



# FINAL PROJECT EVALUATION REPORT

## THE UNITED NATIONS PEACEBUILDING FUND PROJECT INCLUSIVE GOVERNANCE AND CONFLICT MANAGEMENT SUPPORT TO ETHIOPIA

**March 2021**

## ACKNOWLEDGMENTS

Research involving persons of different disciplinary and professional orientations is often a daunting and delicate exercise. Many people facilitated the evaluation. The consultants would like to acknowledge and thank all who graciously shared their time, information, and inputs for the interviews and consultations that took place as part of this process.

We wish to thank Fisseha Mekonnen, Governance Programme Specialist, Etagegnehu Getachew, PBF Project Coordinator; Cleophas Torori, Deputy Resident Representative – Programmes; Shimels Assefa, Team Leader, Democratic Governance and Peacebuilding Unit; Zenash Woredework, Programme Assistant all of UNDP Ethiopia; Nega Gerbaba and Desset Abebe Teferi of UN Women; Martine Jahre and Kwesi Sansculotte of RCO; Ms. Eyerusalem, UNESCO-IICBA and Melkamu Tamiru and Bashyal Swikriti, IOM for all the support and insightful information that made this evaluation a success.

In addition to the project management staff, the evaluators would like to recognize the tremendous contributions from Oromia Regional Women, Children and Youth Bureaus and Regional Security and Administration Bureau; SNNPR Women, Youth leaders and Community leaders (religious leaders & elders); Oromia Women, Youth leaders and Community leaders (religious leaders & elders) from West Guji; SNNPR Regional Women, Children, and Youth Bureau and Regional Security and Administration Bureau; Somali Regional Women, Children, and Youth Bureau and Regional Security and Administration Bureau; Somali Women, Youth leaders and Community leaders (religious leaders & elders) from Fafen and Gursum woredas and Oromia Women, Youth leaders and Community leaders (religious leaders & elders) from Babile woreda)

Moreover, the evaluators express gratitude for the participation of representatives of the Ministry of Peace and The Ministry of Women, Youth, and Children.

Special recognition is also extended to Ethiopian Broadcasting Authority, the Association of Ethiopian Broadcasters, the Inter-religious Council of Ethiopia, and the Peace and Development Center for the long time they took with us for the interviews.

Similarly, thanks are extended to all the rest of the Peace committee members, Traditional elders, Women, Youth, and those who found time to participate in group discussions during the evaluation.

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## ACRONYMS AND ABBREVIATIONS

AEB	Association of Ethiopian Broadcasters
CEWARN	Conflict Early Warning and Response Network
CSOs	Civil Society Organizations
EBA	Ethiopian Broadcasting Authority
GOE	Government of Ethiopia
GTP	Growth and Transformation Plan
IRCE	Inter-Religious Council of Ethiopia
IDP	Internally Displaced Persons
MoE	Ministry of Education
MoP	Ministry of Peace
MoWCY	Ministry of Women, Children and Youth
ERC	Ethiopian Reconciliation Commission
PBF	Peacebuilding Fund
PDC	Peace and Development Center
RCO	Residence Coordination Office
SDGs	Sustainable Development Goals
SNNPR	Southern Nations, Nationalities and Peoples Region
TOC	Theory of Change
UNESCO-ICBA	United Nations Educational, Scientific and Cultural Organization - International Institute for Capacity Building in Africa
UNSCR	United Nations Security Council Resolution
WCY	Women, Children, and Youth
WPS	Women, Peace and Security

## 1. EXECUTIVE SUMMARY

This report covers an independent final evaluation of the Inclusive Governance and Conflict Management Support to Ethiopia project funded by the Peacebuilding Fund (PBF) to determine its overall added value to peacebuilding efforts in Ethiopia. The focus of the evaluation is the contribution of the project towards building state capacity for institutionalizing and strengthening the country's peacebuilding efforts; firming conflict management system; strengthening social cohesion and improving peace and security in the three target regional states namely: Oromia, SNNPR, and the Somali Regional States.

