cluster

S/No	District	Name of Cooperative	Business type	# Members
1	Mi'essa kebele	Nagaaf Mimosa	12 F, 7 M – 19 TL	42,750
2	Siminto Village	Ibsitu Nagaa	6 F, 10 M – TL 16	42,750
3	Siminto Village	Nagaaf Dangaa	10 F, 4 M – TL 14	42,750
4	Mi'essa kebele	Roobaf Nagaa	9 F, 6 M – 15 TL	42,750

Table 7: SIPED direct support to livelihood cooperatives, Southern Somali-Oromiya Cluster

The number of households benefiting from improved economic options and access to markets as a result of the SIPED program is documented below.

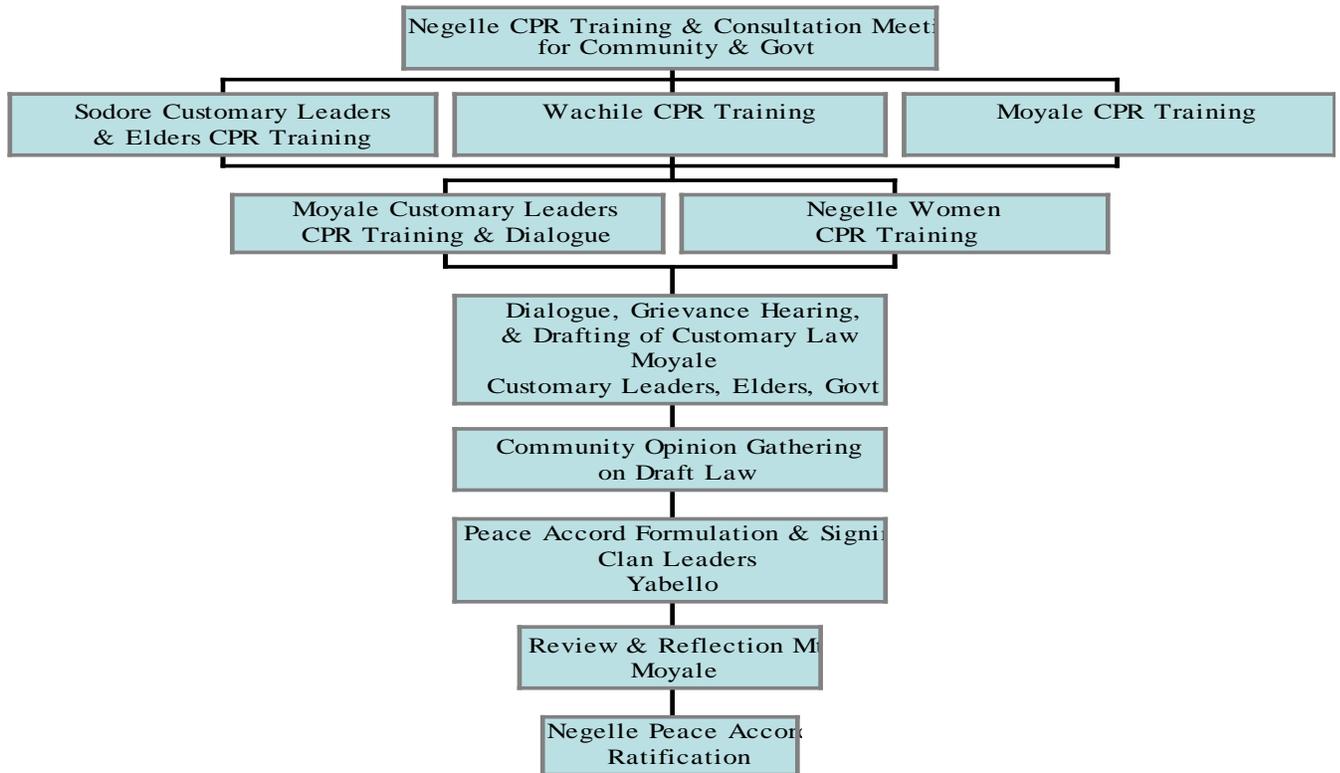
Location	# of households
SNNPR	32,633
Somali-Oromiya border	38,947
SNNPR-Oromiya border	21,732

Table 8: # of households benefiting from improved economic options and market access

Illustration of SIPED Processes

The activities, as presented above, demonstrate the main activity areas around which SIPED implementation revolved to support achievement of its four objectives and wider project goal. Importantly, each activity area was directly dependent upon other activity areas, and each activity itself was implemented in a process-oriented, iterative manner. Specifically, the nature and design of a particular activity was determined by the outcome of a previous activity. This careful sequencing of activities supported SIPED to achieve its results. A sample of SIPED peace processes and the interdependency of activities in three major clusters of SNNPR and the northern and southern Somali-Oromiya border areas are illustrated below.