Through the participatory process of engagement of all stakeholders ranging from community members to senior government officials and development partners, the evaluation identified key lessons about successful peacebuilding approaches and practices highlighting areas where the project performed less effectively/lessons from failures than anticipated.

The PBF project outcomes and outputs are envisaged to attain two major outcomes namely:

- **Outcome 1:** The Government of Ethiopia (GoE) develops/adopts a national peacebuilding strategy through an inclusive and evidence-based process.
- **Outcome 2:** Regional and community-level mechanisms peacefully resolve conflicts contributing to and resulting from displacement and thus reduce violence in 3 conflict-prone clusters.

These outcomes are well aligned with the outcomes of the United Nations Sustainable Development Cooperation Framework (UNSDCF) outcome: *By 2025, all people in Ethiopia live in a cohesive, just, inclusive, and democratic society. They are also well-linked with outcomes of UNDP's Country Programme Document (CPD).*

The GoE has been supported to develop/adopt a national peacebuilding strategy through an inclusive and evidence-based process. The project supported the process of developing the peacebuilding strategy by strengthening the capacity of key actors in government. This process was undertaken through inclusive consultations involving various stakeholders.

The project was implemented in the situation that Ethiopia has been at a serious stage experiencing political instability characterized by violent conflicts. There has been also increased security and social cohesion in conflict-prone clusters as reported by the IDPs, members of host communities, women groups, etc.) due to an increase in trust and satisfaction with the responsiveness of government management of displacement and conflicts resulting from it. These have resulted from the strengthening of regional and inter-regional conflict management mechanisms as well as those to address IDP vs. community conflicts. Also contributing to the increased security and social cohesion is the support given by the project for women empowerment at the community level for more effective conflict management. Economic and demographic challenges as well-posed major tests requiring more than ever a leap forward in inclusion, shared prosperity, sustainability, and peace, and security.

The PBF project was aimed to contribute towards addressing these challenges.

## Key Findings

- The project has effectively supported the conflict transformation process in the southern and eastern clusters especially by engaging the community in resolving conflicts through the community dialogues which helped in identifying the root causes of conflicts that the project then addressed through training on transformative conflict resolution, strengthening of C-Warn facilities, the establishment of Women Peace Forum and strengthening local peace architectures.
- The project supported capacity strengthening needs of national and regional governments and non-government actors which, however, did not lead to the finalization of the development of an all-inclusive and effective process of peacebuilding strategy.
- Local peace committees are established and those that existed before the project were revitalized. The project was realigned by redirecting resources to respond to the capacity-building needs of both the MoP and Ethiopian Reconciliation Commission.
- Journalists who play a key role in shaping public attitudes, including perceptions about women and men, are now because of the training, practicing gender-sensitive reporting which shuns stereotypes that limit and trivialize women. Youth and women have been successfully trained on transformative conflict resolution and women peace forums established. Through these, the project has helped convene traditionally influential women in the target regions leading to more traditional women participating in peacebuilding efforts.
- Inter-community dialogues were organized by the project leading to increased awareness amongst communities of different groups and raised the level of trust.
- Intra and inter-regional coordination mechanisms and a traditional CEWARN mechanism were also established by the project to reinforce the conflict prevention and management work. Regional offices were provided with and trained in the use of communication equipment including TVs, Video players, printers.
- For effective coordination, the project had a technical committee that included representatives from UNDP, UN Women, IOM, and the MoP.
- The government's commitment to sustaining the results of the PBF support and continuing the initiatives is varied across the project's target regions. Other funding sources would enhance or sustain the benefits of the program. This depends on the commitment of the government in allocating additional resources.

- The PBF project was funded under the IRF (Immediate Response Facility) which lays the ground for a longer-term real engagement thus an inbuilt catalytic effect. This leaves the window open to possibilities and resource mobilization to deepen the work in this area.

## Summary of Conclusions

The project was relevant in addressing conflict drivers and factors for peace and employed the most appropriate and strategic approach to address the main peacebuilding goals and challenges in the country. This was done through organizing community dialogues, interregional dialogues and conferences, and community-based awareness-raising programs in the targeted regional states. It was also relevant to the UN's peacebuilding mandate the SDGs and the government of Ethiopia national and regional priorities. This continued throughout implementation and saw the project adapt to the changing context especially at the onset of the Covid-19 emergency. Although relevant to the needs and priorities of the target groups, the beneficiaries were even so not effectively consulted during the design and implementation of the project. In addition to clearly pronouncing assumptions about why the project approach was expected to produce the desired change, the project's theory of change was grounded in evidence.

The TOC adopted by the project stated that *"IF the capacity and responsiveness of the state actors and other stakeholders to needs and grievances of the conflict-affected populations enhanced AND conflict-affected (IDPs and host communities) communities engaged in dialogue around inter-regional conflict resolution and the empowerment of women peacebuilders AND basic social services and livelihood assistance for IDP and host communities rehabilitated THEN the security and social cohesion in the most conflict-prone clusters increased BECAUSE it reduces the chances of violence at the community level, as well as developing government and community capacity to resolve conflicts and address the sources of grievance through the more inclusive and effective mechanism."*

At the national level, the project was to focus on the adoption of a National Peacebuilding Strategy and support this by ensuring adequate technical support to key national Stakeholders to lead a national process ensuring full ownership. The project was also to support the participation of diverse voices in an inclusive and participatory fashion. Newly commissioned policy research was to fill critical gaps as the evidence base regarding a variety of religious and ethnic conflicts remains thin. The creation of this evidence base allowed for better policy-making policymaking as links between research institutions (universities) and policymakers were successfully established as part of the project. At the regional/community level, the project was cognizant of the fact that these conflicts have been complex, long, and rather intractable and so a one size fits all approach would not work. As such, the project envisaged at least two types of interventions, one favouring inter-regional dialogue, while the other takes a more decentralized and localized approach of conflict resolution with a focus on strengthening existing mechanisms, such as community-level dialogue, CEWARN Facilities, and conflict resolution mechanisms by engaging women and youth at the core its activities. Both approaches foresaw specific activities focusing on women empowerment and gender equality. The assumptions of the TOC largely remained valid with the domains of change staying feasible. The project has partly achieved its initially intended outcomes/outputs (interregional peace and social cohesion) which contribute to the project's strategic vision. It has for instance mainstreamed a

gender dimension and supported gender-responsive peacebuilding. The youth, CSOs, academia, and the media participated in promoting the project's success.

While the overall staffing, planning, and coordination within the project (including between the three implementing agencies, UN RCO, and with the key stakeholders) was efficient, there were few circumstances of lack of well-organized coordination. The project has conducted review meetings allowing it to proficiently collect and use data to manage the project.

There is some commitment by the Government and other stakeholders to sustaining the results of PBF support and continuing initiatives, especially women's participation in decision-making processes, supported under the PBF Project through the women peace forums. Sustainability of efforts and benefits will also be assured due to the enhanced national capacity contributed and developed by the project.

The project was catalytic given its inherent nature and the funding has been used to scale up peacebuilding work and to create broader platforms for peacebuilding. For example, the MoP has used up the project fund to fill the funding limitation it was experiencing in running some peacebuilding-related activities. The national conferences held were supported by the project have contributed to the creation of a broader platform.

Although still a challenge, gender considerations have to a large extent been mainstreamed and addressed in the design, implementation, and monitoring of the project. The gender marker data assigned to this project is on the other hand representative of the reality in the context, given the Ethiopian cultural environment. The project nevertheless fundamentally promoted positive changes in women's participation in the peacebuilding process through the creation of women's peace forums and Women Peace Ambassadors.

## Recommendations

- *UNDP and partners* should involve the government ministries especially the *Ministry of Peace* at all levels of such a project and not just at the regional level.
- *The UN Women* should replicate and strengthen the Women Peace Forums in areas where the government has the structures to bring together women and community leaders to not only discuss peace issues at the local level but also to be exposed to issues of peace at the regional, national and global level. This is required to scale up the successes recorded by the project. Women's peace forum was effective in positively influencing the peace process.
- *All stakeholders* should place greater focus on women's role in peacebuilding at the local (community level) rather than the regional or federal level. The approach should emphasize the interaction between the traditional leaders and women's groups at the community level since traditional leaders overlook the participation of women in resolving conflicts in some cases (such as the Somali Region).
- *UN agencies* and *GoE* should early on establish very clear divisions of labour, and responsibilities with clear frameworks and conditions with the government for similar projects. This includes the *UN agencies*

establishing and informing about how the project works, how it functions, what it can support, and what it cannot. This was particularly felt necessary as the rate of staff turnover was very frequent at the MoP when it undertook an internal organizational reform.