Figure 1: Southern Somali-Oromiya Peace Process:
Borena-Gari-Guji-Gebre



**Figure 2: SNNPR Peace and Natural Resource Management Process:
Konso-Derashe-Amaro**

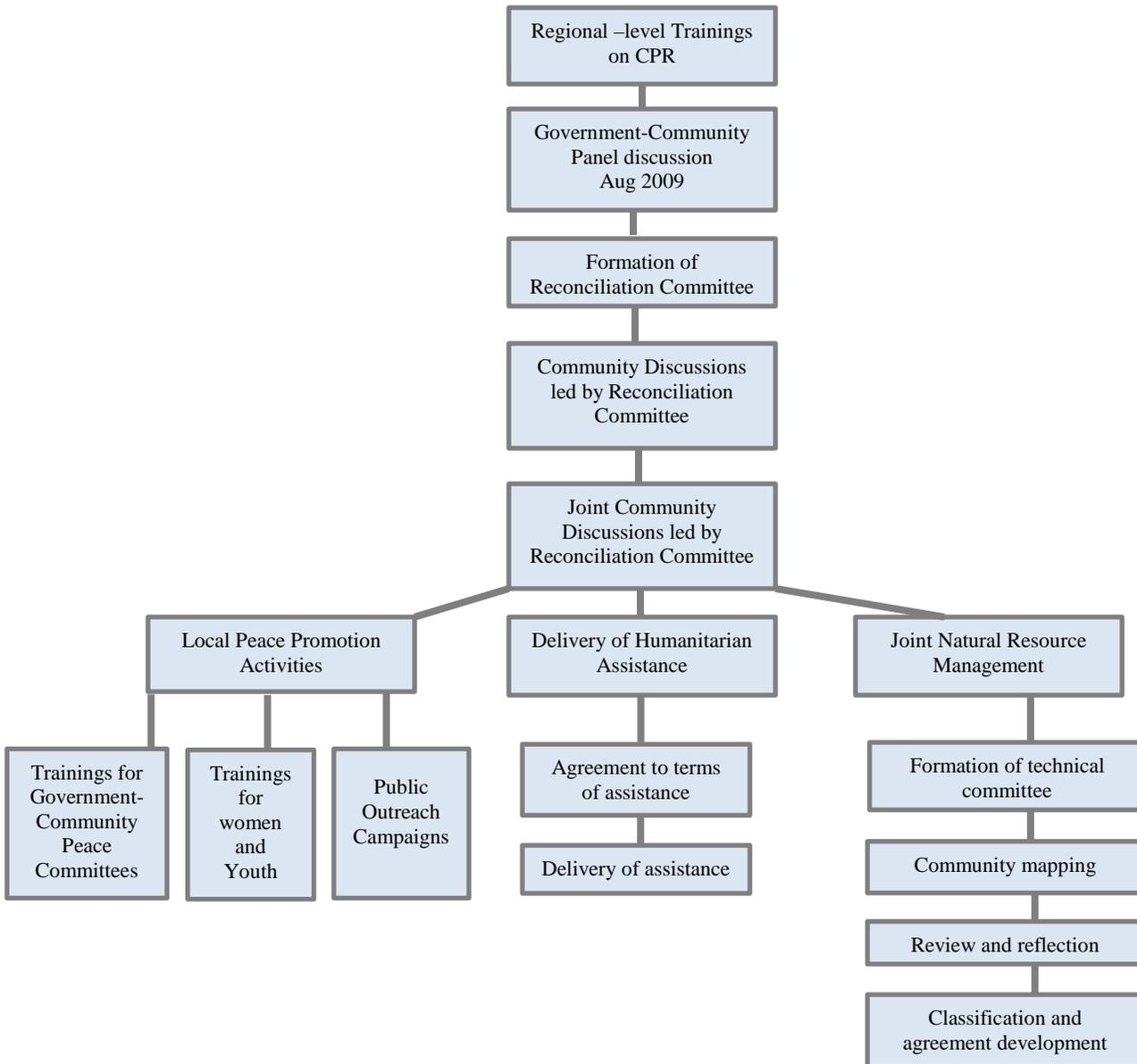


Figure 3: Northern Somali-Oromiya Peace and Livelihoods Process:
Afdem-Doba

rocess

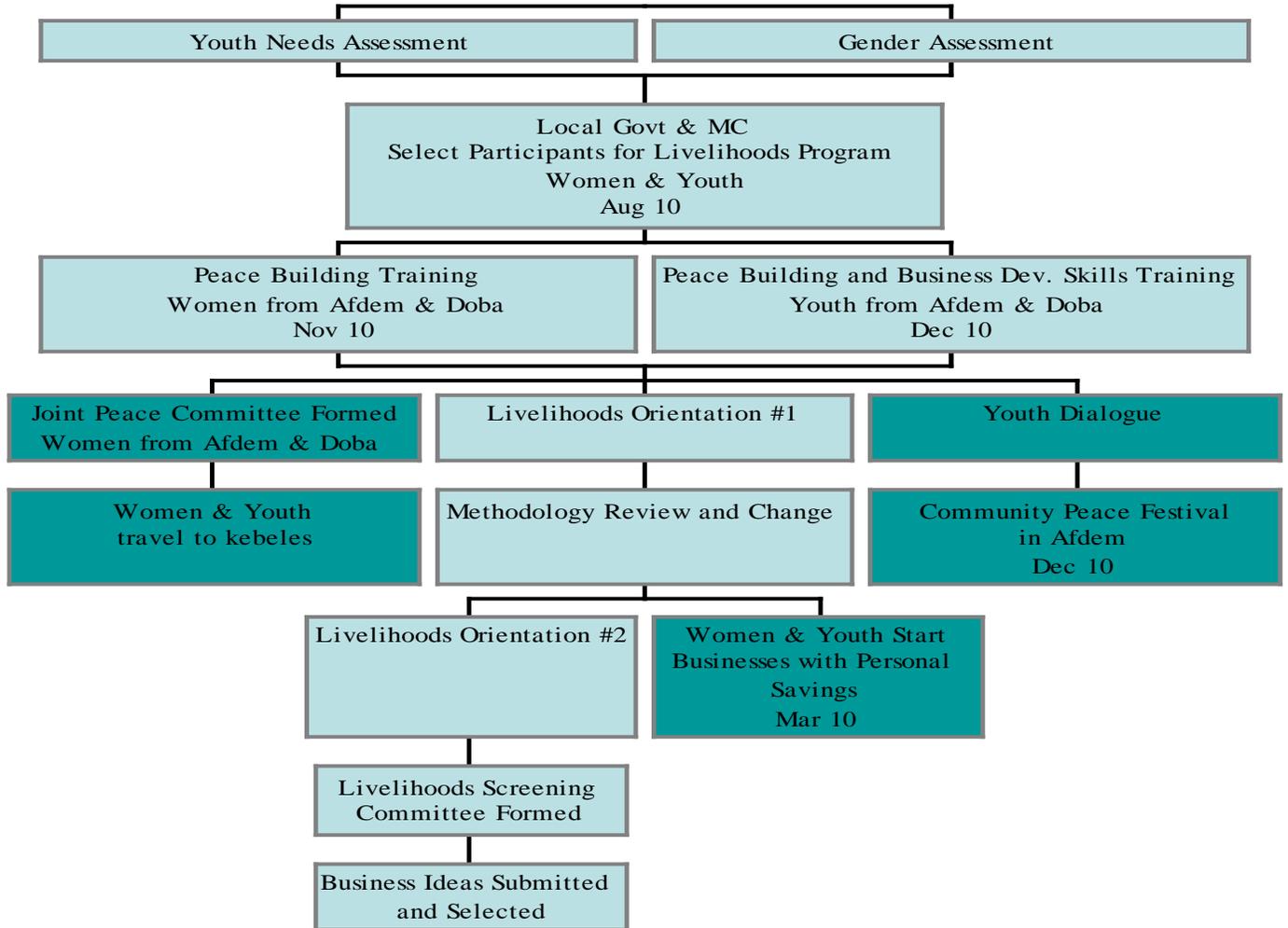
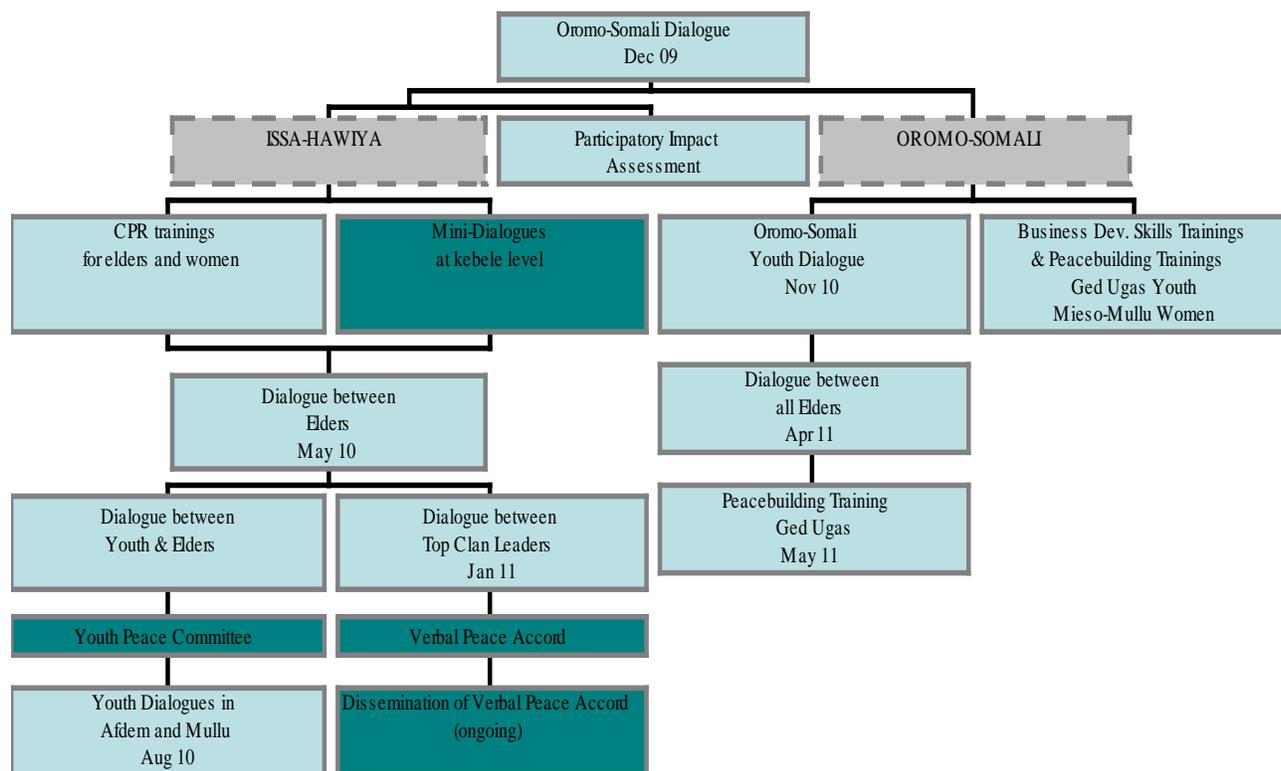


Figure 4: Northern Somali-Oromiya Peace and Livelihoods Process: Mieso-Mieso



Accomplishments against USG indicators

USG Indicators	LoP Target	Performance		
		Previous Semesters Cumulative	Jan-March 2012*	Total to Date
Number of people trained in conflict mitigation/resolution skills with USG assistance	3468	4287	0	4287
Number of USG programs supporting conflict and/or fragility early warning systems and/or response mechanisms	3	3	3	3
Number of USG assisted supported facilitated events geared toward strengthening understanding and mitigating conflict between groups	255	167	22	189
Number of people from at risk groups reached through USG	21,230	23,996	1447	25,443

supported activities	conflict mitigation				
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Table 9: Final accomplishments against USG indicators

SIPED Water

Activities Accomplished

A. Site surveys and water scheme design

All water development activities were preceded with a comprehensive site survey and design in communities a) that were identified as experiencing severe water scarcity, b) where water development could benefit multiple communities across district or regional boundaries and c) where such initiatives could support strengthening inter-community cooperation and cement peace. Because of the sensitivity of supporting water interventions across community boundaries, the geo-physical necessity and/or benefits had to be clearly articulated to communities to obtain their buy-in, and the survey had to ensure that diverse communities perceived these benefits as being adequately distributed. In addition to consideration of engineering principles around water development, Mercy Corps’ engineers had to carefully address these social ramifications and objectives of water site development or rehabilitation.

B. Consensus-Building

Once schemes were appropriately designed, the SIPED team held a series of consensus-building and community mobilization meetings around water scheme development. Since the schemes were either cross-boundary in design, or were intended to be used by cross-boundary communities, discussions were often heated and contested. Given the Ethiopian context of district level development, communities and government struggled to share resources across borders. Internal community discussions were followed by joint discussions, where issues around use and management were discussed.



Picture 1: SIPED consensus-building meetings around water development: Meeting of three villages around Argoba-Holte-Wozeka water scheme development (left), and elders meeting around the cross-regional water scheme development in Medawelabu-Kersadula (right)

C. Water Committee Formation and Community Mobilization:

Once communities agreed to move forward with shared water scheme development, discussions began around the specifics of how this would be accomplished. As part of this, communities elected water committees that included two levels of community stakeholders. The first level was the decision-makers that would govern the management of the schemes, and the second level was the caretakers who would support site maintenance and rehabilitation. Committees were elected in each stakeholder community and from these members were selected into a cross-community Joint Water Management Committee. Mercy Corps supported Committee members and government partners to develop a detailed Memorandum of Understanding that outlined in detail the components of the water scheme, the responsibilities of the community in supporting the construction of each of those components, the roles and responsibilities of the water committee in supporting community mobilization for construction, and the management and maintenance of the scheme following completion.



Picture 2: Mobilized community members prepare access to road to spring site in Segen Genet (left); Holte community members support laying of HDPE pipe to extend spring water to their community (right)

D. Capacity-Building of Government Partners and Water Committees

Parallel to the process of water committee formation and community mobilization, SIPED supported building the capacity of relevant government offices and community members around shared water scheme development, site management and maintenance. Capacity-building consisted of formal trainings, on-the-job practice and mentoring during construction, and engagement in review and reflection meetings. The focus of the capacity-building included a) improved institutional ability to manage shared water schemes; b) supporting improved water, sanitation and hygiene practice around water use, c) physical maintenance of water schemes and d) improving management of natural resources around the water schemes to support long-term water supply. Formal trainings were supported first at the zone-level of government and then delivered to district offices that supported community-level trainings. On-the-job trainings were conducted by skilled laborers, government experts and Mercy Corps staff as part of site construction.

E. Bylaw Development

A core joint task of both water committees and responsible government bodies was to develop and agree upon bylaws that would govern the management and maintenance of the water schemes. While draft bylaws existed that outlined how typical water schemes should be managed, often these bylaws failed to outline the appropriate incentives for scheme maintenance, did not describe how those responsible for maintenance would be held accountable by communities, and did not specify repercussions for failing to comply with management regulations. Joint meetings were held to address these questions, and bylaws taken back to the community for feedback and validation. Community discussions also supported an analysis of challenges associated with previous water development and maintenance initiatives to ensure that these issues were addressed in the existing process.

F. Construction:

Construction of the schemes was conducted by a combination of mobilized community labor, daily laborers and skilled laborers, with supervision of Mercy Corps-hired foremen and site engineers. On-going discussion among community members continued throughout the process, both to reaffirm agreements and clarify unforeseen issues and disputes that arose through the process of construction. In the vast majority of areas, construction was completed according to the original design. In two areas, major revisions were required. Specifically, in the Somali-Oromiya border areas of Medawelabu-Kersadula, a proposed borehole hit quartz rock at 306 m and the scheme had to be redesigned. In the Argoba-Wozeka-Holte scheme, a 100m³ reservoir had to be redesigned as two 50m³ reservoirs after the original structure repeatedly collapsed during construction due to the soil type. Ultimately, SIPED succeeded in constructing all of the water points associated with the proposed water schemes.

G. WASH Outreach:

Parallel to site construction, community-level outreach around improved water, sanitation and hygiene (WASH) practices was delivered by trained water committee members, in order to ensure sanitary use and management of the new water schemes. As per government standards, community members were taken through the Community-led Total Sanitation approach to WASH.

H. Review and Reflection Meetings

As mentioned above, the delicate nature of a multi-community water scheme development process required on-going review and reflection between government and water committees, water committees and communities, and among the various communities themselves. The purpose of review and reflection meetings were to analyze how far the various responsible bodies were able to meet the terms of the Memoranda of Understanding, what were the accomplishments and challenges associated with the construction and developing shared management of the water schemes, what needed to be revised, and what additional support was needed to ensure completion and sustainability of the structures. Review and reflection was critical to both capacity-building and ensuring on-going buy-in and participation of all parties in the process.

Summary of Physical Accomplishment

a. Argoba-Wozeka-Holte Water Scheme Physical Accomplishment

Table 10: Shared Activities – Argoba-Wozeka-Holte – Plan v. Accomplishment						
S.No	Type of Activities	Unit	Total Planned	Accomplishments		Remarks
				Previous Quarter	Current Quarter	
1	Cap Cherbello Spring	% ^{age}	100	0	100	Work completed
2	Foundation excavation for the 120m ³ capacity wet well	m ³	198.6	30.95	248.05	Work completed * structure changed to 1 60m ³ and 1 70m ³ structure (see challenges)
3	Construct 120m ³ capacity wet well	% ^{age}	100	15	35	50% remaining work will be completed under PROSPER; see challenges
4	Supply and Install Surface Pump	Set	1	0	1	Pump purchased; installation remains
5	Supply and Install Diesel Generator	Set	1	0	1	Purchased, installation remains
6	Backfill of pipe line trench	M	1406	780	576	50
7	Correct all defects on existing	% ^{age}	100	0	100	Work completed
8	Fence around the spring source and	% ^{age}	100	0	60	40
9	Take out part of the previous pipe line and backfill the trenches	M	938	0	450	Impossible to take out the rest
10	Access Road Construction	m ²	150	160	80	Work Completed
11	Construct Joint WASH Co. Office	% ^{age}	100	0	25	To be completed under PROSPER

Table 11: Argoba Kebele – Plan v. Accomplishment						
S.No.	Type of Activities	Unit	Total Planned	Accomplishments		Remaining from Total
				Previous Quarter	Current Quarter	
1	Trench Excavation for distribution	M	2035	950	1085	Work complete
2	Pipe laying for distribution lines	M	1573	0	1573	Work complete
3	Takeout old distribution lines &	M	453	0	453	Work complete
4	Construct additional Water Points	No. of WPs	7	4	3	Work complete
5	Construct Washing Basins	No. of WBs	12	0	12	Work complete
6	Construct Soak Away Pits	No. of SAPs	11	0	9	2 remaining will be completed under PROSPER
7	Fix and/or change damaged fittings on existing W. Points	No.	6	0	6	Work complete
8	Construct Valve Chambers	No.	4	0	0	4 remaining will be completed under PROSPER
9	Fence the compounds of all Water	% ^{age}	100	0	100	Work complete

10	Backfill pipe line trenches	M	2035	0	2035	Work complete
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Table 12: Wozeka kebele; Plan v. Accomplishment

S.No.	Type of Activities	Unit	Total Planned	Accomplishments		Remaining from Total
				Previous Quarter	Current Quarter	
1	Trench Excavation for distribution line	M	2023	637	886	500m remaining will be completed under
2	Pipe laying for distribution line	M	2023	0	1523	500m remaining will be completed under
3	Maintain existing pipe system	% ^{age}	100	0	30	70 m remaining will be completed under
4	Construct additional Water Points	No.	5	0	5	Work complete
5	Construct Washing Basins	No.	8	0	7	1 remaining will be completed under
6	Construct Soak Away Pits	No.	8	0	7	1 remaining will be completed under
7	Construct Valve Chambers	No.	5	0	0	5 remaining will be completed under PROSPER
8	Fix and/or change damaged fittings on existing water points	No.	4	0	4	Work complete
9	Fence the compounds of all Water	% ^{age}	100	0	100	Work complete
10	Backfill pipe line trenches	M	2023	0	1523	500m remaining will be completed under

Table 13: Holte kebele Plan v. Accomplishment

S.No.	Type of Activities	Unit	Total Planned	Accomplishments		Remaining from Total
				Previous Quarter	Current Quarter	
1	Trench Excavation for distribution	M	9791	7378	2413	Work complete
2	Pipe laying for distribution lines	M	9791	4600	5191	Work complete
3	Construct 50m ³ capacity reservoir	No.	1	0	1	Work complete
4	Construct New Water Points	No.	11	0	11	Work complete
5	Construct Washing Basins	No.	10	0	10	Work complete
6	Construct Soak Away Pits	No.	9	0	9	Work complete
7	Construct Valve Chambers	No.	6	0	6	Work complete
8	Fence the compounds of all Water points	% ^{age}	100	0	0	Will be completed under PROSPER
9	Backfill pipe line trenches	m	9791	4600	5191	Work complete

b. Segen Genet Water Scheme Physical Accomplishment

Table 14: Segen Genet Water Scheme – Plan v. Accomplishment

S.No	Type of Activities	Unit	Total	Accomplishments	Remarks
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			Planned	Previous Quarter	Current Quarter	
1	Cap Chemberte Spring (4 spring eyes)	% ^{age}	100	55	45	Work complete
2	Construct one 50m ³ capacity wet well	% ^{age}	100	10	90	Work complete
3	Supply and Install Surface Pump	Set	1	0	1	Pump purchased
4	Supply and Install Diesel Generator	Set	1	0	1	Purchased and transported; installation to be completed under PROSPER
5	Construct a reservoir of 50m ³	% ^{age}	100	45	55	Work complete
6	Construct Generator House	No.	1	0	1	Work complete
7	Trench Excavation for pressure	m	1174	974	200	Work complete
8	Fence around the spring source and motor house	% ^{age}	100	0	50	50% fencing to be done by community in early
9	Trench Excavation for distribution	m	3328	1881	1447	Work complete
10	Pipe laying for distribution line	m	3328	0	3328	Work complete
11	Construct Water Points	No.	7	5	2	Work complete
12	Construct Washing Basins	No.	6	0	6	Work complete
13	Construct Soak Away Pits	No.	6	0	6	Work complete
14	Construct Valve Chambers	No.	8	0	8	Work complete
15	Fence the compounds of all W.	% ^{age}	100	0	100	Work complete
16	Backfill pipe line trenches	m	4502	900	3602	Work complete

c. *Burji-Guji Water Scheme, SNNPR-Oromiya Border*

Table 15: Burji Woreda, Gera kebele Plan v. Accomplishment						
S.No.	Type of Activities	Unit	Total Planned	Accomplishments		Remarks
				Previous Quarter	Current Quarter	
1	Demolish old capping structure and recap it again properly	% ^{age}	100	0	100	Work complete
2	Rehabilitate existing 10m ³ capacity tanker (plaster floor and internal wall, maintain manhole, fix air vent systems, construct valve chambers)	% ^{age}	100	0	100	Work complete
3	Pipe line trench excavation to take out old line from spring to reservoir (which was having lesser diameter than actual requirement)	m	425	0	425	Work complete
4	Pipe line trench excavation for distribution lines	m	1275	0	1275	Work complete
5	Pipe laying work for the new line from spring to the tanker and for the distribution system	Set	1700	0	1700	Work complete

6	Backfill of pipe line trenches	m	1700	0	1700	Work complete
7	Construct Water Points	No. of WPs	3	0	3	Work complete
8	Fence the compounds of all Water points and spring source	% ^{age}	100	0	100	Work complete

Table 16: Guji Woreda, Suro Kebele Plan v. Accomplishment						
S.No.	Type of Activities	Unit	Total Planned	Accomplishments		Remaining from Total
				Previous Quarter	Current Quarter	
1	Conduct geophysical studies, site selection and preparation of BOQ	% ^{age}	100	0	100	Work complete
2	Preparation of bid document, bidding process and contract award to drilling	% ^{age}	100	0	100	Work complete
3	Drilling, casing installation, gravel packing, well development and installation of Indian Mark II Hand Pump	m	70	0	75	Work complete
4	Construction of well head	% ^{age}	100	0	100	Work complete
5	Fence the compound of the well	% ^{age}	100	0	0	100

d. Liben-Filtu Water Schemes, Somali-Oromiya Border

Table 17: Miesa Kebele, Fullo Borehole Rehabilitation; Plan v. Accomplishment						
S. No	Type of Activities	Unit	Total Planned	Accomplishments		Remarks
				Up to Previous Quarter	Current Quarter	
Rehabilitation Work						
1	Maintenance of existing reservoir 25m ³	%age	100%		100%	Work complete
2	Maintenance of cattle troughs	No.	2	1	1	Work complete
3	Maintenance of existing WPs	No.	2		2	Work complete
4	Maintenance of pipelines	M	220m		220m	Work complete
Expansion Work						
5	Trench excavation from reservoir to water points	M	250m	250m		Work complete
6	Pipeline laying	M	250m	150m	100m	Work complete
7	Reservoir excavation	m ³	50	50		Work complete
8	Reservoir construction, 50m ³	% age	100%	89%	11%	Work complete
9	Construction of double-sided cattle trough	No.	1		1	Work complete
10	Maintenance of generator house	%age	100%		100%	Work complete



Picture 3: 25m3 elevated reservoir at Siminto health center



Picture 4: New 50m3 reservoir at Fullo

Table 18: Siminto Kebele, Borehole Rehabilitation Scheme; Plan v. Accomplishment						
S. No	Type of Activities	Unit	Total Planned	Accomplishments		Remaining from Total
				Up to Previous Quarter	Current Quarter	
Rehabilitation Work						
1	Maintenance of existing pressure pipeline	m	12,000	12000		Work complete
2	Maintenance of existing reservoir	%age	100		100%	Work complete
3	Maintenance of generator house	%age	100		100%	Work complete
Expansion Work						
4	Construction of 20m3 elevated reservoir	No.	1	77%	23%	Work complete
5	Rehabilitation of water points	No.	4	3	1	Work complete
6	Construction of water point	No.	1	60%	40%	Work complete
7	Pipeline extension work to Siminto	m	325		325	Work complete

Table 19: Funangirri Kebele, Borehole Rehabilitation Scheme, Plan v. Accomplishment						
S. No	Type of Activity	Unit	Total Planned	Accomplishments		Remarks
				UP to Previous Quarter	Current Quarter	
Rehabilitation work						
1	Maintenance of existing Cattle Troughs	No.	3	0	3	Work complete
2	Maintenance of Water Point	No.	1	0	1	Work complete

3	Maintenance of existing pipe lines (additionally 3 anchor blocks constructed on the pressure line and chamber boxes constructed at junction points)	m	470	0	470	Work complete
4	Maintenance of a Generator House (with expansion work to accommodate the new Generator); maintenance of well head	% ^{age}	100	0	100	Work complete
Expansion work						
5	Supply & installation of stand by Generator	Set	1	0	1	Work complete
6	Construction of Water Kiosk	No.	1	0	1	Work complete
7	Construction of one 50m ³ capacity Reservoir	% ^{age}	100	10	90	Work complete
8	Pipe line extension	m	130	0	149	Work complete



Picture 5: Funangirri Wellhead maintained



Picture 6: Funangirri Water Kiosk completed

e. Medawelabu-Kersadula Water Scheme, Somali-Oromiya Border

Table 20: Medawelabu-Kersadula Plan v. Accomplishment						
S.No	Type of Activities	Unit	Total Planned	Accomplishments		Remaining work to be completed under RAIN+
				Previous Quarter	Current Quarter	
1. Meda Part						
1.1	Construction of 4 Cattle Troughs	No.	4	0%; Work unable	Material collected	Remaining construction

1.2	Pipe line extension work (600m)	M	600	to proceed until confirmation of Sera Medalle scheme	Pipes and fittings purchased	Laying of pipes and backfilling trenches
1.3	Construction of 2 Water Kiosks	% ^{age}	100		40%	60%
2. Sera Medalle Part						
2.1	Bore Hole drilling and related works	% ^{age}	100		Failed at 202m	Abandoned
2.2	Pond rehabilitation with abstraction well through CFW	% ^{age}	100	0	30%; geo-membrane purchased	70% construction
2.3	Construction of Cistern (50m ³) with roof catchment rehabilitation and expansion works	% ^{age}	100	0	70	30%
3. Kersadula Part						
3.1	Take out existing PVC lines from Meda to Huriyo	m	4100	0%; Work unable to proceed until confirmation of Sera Medalle scheme	4100	Work complete
3.2	Change PVC line by GS pipe	m	4100		1000	3100m
3.3	Distribution pipe line work	m	1998		Pipes and fittings delivered	Excavation and laying remains
3.4	Rehabilitation of existing collection chamber	% ^{age}	100		30%	70%
3.5	Construction of Cattle Troughs	No.	2		Material collected	Construction remains
3.6	Construction of Water Kiosks	No.	3		Material collected	Construction remains
3.7	Construction of 50m ³ capacity reservoir	% ^{age}	100		35	65
3.8	Construction of a pump and Generator House	% ^{age}	100		80	20
3.9	Supply and Installation of Surface	Set	1		Purchased	Installation
3.10	Supply and Installation of Diesel Generator	Set	1		Purchased and transported	Installation remains

Accomplishment against Indicators

SIPED Water Indicators: (Oct 2011 – September 2012)	LoP Target	Accomplishment
No. of water points constructed/rehabilitated among target communities	56	59
No. of water management committees established/supported	12	12
No. of individuals with improved access to potable water	79,752	75,274

Table 21: SIPED water accomplishments against indicators

SIPED Youth Accomplishments

Objective # 1

Contribute to the creation of economic opportunities for peri urban youth through the provision of education and livelihood support

Activity 1: Support to youth for supplemental skills training –literacy and numeracy

- Three numeracy and literacy classes of 30 students each were taught five full days a week over a four month period. At the end of the four months, participants were expected to graduate with the equivalence of a grade 4 level education and were either absorbed into the formal school system or returned to their homes.
- Each student was provided with a monthly stipend of 400 ETB as an incentive for attendance.
- Mercy Corps organized graduation ceremonies at the completion of each cycle which were attended by youth, their families and the wider communities, including school leadership, government representatives, elders, and religious leaders.
- Textbooks and other learning materials were given to schools to enhance numeracy and literacy.
- In-kind institutional support was provided to the schools where numeracy and literacy training was delivered.

Location	Girls	Boys	Total	Date Enrolled	Date Graduated	Girls	Boys	Total	Drop outs M/F
Gode	66	24	90	July 14 2011	Nov. 14	63	23	86	4 (3/ 1)
Gode	69	21	90	Nov. 15 2011	March 15	69	20	89	1 M
Kelafo	63	19	82	Jan. 19 2012	May 20	49	13	62	20 (14/6)
Denan	80	8	88	Jan. 13 2012	May 14	68	7	75	13 (12/1)
Gode	75	15	90	March 18 2012	July 19	72	15	87	3 F (2 married)
Kelafo	73	17	90	May 21 2012	Sept. 22	70	17	87	3 F (2 married, 1 moved to Somalia)
Denan	80	10	90	May 15 2012	Sept 15	77	10	87	3 F (2 married, 1 sick)
Total	506	114	620			468	105	573	47

Table 22: Students enrolled in and graduated from numeracy and literacy training

Book Name	Text book level	Woreda	Quantity
Af-soomaali dadka waaweyn (Somali literacy for adults)	Level- I	Denan	93
Af-soomaali dadka waaweyn (Somali literacy for adults)	Level- II	Denan	93
Af-soomaali dadka waaweyn (Somali literacy for adults)	Level -III	Denan	93
Buugga suugaanta (Literature)	Literature	Denan	15
Buugga Geela (Camel book)	Camel book	Denan	8
Af-soomaali dadka waaweyn (Somali literacy for adults)	Level- I	Kelafo	93

Af-soomaali dadka waaweyn (Somali literacy for adults)	Level -II	Kelafo	93
Af-soomaali dadka waaweyn (Somali literacy for adults)	Level -III	Kelafo	93
Buugga suugaanta (Literature)	Literature	Kelafo	15
Buugga Geela (Camel book)	Camel book	Kelafo	8
TOTAL			604

Table 23: Textbooks distributed to schools delivering numeracy and literacy training

Dates	Female	Male	Total
March 3 2011 – July 3 2011	35	21	56
July 15 2011 –Oct 15 2011	42	23	65
July 1 2012 - September 30 2012	47	15	62
TOTAL	124	59	183

Table 24: Support to numeracy and literacy graduates to learn English in Gode

Activity 2: Support youth vocational training in key skills

As part of its support to vocational training Mercy Corps implemented the following activities.