- The *Ethiopian Broadcasting Authority, government, and private media houses* should train more journalists by allocating a significant amount of budget since the number of journalists trained on how to report conflict events was found very small compared to those on duty. Any future project on peacebuilding should address this so that journalists will effectively report conflict issues.
- The *GoE, the UN agencies (UN Women) and CSOs* should mobilize women before the national elections to include them in the election process as voters or candidates for women to exercise their democratic rights to elect and to be elected. This will contribute to women's empowerment and decision-making so that they can take up peace issues seriously and advocate women's participation in the peace process at the local level.
- The *GoE and all the UN agencies (IOM and UN Women)* when implementing projects similar to the PBF should focus on supporting the facilitation of the community level discussion on peace, specifically to fill the limited fund from the government to operate smoothly. The fund allocated to lower-level state structure is inadequate to support community-level meetings and any external funding to fill this gap will enable the local administration to reach more community members.
- *All GoE ministries* need to structurally create a system in government for information sharing with other partners to minimize the gaps seen in case of change of focal persons within the Regional Peace and Security Administration where the problem was felt as in the case of the Southern Nations, Nationalities and People's Region. The creation of gaps undermines the smooth implementation of peacebuilding activities.
- The *government, UN agencies, CSOs, and academia* should carry out a comprehensive study on conflict analysis so that no geographical areas are excluded to ensure such a project contributes to an all-inclusive and comprehensive national peacebuilding strategy and policy.
- The *government, UN agencies, CSOs* must ensure a program of this nature makes clear to all key stakeholders that it develops common understanding and reach consensus on what the project seeks to achieve right at the project inception stage instead of bringing in new activities/ideas in the middle of implementation.
- The *government* should design peacebuilding programs to last longer than two years. A highly systematized project such as the Peace Building Fund, which seeks to make change happen in contested issues, such as peace and reconciliation, requires a long-term investment in trust-building, consensus building; all of which cannot easily be achieved in 2 years.
- The *government and UN agencies* should source more funding to support the capacity building of elders and local police on issues of human rights and peacebuilding to scale up successful practices.

- The *government* and *UN agencies* should also seek funding to capitalize natural resource management for the communities to undermine resource-based conflict among communities suffering from resource scarcity (as in the case of pastoral areas).

## 2. INTRODUCTION

### 2.1 Purpose of the Evaluation

This independent final evaluation presented an opportunity to assess the achievements of the Inclusive Governance and Conflict Management Support to Ethiopia project in an inclusive way to determine its overall added value to peacebuilding efforts in Ethiopia, focusing on state capacity building for institutionalizing and strengthening the country's peacebuilding efforts, firming conflict management system, increased social cohesion and improved security in the selected the three regional states namely: Oromia, SNNPR, and the Somali Regional States

In assessing the degree to which the project met its intended objective(s) and results, the evaluation provides key lessons about successful peacebuilding approaches and practices, as well as highlights areas where the project performed less effectively/lessons from failures than anticipated. Additionally, given that the project is pilot and the first-ever Peacebuilding Fund(PBF) supported the initiative in Ethiopia and it was also first cooperation with the newly created Ministry of Peace(MoP), the project evaluation findings serve as lessons to inform potential future peacebuilding initiatives and captures lessons on engaging with a new institutional partnership side. In that sense, this project evaluation is equally about accountability as well as learning.

### 2.2 Objectives of the Evaluation

The objectives of this evaluation are to:

- Assess the relevance and appropriateness of the project in terms of a) alignment with National Peacebuilding Policy and national priorities of Ethiopia, b) whether the project capitalized on the UN's added value in Ethiopia; and C) the degree to which the project addressed cross-cutting issues such as conflict and gender sensitivity/gender inclusion in Ethiopia;
- Assess to what extent the PBF supported the government of Ethiopia to develop a national peacebuilding strategy either through direct or catalytic effects.
- Assess how relevant, efficient, effective, and sustainable the PBF project support has been nationally and specifically in Oromia – Somali and Oromia – SNNP clusters.
- Assess the feasibility of the logic of the project/TOC and associated risks and assumptions.
- Assess how the PBF project supported women's involvement in the peacebuilding process, whether it promoted the Women, Peace, and Security (WPS) agenda, and how the interventions supported by the PBF project factored in gender equality in peacebuilding.
- Assess the effectiveness of the project implementation modalities, partnership arrangements, beneficiary participation, and replication.
- Assess effectiveness and suitability of the partnership modality and project implementation arrangements
- Provide lessons for future PBF support both in terms of programming and management of PBF funds and serve as a useful evidence-based input for decision-making on any possible future support.
- Document good practices, innovations, and lessons emerging from the project.
- Provide actionable recommendations for future programming.

## 2.3 Scope of the Work/Evaluation

The evaluation considered the overall performance of the PBF support under the Inclusive Governance and Conflict Management Support for Ethiopia project from 13 December 2018 to 13 December 2020.

The scope of the evaluation focused on examining the PBF project's overall contribution to building the country's national peacebuilding strategy and increased security and social cohesion in conflict-prone areas in Oromia, Somali and SNNP regions as well as at the Federal level. Furthermore, the evaluation examines the relevance, effectiveness, sustainability, and efficiency of PBF's total contribution for the two outcomes of the project; **Outcome 1:** National Peacebuilding strategy/Increased Capacity of MoP and Ethiopian Reconciliation Commission(ERC) and **Outcome 2:** Increased Security and Social Cohesion in conflict-prone regions - Oromia, Somali and SNNPR.

## 2.4 Evaluation Criteria and Key Guiding Questions

The evaluation examined the overall contribution of the project to the building and consolidation of peace efforts at the national and regional level (Oromia, Somali, and SNNP). Particularly the evaluation focused on the project's contribution in building the national and regional states' capacity to institutionalizing and strengthening the country conflict management system, to facilitate community dialogue on peace, strengthening national, regional, and interregional cooperation, establish and strengthen the Zonal and Woreda (Conflict Early Warning and Response Network) CEWARN Facilities, and conflict resolution mechanisms by engaging and putting women and youth at the core of its activities.

The comprehensive questions answered are based on the Organization for Economic Co-operation and Development (OECD) Development Assistant Committee (OECD DAC) evaluation criteria and the UN Evaluation Group standards (including those on gender mainstreaming), which were adapted to the context at hand as follows:

### Relevance:

- Was the project relevant in addressing conflict drivers and factors for peace? Was the project appropriate and strategic to the main peacebuilding goals and challenges in the country at the time of the PBF project's design? Did relevance continue throughout implementation? To what extent and in what ways did the project adapt to the changing context?
- Was the project relevant to the UN's peacebuilding mandate and the SDGs, SDG 5, and SDG 16? And the government of Ethiopia national and regional priorities?
- Was the project relevant to the needs and priorities of the target groups/beneficiaries? Were they consulted during the design and implementation of the project?
- Did the project's theory of change articulate assumptions about why the project approach is expected to produce the desired change? Was the theory of change grounded in evidence?
- To what extent did the PBF project respond to peacebuilding gaps and aligned with national and international existing frameworks in peacebuilding and the UN conflict prevention strategy to Ethiopia?

### Effectiveness/ Impact:

- To what extent did the project achieve its envisioned outcomes/outputs contribute to the project's strategic vision?
- To what extent did the project mainstream a gender dimension and support gender-responsive peacebuilding?
- To what extent have youth, CSOs, academia, and the media participated in terms of promoting and contributing to the project's success?
- How appropriate and clear was the PBF project's targeting strategy in terms of geographic and beneficiary targeting?
- Was the project monitoring system adequately capturing data on peacebuilding results at an appropriate outcome level?
- To what extent the agreed activities completed by the Association of Ethiopian Broadcasters (AEB helped project communications and impacted public perceptions of PBF and the Mop's efforts around peacebuilding?
- To what extent engaging with local CSOs helped to advance project implementation efforts on the ground?