- Support to the cost of course fees and materials for target youth to enroll in and complete courses
- Support to graduation ceremonies, ensuring that training centers deliver proper certification
- Mentoring workshops and dialogues between youth and the public and private sector (Objective 3)
- Outreach events that bring the public and private sectors together in support of youth development (Objective 3)
- Securing apprenticeship opportunities for youth upon their graduation from vocational training, and linking youth to these private sector opportunities (Objective 3);
- Providing top graduates with “startup” kits to allow them to start businesses or other self-employment (Objective 3)

The table below shows locations, courses and numbers of students enrolled and graduated from vocational training,

Jijiga							
Name	Institution Type	Course	Duration	Start date	# particip.	Date Grad.	# Grads
Wabari Auto Mechanic and Driving Training Center	Private	Basic auto mechanics and driving courses (2 courses - auto and bajaj)	3 months	March 1	30 (All M)	June 24	26 (All M) 4 dropouts
Wadani Driving School	Private	Basic auto mechanics and driving courses	3 months	March 5	32 (All M)	June 24	30 (All M) 2 dropouts
Family Beauty Training Centre	Private	Hair stylist, pedicures', manicures ...etc.	3 months	Feb. 6	30 (all F)	June 9	25 (All F) 5 dropouts
Red Sea Computer Training Centre	Private	Basic computer skills, MS and peach tree accounting	4 months	Feb. 2012	20 (9 M, 11 F)	June 24	20 (9 M, 11 F)
J-TVET	Government	Electrician	3 months	March 5	32 (All M)	June 9	30 (All M) 2 dropouts
J-TVET		Plumbing		March 5	34 (All M)	June 9	34 (All M)

J-TVET		Painting		March 5	13 (All M)	June 9	12 (All M) 1 drop out
J-TVET		Hotel management		March 5	30 (15 M, 15 F)	June 9	27 (14 M, 13 F) 3 dropouts (1 M, 2 F)
J-TVET		Tailoring		March 5	30 (6 M, 24 F)	June 9	24 (3M, 21 F) 6 drop outs (3 M, 3 F)
J-TVET		Masonry		June 11	30 (All M)	Sept. 11	11 (All M) 11 drop outs and 8 failures
J-TVET		Cobblestone		April 23	60 (48 M, 12 F)	August 12	55 (45, 10 F) 5 dropouts (3M, 2 F)
Red Sea Computer Training Centre	Private	Basic computer skills, MS and peach tree accounting	4 months	April 12	60 (46 M, 14 F)	Aug. 12	57 (43 M, 14F) 3 dropouts (3 M)
Wabari Auto Mechanic and Driving Training Center	Private	Basic auto mechanics and driving	3 months	June 4	16 (All M)	Sept. 4	16 (All M)
Sub Total Jijiga					417 (311 M, 106 F)		367 (273 M, 94 F) 42 dropouts (30M, 12F) and 8 failures (M)
Gode							
Holden Computer training Centre	Private	Basic computer training skills	3 months	Feb. 17	44 (23 M, 21 F)	May 17	43 1 M drop out
Holden Computer training Centre	Private	Basic computer training skills	3 months	May 28	55 (28 M, 27 F)	Aug. 30	55 (28 M, 27 F)
Mowlid Garage	Private	Auto mechanic	6 months	Feb. 20	36 (All M)	Aug. 30	36 (All M)
Shabelle Driving	Private	Driving	3 months	May 28	40 (All M)	Aug. 30	40 (All M)
Jundu Rahman Garage	Private	Automotive electrical	3 months	May 28	20 (All M)	August 30	20 (All M)
Sub Total Gode					195 (147 M, 48 F)		194 (146 M, 48 F)
TOTAL					612 (458 M, 154 F)		561 (419 M, 142 F) 43 dropouts

								(31 M, 12 F)
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Table 25: # of students enrolled in and completing vocational training

Activity 3: Equipment and material support to youth

Startup kits were provided to the top graduates of each vocational training program, as identified by the school and instructors. Start-up kit distribution was designed to enable graduates them to either start small businesses or have the equipment necessary for independent employment. These items were distributed during outreach events.

Startup Kit Distribution List			No Items
1	Mechanics	To top 3 graduates of Mowlid Garage in Gode	
		Hand drilling machine	3
		Tool box mechanical	6 (2 per student)
		Electrical tool box	3
		Hand grinding machine	3
		Hand battery	3
		Battery charger	3
2	Electrical	To top 3 graduates of Jundu Rahman Garage in Gode	
		Electrical Special Tools complete kit	3
		Electrical Multimeter Digital	3
		Hydrometers	3
		Overcoats	3
3	Electrical	To All graduates of the JTVET in Jijiga	
		Digital Multimeter	30
		Test light	30
		Combination pliers	30
4	Plumbing	To top 3 graduates of the JTVET in Jijiga	
		Pipe cutters (2 and 3 inch)	6
		Measuring tapes (5, 10 and 30 meters)	9
		Pipe holder and wrenches 18 inch	3
		Table vises	3
5	Computer	To top 3 graduates of the Holden computer course in Gode	
		Toshiba laptops	3
		CDMA	3
		To top 3 graduates of the Red Sea computer course in Jijiga	
		Toshiba laptops	6
		CDMA	6
6	Painting	To All JTVET painting graduates in Jijiga	
		Paint brushes (2, 3 and 6mm)	12 of each – Total 36
		Chuck bale	12
		Uniforms	12
7	Cobblestone	To all JTVET cobblestone graduates in Jijiga	
		Different sizes of hammers (3 and 5 kgs)	55 of each – total 110
		Leather gloves	55
		Tape measures 100 m	55
		Leveler	55

		Chisels (3 different types)	55 of each – total 171
8	Beauty Salon	To top 3 graduates of Family Beauty Training	
		Hair washing basin	3
		Large hair rollers packages	3
		Small hair rollers packages	3
		Hair steamers	3
		Iron stoves for heating curling irons	3
		Trolleys	3
		Chairs	3
		Towels	3
9	Tailor	Iron	3

Table 26: No. and type of start-up kits distributed to vocational training graduates.

Activity 4: Skill re-enforcement and supplemental training for educators in vocational and adult training centers who work with youth

SIPED youth supported the design and delivery of a TOT training on adult education methodologies and curriculum design/lesson planning to vocational training numeracy and literacy teachers. In-class mentoring was also provided in Gode and Kelafo. Teaching guides reflecting an adult learning approach to numeracy and literacy was developed.

Dates	Location	Participants	Description
August 7-8 2012	Gode	31 (30 M, 1 F)	9 N&L teachers from Gode, Kelafo and Denan, WEO acting head and supervisor, Barkhadle supervisor 8 teachers from Sayid Mohamed, Tawaq, Dolal and Badel seigal, 11 vocational training instructors (Holden computer, Shabelle driving school and Junderahman Garage and Mowlid Garage.
August 9-11 2012	Gode		In class mentoring vocational
August 13-15 2012	Kelafo		In class mentoring numeracy and literacy classes

Table 27: Summary of skill reinforcement support for vocational training and numeracy and literacy educators

Activity 5: Apprenticeships

One to two month apprenticeships were organized to allow for on-the-job training for youth and provide networking opportunities for future employment. Some of these apprenticeships led to full time employment for youth as is shown in the table below. An additional 50 (44 M, 6 F) youth found employment independently (3 F hair stylists, 2 F computer, 6 M electricians, 30 M cobblestone, 6 mechanics, 3 drivers), and others formed cooperatives. However it should be noted that there was not sufficient time following graduations and within the program timeframe to conduct an evaluation of the total numbers of youth employed.

Organization	# Grads Apprenticed	Duration	Employed
TG Beauty Salon	10 F	1 month	1 F
Soyame Beauty Salon	2 F	1 month	Dropped out as not enough customers due to location

Qale Beauty Salon	2 F	1 month	2 F
Amune Beauty Salon	1 F	1 month	1 F
Jijiga City Council – Micro & Small Enterprise	5 (3M, 2F) Computer grads	2 months	2 (1M, 1F) as secretaries/admin.
Jijiga City Council – Education and Capacity Building office	3 (2M, 1F)	2 months	
Jijiga City Council – Finance and Economic Development Office	3 F	2 months	
Jijiga City Council – Customs Office	2 (1M, 1F)	2 months	
Jijiga City Council – Public Service office	4 (2M, 2F)	2 months	
Jijiga City Council – Women, Children and Youth Office	1 F	2 months	
Jijiga City Council – Mayor’s Office	1 F	2 months	1 F
Jijiga City Council – Sports Office	1 F	2 months	
Jijiga Sponge Fabric	12 (2M,10F)	2 months	2 (1M, 1F)
Amal Tailoring	3 F	2 months	
Amal Construction	23 (5 painters, 8 electricians, 10 plumbers) 3 dropouts (2 painters 1 electrician as they started their own businesses)	1 month	3 M
Jijiga University	10 (5 electricians, 5 plumbers)	2 months	2 M plumbers
Master Hufan Hotel	2 F	2 months	
Millenium Hotel	1 M	2 months	
Illiyas Hotel	3 (2M, 1F)	2 months	1 M
Denan Woreda Administrative Office	2 F	2 months	
Total	91 (47 M, 43 M)		15 (8 M, 7F)

Table 28: Summary of apprenticeship support to youth

Activity 6: Provision of small grants to youth for livelihood projects

In furthering youth livelihood objectives, the youth component of the SIPED program provided grant support to 11 cooperatives of 10-11 members (116 youth, 62 F/ 54 M) in Gode, Kelafo and Adadle as shown in the table below.

Gode				
	Cooperative Name	Type of Business	# Members	Gender
1	Gode youth stationary	Stationary/supplies boutique	10	6 F – 4 M
2	Fathual Kheyr	Soft drink cafe	10	7 F – 3 M
3	Horyal	Dry food boutique/grains	11	4 F – 7 M
4	Tawakal	Petty Trading	11	7 F – 4 M
Adadle				
5	Mandeq	Incense and related trade	11	9 F – 2 M
6	Barwako	Restaurant	11	3 F – 8 M

7	Afteh	Soft drink cafe	10	8 F – 2 M
8	Aqbal	Petty Trading	10	6 F – 4 M
Kelafo				
9	Brother's love	Soft drink cafe	10	6 F – 4 M
10	Hope	Fuel station	11	6 F – 5 M
11	Towfiq	Small scale irrigation	11	11 M
	TOTAL		116	62 F - 54 M

Table 29: Support provided to youth cooperatives

Activity 7: Business and financial development skills trainings

Trainings for youth were conducted as per the table below in support of cooperatives:

Location	Dates	Training	# days	# particip.	M	F
Mustahil	Sept. 28 - Oct. 2 2011	Business development skills	5	66	38	28
Denan	Sept. 28 - Oct. 2 2011	Business development skills	5	66	18	48
Gode	Nov. 17-21 2011	Business planning	5	45	27	18
Adadle	Oct. 31-Dec. 4 2011	Business planning	5	45	20	25
Kelafo	Oct 4-8 2011	Business planning	5	45	16	29
Gode	Feb. 15 2012	Financial management	5	44	20	24
Adadle	Feb.23-27 2012	Financial management	5	40	17	23
Kelafo	Feb.29-March 4 2012	Financial management		32	16	16
TOTAL				383	172	211

Table 30: Trainings provided to youth in business development skills

Activity 8: Climate change study

Mercy Corps conducted an Urban Climate Change and Vulnerability Assessment in the city of Jijiga in order to understand how the effects of climate change impact directly and indirectly the operation of institutions and urban systems, and how that affects the increasing number of youth transitioning out of pastoralism and settling in peri-urban areas. The study results were intended to clarify the three priority climate-related urban vulnerabilities, the areas likely to suffer from those impacts, their recurrence, and the short and long-term socioeconomic consequences in order to develop recommendations for adaptive actions.

Objective #2:

Improve the social opportunities for disadvantaged youth resulting in strengthened relationships and positive engagements within youth groups and their communities

Activity 1: Sports and Culture

In line with supporting positive social opportunities for vulnerable youth, SIPED supported the rehabilitation of a basketball court for the Jijiga Youth Centre (JYC). In addition, the following sports and cultural events were organized over the program period.

DATES	LOCATION	PARTICIPANTS	BREAKDOWN
SPORTS			
Oct.	Gode zone	216 M	9 teams of 11 players and 10 substitutes, 9

			referees, 9 coaches, 9 Assistant coaches
Dec. 18 2011 -Jan 12 2012	Gode	167 M	8 teams of 11 players, 7 substitutes, 1 coach and an 1 assistant coach/ 5 referees and 2 linesmen
March 18-29	Kelafo	167 M	8 teams of 11 players, 7 substitutes, 1 coach and an 1 assistant coach/ 5 referees and 2 linesmen
April 18-29	Mustahil	167 M	8 teams of 11 players, 7 substitutes, 1 coach and an 1 assistant coach/ 5 referees and 2 linesmen
June 26-July 5	Denan	167 M	8 teams of 11 players, 7 substitutes, 1 coach and an 1 assistant coach/ 5 referees and 2 linesmen
June 24-July 12	Jijiga	306 (296 M, 10 F)	9 teams of 11 players and 10 substitutes, 16 referees, 9 coaches, 9 Assistant coaches, 9 team managers and 9 sports committees composed of 10 persons (9 M, 1F)
July 13 to 23	Adadle	167 M	8 teams of 11 players, 7 substitutes, 1 coach and an 1 assistant coach/ 5 referees and 2 linesmen
Total Sports		974 (964 M, 10 F)	
CULTURAL			
March 18-29	Kelafo	119 (109 F, 10 M)	4 teams of 7 persons each for 4 different dance styles/7 person Judging panel
April 18-29	Mustahil	70 (64, 6)	3 teams of 7 persons each for 3 different dance styles/7 person Judging panel
June 26-July 5	Denan	70 (63, 7)	3 teams of 7 persons each for 3 different dance styles/7 person Judging panel
July 13 to 23	Adadle	70 (58, 12)	3 teams of 7 persons each for 3 different dance styles/7 person Judging panel
Total Cultural		294 (276 F, 35 M)	

Table 31: Sports and cultural activities supported as socializing opportunities for vulnerable youth.

	Item description	Quantity
Gode		
1	Footballs	27
2	Uniforms – complete	123
3	Football cleats	78
4	Football T-shirts – 3 colors	36
5	Goal keeper gloves	2
6	Goal nets	4
7	Fuel Generator	50
Mustahil, Adadle, Denan		
1	Footballs	29
2	Uniforms - complete	212
3	Football cleats	138
4	Goal keeper gloves	6
5	Goal nets	12
6	Cultural dress	15
Jijiga Regional Sports Competition		
1	Football uniforms	225
2	Football cleats	150
3	Footballs	68
4	Goal nets	2
5	Medals	75

6	Cups 30 cm	6
7	Cups 53 cm	3

Table 32: List of sports items donated in support of sporting events for vulnerable youth



Activity 2: Youth dialogues

During the course of vocational training courses, SIPED organized and facilitated 12 dialogues and workshops between public and private professionals and youth to promote learning and experience sharing.

DATES	COURSE	SPEAKERS	# YOUTH
May 9	Hair and beauty training	The owners of Soyam and Family Beauty Salons, a hair stylist working in Amun Beauty Salon, a hair stylist working for a beauty salon in Addis and 2 employees of TG Salon	30 (all F)
May 10	Red Sea Computer 1	Owner of Ethio-Technology Computer Center Manager for PEACE English and Computer Training Center Manager for Red Sea Computer Training Center Jijiga City Council Administration Expert in Jijiga City Council Administration Micro and Small Scale Enterprise office	24 (14 M, 10 F)
May 22	Wabari driving	2 owners of transportation companies Mercy Corps driver Owner of the Wabari driving school 2 driving instructors	20 (all M)
June 5	JTVET Plumbing, electrician and painting	Owners of a plumbing and an Electrical Installation subcontracting Companies, owners of Amal and Al-Nejah Private Construction Co	35 (all M)
June 7	JTVET Hotel and Tailoring Management	Owner of Amara 1 and Amara 2 restaurants, 2 hotel managers, the owner of Amal Textile and Tailor shop in Jijiga town JTVET vocational counselor	48 (16 M, 32 F)
June 27	Red Sea Computer 2	Jijiga City Council Human Resource Manager, PEACE and Red Sea Computer managers	55 (14 M, 41 F)
July 13	Cobblestone	Gashen Cobblestone cooperative chairman 3 Cobblestone workers J-TVET department head	53 (42 M, 11W)
Septem	Wabari driving	UNICEF driver, MC driver and owners of the Wabari and	10 (all M)

ber 21		Wadani driving schools	
September 20	Masonry	2 Foremen – own their own businesses as subcontractors	20 M
GODE			
July 28	Mowlid and Jundurahman garages	Shair garage owner Abuwai garage owner Mowlid and Jundurahman garage owners Micro Finance and Economic Development – acting on behalf of mayor of the town agency	56 M
July 29	Holden computer	Officials from the city Administration and Holden computer owner	55 (28 M, 27 F)
July 30	Shabelle	3 Private business owners who own vehicles Invited the Ethiopian Road Authority but didn't attend	40 M
TOTAL			446 (295 M, 151 F)

Table 33: Professional networking opportunities organized for vulnerable youth

Mercy Corps also supported the following peer to peer youth dialogues:

Dates	Location	Participants	
August 24-26 2011	Gode	72 (M)	Youth from 16 football teams of Gode zone, 4 journalists, 2 regional sports experts Training and planning on peace building and ways to mainstream this into sports events.
Sept. 22-23 2011	Gode	70 (50 F, 20 M)	For youth enrolled in numeracy and literacy classes – life skills training and dialogue facilitated by youth animators
Nov. 30- Dec. 1 2011	Gode	35 (19 M, 16 F)	Youth Federation and BOYS members, government officials from the city administration, representatives from the Women's Affairs office, women's group members, religious leaders To develop a strategic plan for setting up a management structure for the Gode youth center
July 8	Jijiga	60 M	Football players from 9 regional teams
June 16 to 26 2012	Jijiga	Over 200	youth, elders, religious leaders and women Facilitated by health, religious and other experts To educate youth and community members, and change attitudes on FGM to contribute towards its eradication in the region
TOTAL		367	

Table 34: Peer-to-peer dialogue opportunities organized for at-risk youth

Objective # 3:

Support educational, business and youth institutions to assist and mentor youth

Activity 1: Outreach Events

Mercy Corps used the graduation ceremonies for vocational students as the entry point for organizing large scale public outreach events bringing together public and private sector institutions to facilitate networking and generate support for youth employment. Participation in outreach events included government and private sector representatives, current and past graduates, their families and community leadership. Combined with public and private sector youth dialogues, outreach events led to apprenticeship and employment opportunities for graduating youth.

Date	Location	Graduates	Participants
June 9	Jijiga	Beauty salon, plumbing, electrician, painting, tailor and hospitality management	450
June 24	Jijiga	Wabari, Wadani driving school and Red Sea computer (1)	330
September 8	Jijiga	Wabari, Red Sea computer (1)	350
September 18	Gode	Computer, mechanic, electrical, and driving	350
Total			1500

Table 35: Outreach events organized in support of employment networking opportunities

Activity 2: Institutional support

Under the SIPED program Mercy Corps also provided in-kind institutional support to program partners as per the table below.

	In Kind Support	No Items	
1	Sayid Mohamed School	5000 liter Roto tanks	2
	(N&L classes held here over 3 yrs)	Benches with table – new	43
		Benches repaired	27
		Long Benches	2
		Book shelves	3
		Desk tops	2
		Printer	1
2	Denan H.S. (N&L classes held)	5000 liter Roto tanks	2
3	Gode Youth Centre	5000 liter Roto tanks	2
4	Kelafo Youth Centre (N&L classes held)	5000 liter Roto tanks	2
		Refrigerator 300 lit	1
		Pool table and accessories	1
		TV 21 inch	1
		Plastic chairs	30
		Text books	140
5	Adadle Youth Centre	5000 liter Roto tanks	2
		Generator	1
		Tennis table	1
		Chairs	25
6	Mustahil Youth Centre	Generator	1
		Pool table	1
7	Jijiga Youth Centre	5000 liter Roto tanks	2
		Construction of a basketball court	1
8	Jijiga TVET	Different sizes of hammers (3 and 5 kgs)	10
		Leather gloves	5
		Tape measures 100 m	5

		Leveler	5
		Chisels (3 different types)	15
		Digital Multimeter	2
		Test light	2
		Combination pliers	2
		Paint brushes – different sizes	3
		Painting uniforms	1
		Chuck bale	1
9	Barkhadle Foundation	Grant funds	

Table 36: List of in-kind support provided to institutions who support youth

	In Kind Support	No Items	
1	Bureau WYCA	Motorbikes (for field offices Gode, Kelafo, Denan)	7
		Bajaj	1
		Printers	1
		Photocopier	1
		Laptops	5
		Desktops	10
		Swivel chairs	2
		Conference table	1
		Shelves	4
		Chairs	12
		Desk	4
		Desks with drawers	8
2	Sports Commission	Digital camera	1
		Boardroom table	1
		Swivel chairs	3
		Arm chairs	12
		Large shelves	1
		Small shelf	1
		Cabinet files	20

Table 37: Support provided to government bodies mandated with supporting youth development in the Region

Objective #4:

Conflict sensitivity and Do No Harm principles incorporated into assessment, planning, implementation and monitoring protocols and activities

Conflict sensitive and DNH principles comprise Mercy Corps’ approach to designing and delivering all youth program activities. SIPED Youth linked closely with a DFID funded program to mentor other NGO partners as well as program stakeholders in the DNH approach.

In addition, Mercy Corps conducted a series of review and reflection meetings with government and non-government program partners and beneficiaries to evaluate the strengths, challenges, lessons learned and areas of improvement of the program. This ensured a DNH approach was integrated in program delivery.

Dates	Location	Participants	Details
August 5-6	Kelafo	60 (9 M, 51 F)	Numeracy & literacy

		Youth	
September 4-5	Kelafo	30 Numeracy & literacy stakeholders (23 M, 7 F)	WEO Head, 2 WEO experts, 2 WEO team leaders, 3 Capacity Building Office (Head and 2 experts), 15 students (10 M, 5F), 7 CMCs (5 M, 2F)
Sept. 27-28	Gode	32 (28 M, 4 F)	3 instructors from Holden Computer, 4 instructors from Junderahman, Mowlid, and Shebelle garages, 5 students from Holden (F), 4 youth from each of the other programs
Total			

Table 38: List of program review and reflection meetings

Documentation and Evaluation

A. Conflict to Coping Study

In 2011, SIPED conducted a study that found improved community cohesion and resource sharing in the pastoral areas along the Southern Somali-Oromiya border areas, which allowed communities to better cope with that year’s Horn of Africa (HoA) drought. The study, entitled “From Conflict to Coping: Evidence from Southern Ethiopia on the Contributions of Peace-building to Drought Resilience” was inspired by emerging evidence from the program’s monitoring process that SIPED activities were not only supporting the improvement of peace and security, but that these improvements were improving livelihood options and therefore resilience for target communities.

B. Peace Portal Story on Natural Resource Management

Mercy Corps’ SIPED summer intern in 2011 documented the SNNPR NRM process among the Konso-Derashe and Amaro communities. Her story was entered into an online peace story competition on the Peace Portal website, and was one of the top 10 stories recognized in the competition.

C. Assessment of Youth Support in Somali Region

A Rotary Peace Fellow at the University of Queensland in Brisbane Australia conducted a two month internship from December 2011 to January 2012 for the SIPED Somali region Youth program to evaluate the outcomes of numeracy and literacy training conducted under the program. The final report of this evaluation has been produced and submitted.

D. Negelle Peace Process Video

In September 2012, SIPED finalized the production of the video “Road to Development: The Process of the Negelle Accords.” The video provided a film illustration of the links between the challenges faced by pastoralists in the Southern Somali-Oromiya border areas and conflict, the success of the Negelle Peace process, and the links between this process, improved resource and market access, and improved development options.

E. Final SIPED Evaluation

In July 2012, SIPED carried out a final evaluation, which set out to test the impact of the program against its four original objectives. The evaluation also sought to test impact against emerging evidence gathered as a result of program monitoring that SIPED interventions had landscape-level impact in improving access to resources, markets, and services for local communities, and improving their overall

economic options as a results. Specifically, the SIPED final evaluation looked at change in the following areas.

- Levels of violence in target communities
- Freedom of movement in target communities
- Relationships within and between communities, between government officials, and between communities and government
- Ability of beneficiaries to access natural resources and basic services
- Economic and livelihood opportunities
- Dispute resolution capacity of both customary leaders and government officials
- Role of youth and women in peace-building

Furthermore, the evaluation looked at what aspects of the program most significantly contributed to the impact and which groups were most significantly impacted. The evaluation was implemented via mixed methods approach, triangulating household surveys with a participatory impact assessment and key informant interviews. The final evaluation report has been completed and released for distribution. Final evaluation findings form the key lessons-learned from the program and are presented in the section below.

V. Lessons-Learned

Lessons-learned from SIPED's Peace and Development Programming

The key, substantive lessons-learned relative to the approaches and objectives of the SIPED program come directly from the key findings of the project's final evaluation. These lessons-learned illustrate the impact that can be achieved through appropriate, integrated, and process-oriented peace programming.

1. SIPED program approaches were successful in improving peace and security among target communities, exhibited by improved perceptions of a peaceful environment and improved freedom of movement. According to SIPED final evaluation findings, communities in SIPED intervention areas who benefited from the activities described above reported increased peacefulness in their localities, relative to data collected at program inception and from comparison groups. SIPED intervention areas also reported enhanced freedom of movement, including a significant increment of safe walking distance outside the village and a significant reduction of areas that had to be avoided due to insecurity in the past 3 months, relative to comparison areas. SIPED program interventions were cited as a key contributing factor to this change.

Figure 5: Peaceful Environment Indicators; % survey respondents reporting

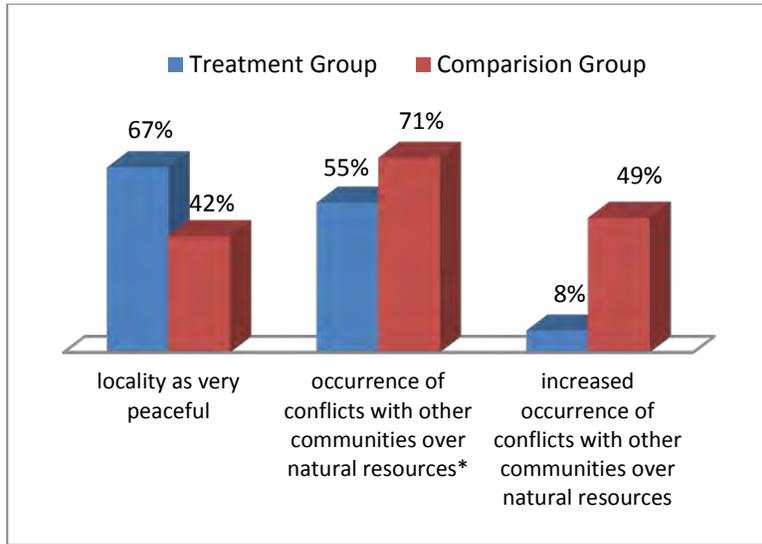
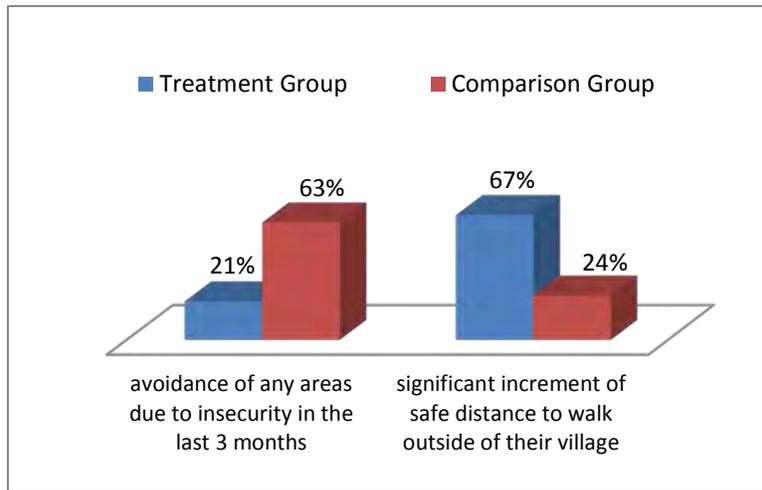


Figure 6: Freedom of Movement Indicators; % survey respondents reporting



2. The SIPED program resulted in improved relationships between conflicting groups in target communities, including more positive and frequent interactions relative to baseline data and comparison groups. The SIPED final evaluation revealed that SIPED communities had much better relationships at the end of the program than at its outset. SIPED target communities reported much higher rates of improvement in inter-community relationships relative to comparison areas and described interaction between members of conflicting parties as more peaceful, more frequent, and more diverse. These interactions included buying and selling goods from one another, taking care of each other’s farms and animals, working on intermingled farmlands, and grazing cattle together. SIPED program interventions were cited as a key factor in transforming relationships.

Figure 7: Change in Inter-Community Relationships; # of focus groups reporting in SIPED treatment areas

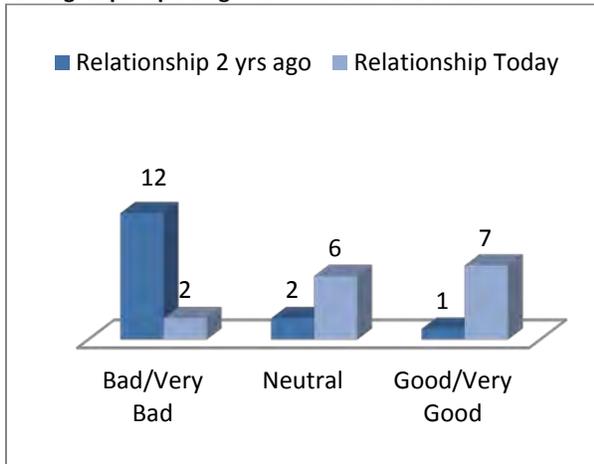


Figure 8: Change in Inter-Community Relationships; # of focus groups reporting in comparison areas

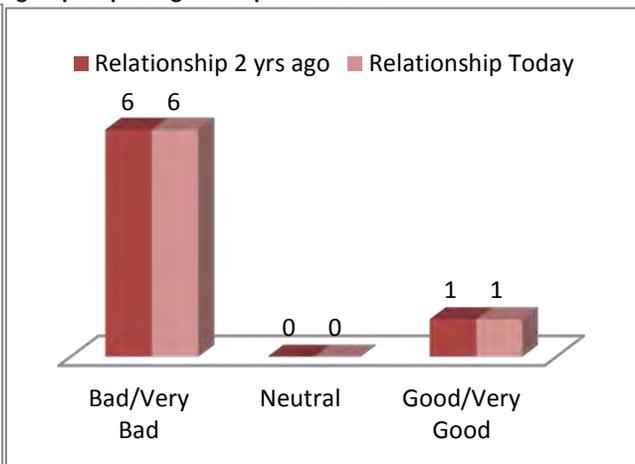


Figure 9: Frequency of Economic Interaction; proportion of focus groups reporting

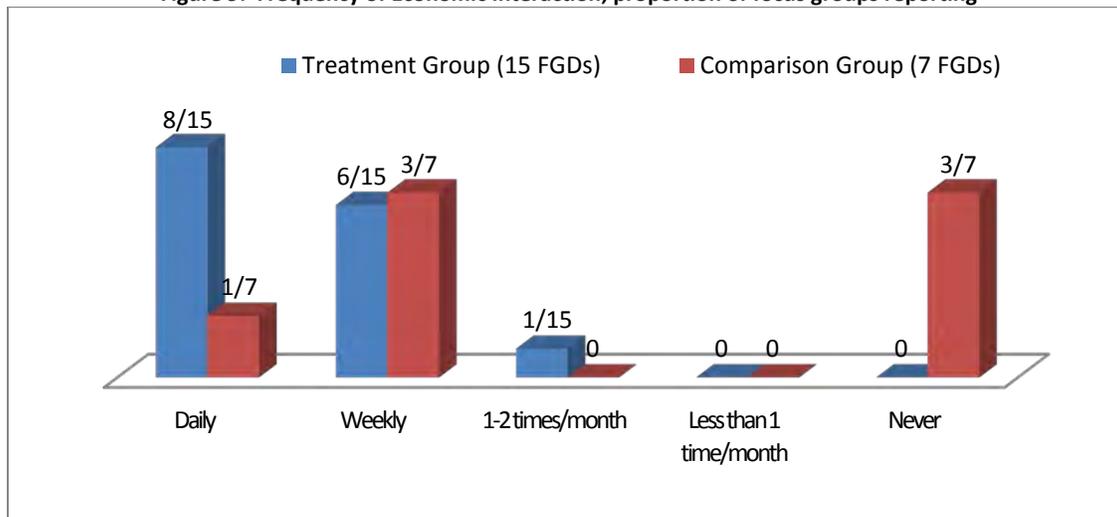
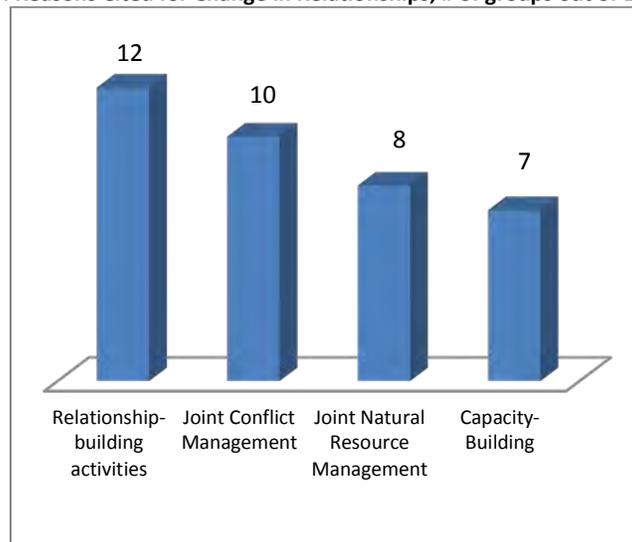


Figure 10: Reasons Cited for Change in Relationships; # of groups out of 15 reporting



3. Improvements in safety and security directly result in improved economic options for conflict-affected communities, including improved access to key markets, natural resource areas, and services.

SIPED evaluation results revealed that peace-building programs that contribute to safety and security improve economic options, and particularly improve access to markets resources and services for conflict-affected communities. SIPED target communities reported at much higher rates than comparison groups that access to markets, resources, and services including schools and health facilities had improved over the life of the program period. These same communities were more likely than comparison groups to state that they were better off and had more opportunities than two years ago. Communities cited enhanced safety and security as a key factor in improved resource, market, and service access.

Figure 11: Perceptions of the Local Economy; % survey respondents reporting

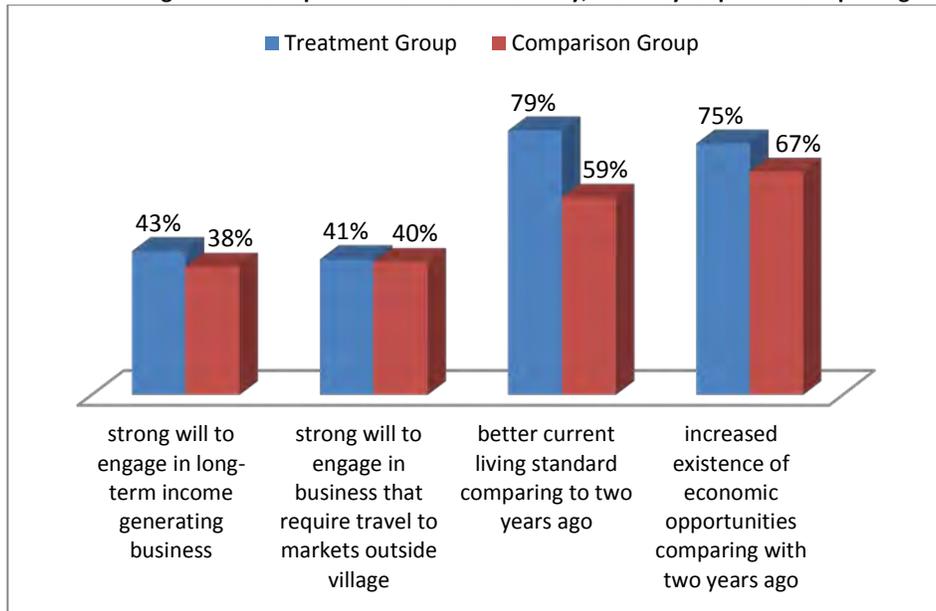


Figure 12: Improved Access to Resources Relative to Two Years Ago; % survey respondents reporting

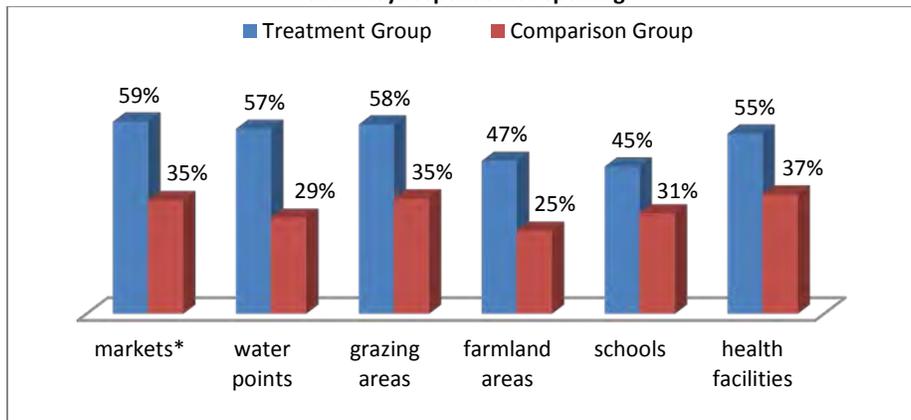
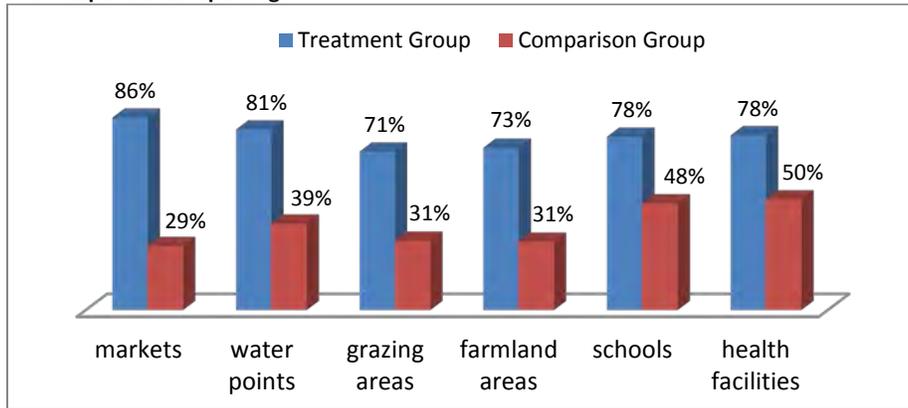
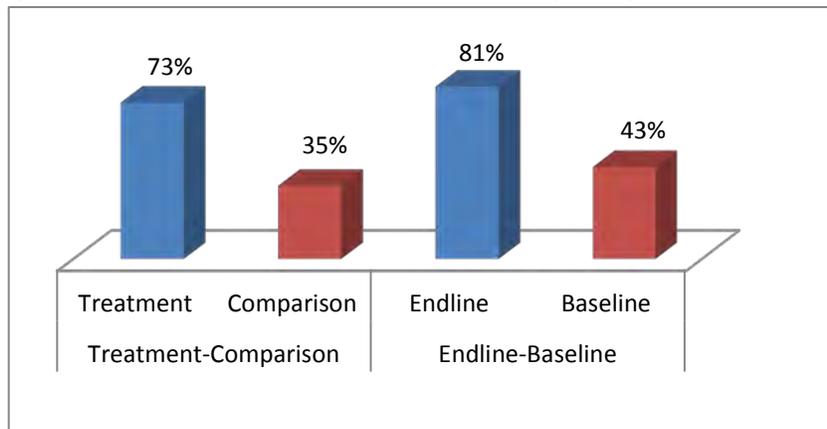


Figure 13: Improved Safety Traveling to Resources/Services Relative to Two Years Ago; % respondents reporting



4. Appropriate peace programs can enhance the effectiveness of collaboration between diverse conflict resolution actors, thus contributing to more satisfactory resolution of conflicts. In the final evaluation, SIPED target communities were much more likely to state that conflicts in their areas were being resolved satisfactorily, relative to baseline data and comparison clusters. These groups also cited increased prominence of new, diverse institutional arrangements for conflict resolution, which represented greater inclusiveness and a bridge between formal and non-formal governance systems. Treatment communities were more likely to cite collaboration among actors as effective in dispute resolution, relative to comparison groups.

Figure 14: Belief that Conflicts are Resolved Satisfactorily; % respondents



5. Improved peace, security, and related economic options have substantially improved the lives of women and youth in SIPED intervention areas. SIPED’s approach in incorporating women and youth throughout the various activities, and addressing their particular issues, had a significant impact in improving their lives and livelihoods. SIPED final evaluation findings demonstrated that relative to comparison areas, SIPED treatment communities cited that enhanced freedom of movement and improved access to resources, markets, and services have had a significant, positive impact on women, young women, and young men in their communities. In contrast, comparison groups noted that ongoing insecurity posed a continuous threat to these segments of the community. Relative to comparison areas, and relative to the start of the program, treatment areas were also more likely to report that women and youth had a more prominent and meaningful role in peace-building and dispute resolution.

Figure 15: Impact of Existing Security Environment on Women and Girls; proportion of focus groups reporting

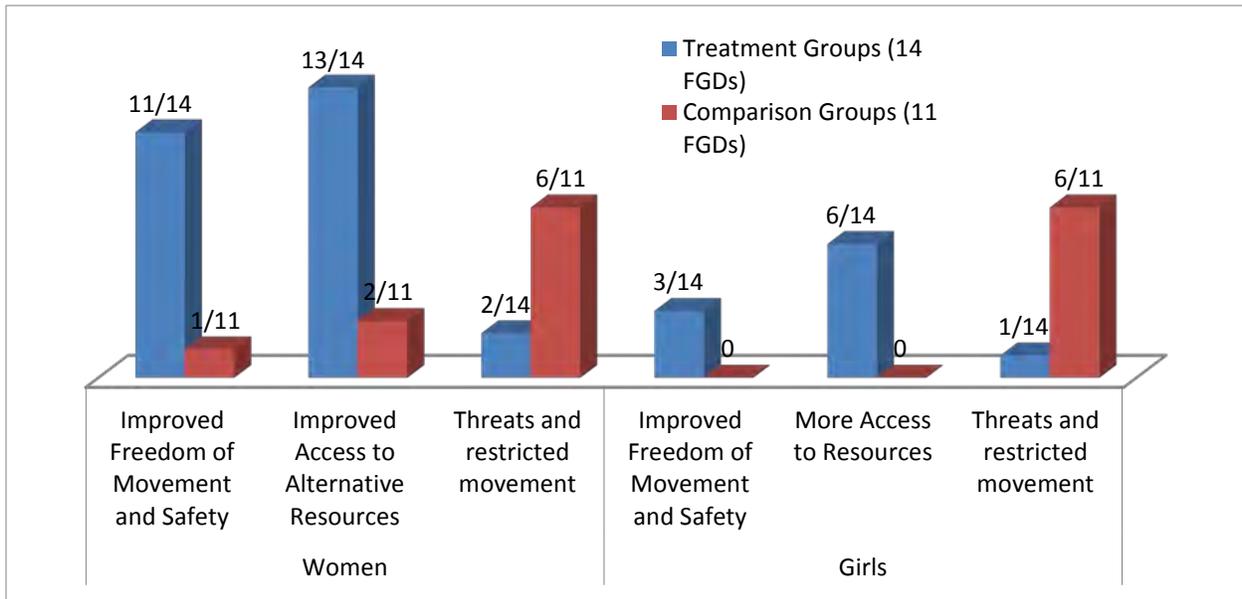
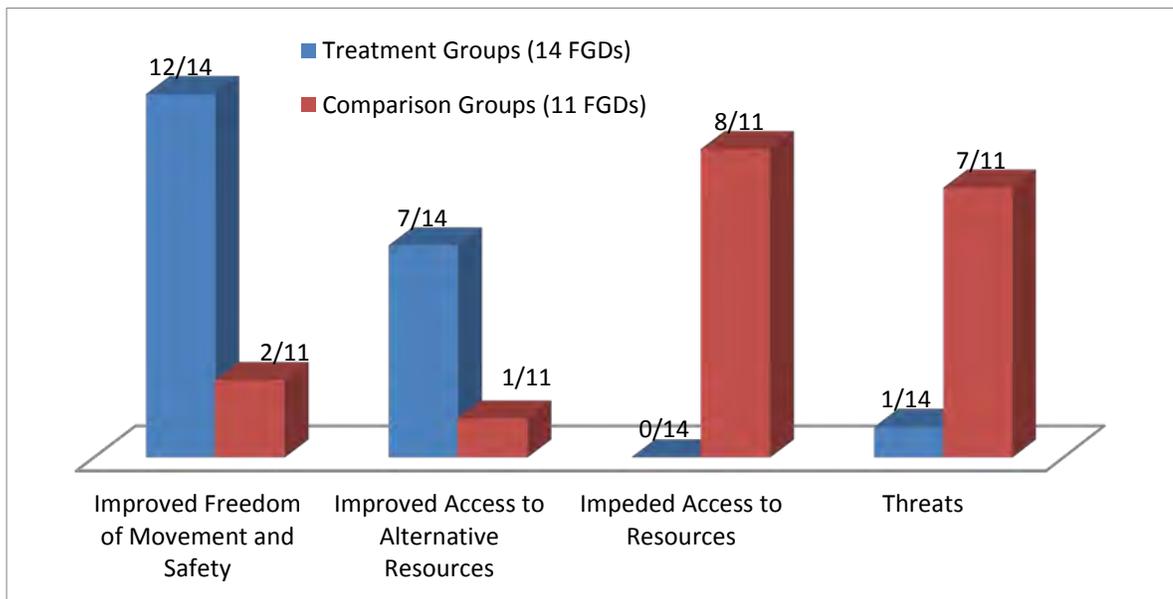


Figure 16: Impact of Existing Security Environment on Young Men; proportion of focus groups reporting



Lessons-learned from SIPED Youth Programming

1. Somali youth residing in peri-urban areas represent three diverse groups, with different abilities, needs and life expectations; programming must be tailored accordingly: Youth programs in Somali Region target a swelling, vulnerable youth population with limited livelihood options. SIPED was designed to target those youth within this population particularly vulnerable to conflict. A key lesson-learned under the SIPED program is that this youth population is itself diverse, with different aspirations and options. Through SIPED studies and assessments, SIPED found that youth in Somali Region can be

broadly divided into three categories: 1) resident urban youth; 2) ex-pastoralist youth from rural areas deliberately seeking improved options through education and 3) ex-pastoralist youth who come to the cities after losing herds or livelihood options in rural areas due to shocks. The third group was found to be slightly older with the most limited life skills and therefore the greatest vulnerability in the urban context. While this group is most willing to work under any terms of employment, they are often the least equipped to find it. The second group is typically younger, has extensive social networks to draw upon in urban areas, and many are religious scholars with aspirations to become imams. Resident urban youth may be better educated, but have unrealistic expectations of what jobs are available. They are unwilling to work in menial jobs and would prefer to rely on social networks than get limited starting salaries. Any youth programming looking at supporting economic options for urban youth in Somali Region has to consider the needs and position of these three major classifications of youth.

2. Employment context in Somali region combined with limited institutional capacity of vocational training centers provides a challenge in meeting the employment needs of peri-urban youth: While employment opportunities do exist in Somali region, especially in urban areas, there is a limited diversity of these opportunities as jobs exist in limited sectors. Many of these sectors involve physical labor and long working hours. Resident urban youth are typically unwilling to take on these jobs, while ex-pastoralists in urban centers may not have the limited skills or work experience required to be employed.

In addition to a labor market with limited scope, access to vocational training is also very limited and not appropriate for the youth population described. The only accredited vocational training programs in Somali region are delivered by the Jijiga and Gode Technical Vocational Education Training Centers (TVETS). These programs are delivered over a two year period and require the successful completion of a 10th grade education for admission. Under SIPED, only youth who had the minimum education requirements and host families in Gode and Jijiga were able to take advantage of these programs. Short term vocational training programs are nonexistent. In addition, few appropriate teaching materials exist and none in local languages, making it difficult for non-English or Amharic speakers to enroll in vocational training.

5. Networking and apprenticeship opportunities with the private sector were found to be effective in supporting youth employment. One of the most successful undertakings of the SIPED youth program were networking opportunities between youth seeking employment and the private sector. Assessments in the area had previously found that business owners and youth typically had negative opinions of each other, with business owners perceiving youth as unskilled and lazy, while youth perceive the private sector as exploitive and unreachable. Facilitating events where youth could engage with private sector employers, to better understand either employment or business development opportunities, helped vocational training graduates network and gain an introduction into the market. Apprenticeships demonstrated to private sector actors what youth were capable of and provided meaningful support to the business itself. On the other hand, apprenticeships permitted youth to practically learn a skill or trade, and better understand the employment context.

3. Appropriate learning environment is critical to the success of numeracy and literacy courses

The learning environment was found to be a critical factor in the success of numeracy and literacy course participants. For girls, a strong motivator to agree to go to school was being placed in classes with other girls, more or less of the same age group, and who were all starting from the same educational level. The girls were more confident to attend numeracy and literacy classes due to the fact

that they would be studying with other girls of the same age group rather than what are typically much younger boys of the same numeracy and literacy level.

In addition, one of the defining factors motivating numeracy and literacy graduates to enroll in school following the program was ensuring the training took place in a school environment. Learning in a school environment supported a progression to continuing education, as it familiarized youth with this setting and made them feel confident they could succeed in it. Many of the older ex-pastoralist youth which the program targeted saw school as intimidating or foreign. Attending a numeracy and literacy program located within an elementary school like the one in Gode removed this perception.

4. Social incentives support enrollment in numeracy and literacy courses as well as continuing education. Public recognition and validation of numeracy and literacy graduates served as an important social incentive for parents to enroll their children in the courses. The program supported public recognition by ensuring that formal graduation ceremonies took place with certificates being awarded, all which instilled pride in graduates and their families and encouraged greater public buy-in for the program. Public acknowledgement motivated families to send other children to school outside of the program, and encouraged them to enroll graduates in school full time. Youth assessment findings also indicated that many parents enrolled their children who had graduated from numeracy and literacy in school full time primarily due to the fact that other parents were doing so.

5. Numeracy and literacy can make rapid and significant changes in attitudes towards girls' education, and support girls' empowerment: Parents who previously would not allow their girls to attend school initially consented to their attendance in numeracy and literacy courses in large part due to the 400 ETB (approximated \$22 USD) monthly stipend. Once girls graduated from numeracy and literacy courses, their parents began to appreciate the economic value of having more educated daughters. The girls became better at shopping for the family and in petty trading, which in Somali culture is a woman's job. Parents who were interviewed as part of the assessment expressed recognition of their daughters' improved skills, which they believed made a significant economic contribution to the family. In addition, their fears that girls would develop bad behaviors in school proved unfounded. Once girls graduated from the numeracy and literacy classes, many parents then enrolled them in school full time believing that an education would give them and their families an economic advantage.

Many of the female graduates interviewed as part of the youth program assessment also stated that their parents began to enroll their younger female siblings in school as well. The Sayid Mohamed Abdile Hassan School principal and village leaders confirmed that this program had made a strong impression on parents' decision to send their younger girls to school that year, even if they were not supported by outside assistance. Given the limited program timeframe it was not possible to follow up on the number of younger siblings, or other girls from neighboring households enrolled in school who otherwise would not have been. However, the assessment clearly revealed that the community's attitude towards girls' education changed once girls proved that they could read and write, and that these skills had a clear economic value for the household.

VI. Recommendations

The lessons-learned from the SIPED program point to key recommendations, both for peace and development programming and for further areas of inquiry, as detailed below:

Recommendations for Peace and Development Programming

1. Invest in integrated peace-building programs that enhance both community relationships and the governance environment impacting these relationships to achieve development outcomes. Findings from SIPED evaluation underline the importance of supporting integrated peace-building programs that focus on improving relationships as well as the institutional environment that governs these relationships in order to achieve sustainable development outcomes for conflict-affected communities. An enabling environment of peace and safety is both a fundamental precondition and enabler of resource, market and service access, as well as positive economic interaction among diverse communities. These factors underpin prospects for resilience and development. Maintaining and supporting peace and safety require not only a transformation in relationships, but appropriate governing institutions that can support positive inter-community relationships and the related benefits from peace and safety. Peace programming should simultaneously focus on addressing the governance environment and strengthening institutions to foster positive inter-community interaction and promote freedom of movement.

2. Integrated peace and development programs, or development programs in conflict settings must work with the conflict not around the conflict; Do No Harm is not enough. Given the conclusion that the nature and state of inter-community relationships directly impact community well-being and a range of economic opportunities for communities, it is no longer appropriate to discuss only “Do No Harm” principles when discussing the intersect between conflict and development programming. “Do No Harm” is primarily focused on ensuring that conflicts are not aggravated, “connectors” strengthened and “dividers” minimized. SIPED evaluation findings suggest that any peace, capacity-building and development interventions must directly engage, work with and appropriately and positively impact the relationships among relevant stakeholders and the institutions that manage these relationships, in order to achieve the desired development outcomes on a systems level. The same spaces and issues that are a source of community division are often critical to development outcomes and can also become connectors or a source of positive interaction through relationship-building interventions. Issues that cause tension and conflict cannot be circumvented but must be directly addressed in development efforts.

3. Comprehensive, joint analysis on the nature and state of relationships of key stakeholders should fundamentally inform the design and implementation of all development programming. Appropriate consideration of the peace and security environment and therefore inter-community relationships in development programming requires sound and comprehensive analysis. Relationship mapping supports a systems-level analysis of a particular area that illuminates what issues must be addressed to ensure resilience and development initiatives can achieve their intended goals. While a number of participatory assessment tools exist that support context analysis and problem identification in a given setting, these tools often fail to integrate relationship mapping and relationship trends analysis that identifies how, why and under what circumstances target stakeholders interact or fail to interact. Furthermore, the majority of assessments, even when participatory, are done separately with each target community, rather than bringing groups together to jointly analyze their environment and shared interests. Relationship mapping and trends analysis must be integrated into market assessments, natural resource mapping, village mapping and a range of other participatory and external appraisal techniques, and such

techniques should be conducted by bringing diverse groups together, wherever possible. When joint analysis is not possible, the reason for this should further inform program design and implementation.

4. Sustained, joint community dialogue and development initiatives should form a core part of development programming among conflict-affected, fragmented communities. The type and sequencing of the most effective relationship-building interventions are likely to be context specific. Nonetheless, key lessons from the SIPED program demonstrate that key components of peace-building should be integrated as part of development programs in conflict-affected contexts. These include skill-building in communication, negotiation and mediation, dialogue and consultation sessions that allow application of these skills to real life issues, and support to community-identified initiatives that can transform conflict and address issues of common interest. Implementing development or resilience programming through a multi-community, systems level approach ensures that programs are founded on the analysis of a wider, interconnected social, economic and political landscape. This approach can provide new, additional avenues for reducing vulnerability and can maximize benefits and impact for multiple groups.

5. Test the cost-effectiveness of relationship-building interventions in supporting economic growth, relative to traditional development programming. Development programs focused on economic growth require a considerable financial investment. While peace-building initiatives are process-heavy and require sufficient time, human, and logistic resources, the activities themselves are not high cost. A cost-benefit analysis of peace-building programs relative to other development interventions would support a determination of what type of approaches are most cost-effective in achieving particular development outcomes.

6. Identify improved mechanisms for measuring long-term institutional change. Lessons-learned from the SIPED program found emerging institutional arrangements that were deemed more effective by communities in resolving conflicts. However, the area of sustainable institutional change at the various levels at which SIPED worked remains largely unexplored. Future programming would benefit from the development of clear capacity-assessment tools as well as pre- and post-capacity assessments at various levels that examine multiple areas of institutional effectiveness in conflict resolution, and what contributed to their effectiveness.

Recommendations for Youth and Conflict Programming

The key recommendations which emerged from the SIPED youth program are detailed below:

1. Enhance positive social and life skills development opportunities for vulnerable peri-urban Somali Youth: A key challenge in targeting the most needy and vulnerable ex-pastoralist youth for employment is their limited life skills that can help them operate in an urban environment, let alone obtain employment. These youth typically lack basic communication skills that can help them navigate basic life situations in a non-rural setting. These limited skills also mean that they are ostracized by urban youth peers. Supporting ex-pastoralists to better operate in the urban environment and compete with their peers requires urban socializing experiences that provide life skills, allow youth to practically tackle social challenges, and expand their networks. Youth programming targeting youth transitioning out of pastoralism should combine life skills training with opportunities to practice new skills in peer-to-peer dialogue, sports competitions, youth festivals, and other positive socializing experiences.

- 2. Provide institutional support to schools that provide numeracy and literacy training across the Somali Regional State:** Given the broad success of numeracy and literacy courses as outlined in lessons-learned section above, numeracy and literacy training should be a core component of youth programming and can be scaled up across Somali Region. In order to do this appropriately, institutions providing numeracy and literacy courses should be provided with support to deliver these courses consistent with best-practices. Institutions require capacity-building support to deliver the courses in an appropriate classroom environment, and to provide a safe and conducive learning space that considers gender and age. Furthermore, numeracy and literacy courses in more remote peri-urban centers outside of Jijiga require adaptation of their curricula to reflect an appropriate adult learning methodology. Teachers in areas such as Gode are poorly trained and have very limited understanding of diverse teaching techniques that are most appropriate for their audience. Strengthening numeracy and literacy centers in this regard can increase enrollment and the performance and options of graduates.
- 3. Engage the community in gaining support for numeracy and literacy:** As evidenced in the lessons-learned section, the greatest achievements and impact from numeracy and literacy courses were in those areas where the public and families were engaged in the process, and saw a benefit to the household from the student's enrollment in the course. Numeracy and literacy programs should first work to gain support from the community, engage community leaders in selecting candidates based on criteria set forth by the program, and capitalize on early adapters of programs to demonstrate benefits to other members in the community.
- 4. Support vocational programs that better meet the needs of Somali peri-urban youth and the labor market:** As described above, vocational programs in Somali region do not meet the needs of the vast majority of youth who require this type of training in order to obtain employment. Youth programming should address this, either by supporting private institutions to enter the market, or work with the government and existing TVETS to develop short term courses in the most high demand sectors and revise admission criteria where appropriate. In addition, vocational programs should be tied to numeracy and literacy courses, where successful numeracy and literacy graduates can be admitted to a vocation program at an appropriate level. Beyond addressing the timing and the sector to better serve youth needs and the labor market, vocational training should be delivered in the local language of the region and teaching materials should exhibit a learning methodology relevant for the skills being taught and age group of participants.
- 5. Link youth to the private sector through networking opportunities and apprenticeships:** Given the success of networking opportunities and apprenticeships for youth, programs should expand this type of engagement. This many involve providing small initial incentives for the private sector to participate, and include youth who have completed these programs successfully to motivate and encourage their peers to participate. Employment networks with the private sector can quickly expand to reach a greater amount of youth, and build stronger and better relationships between employers and employees