#### Efficiency:

- How efficient were the overall staffing, planning, and coordination within the project (including between the three UN partner agencies, UN Resident Coordination Office (RCO), and with the key stakeholders)? Have project funds and activities been delivered promptly?
- How well did the project collect and use data to monitor results? How effectively was updated data used to manage the project?
- How well did the project team communicate with implementing partners, stakeholders, and project beneficiaries on its progress?
- Overall, did the PBF project provide value for money? Have resources been used efficiently?
- To what extent did the PBF project ensure synergies within different programs of UN agencies and other implementing organizations and donors with the same portfolio?
- To what extent have planned outputs been achieved on time?

#### Sustainability & Ownership:

- How strong are the commitment of the Government and other stakeholders to sustaining the results of PBF support and continuing initiatives, especially women's participation in decision-making processes, supported under the PBF Project?
- How has the project enhanced and contributed to the development of the national capacity to ensure the suitability of efforts and benefits?

#### Catalytic:

- Was the project financially and/or programmatically catalytic?
- Has PBF funding been used to scale up to other peacebuilding work and/or has it helped to create broader platforms for peacebuilding?

#### Gender Equality:

- To what extent have gender considerations been mainstreamed and been addressed in the design, implementation and monitoring of the project?
- Is the gender marker data assigned to this project representative of reality?

- To what extent has the project promoted positive changes in women's participation in the peacebuilding process? Were there any unintended effects?

#### Human Rights:

- To what extent have poor, indigenous, and physically challenged women and other disadvantaged and marginalized groups benefited from the project?

## 2.5 Evaluation approach and methods.

### 2.5.1 The overall approach

The evaluation was carried out by UNDP Evaluation guideline, Evaluation Norms, UN Women gender-responsive evaluation guideline, ethical standards as well as OECD/DAC evaluation principles and guidelines and in full compliance with the DAC Evaluation Quality Standards. The evaluation employed a collaborative and participatory approach using mostly qualitative methods.

The evaluation had three key approaches: a theory-based evaluation approach, a process evaluation approach, and an impact evaluation approach which is based on evidence from the field generated through interviews, discussions, and observations.

*Theory-based evaluation:* This entailed assessing and testing the project theory of change through a structured contribution analysis to assess the contribution the intervention has made to change and empowerment to beneficiaries. Working within the project logic, the focus was on activities carried out during the programme period, and with attention to the targets, to exploit their contribution to longer-term desired outcomes and sustainable change. The contribution analysis also allowed an assessment of other non-project explanations for change to investigate the extent to which project activities contributed to the observed change.

*Process evaluation:* Supplementing the theory-based evaluation, the consultants conducted a process evaluation to assess the project delivery. This included content evaluation to assess what it is the project has so far delivered compared to what it meant to deliver as set out in the original planning documentation, while cognizant of the fact that the original design has gone through some revisions dictated by the circumstances. This also entailed an implementation evaluation to assess the extent to which the project has delivered on the activities as originally intended. The implementation evaluation also assessed the project against the five standard OECD DAC evaluation criteria of Relevance, Effectiveness, and impact, Efficiency, Sustainability, and lessons learned, and accountability. In addition to this criterion, gender representation will be a key focus. The process evaluation also involved an assessment of other implementation topographies to assess the key drivers and barriers to delivery that have had positive and negative effects (intended and unintended) on the performance of the project.

### 2.5.2 The Evaluation Design

To ensure the evaluation is a learning opportunity, the relevant project staff, partners, and beneficiaries were involved as much as possible in the exercise. The Consultants employed a vigorous approach suitable for the scope of the project, available resources, and intended audience. The methodology was participatory, engaging different stakeholders in meaningful and appropriate ways to ensure inclusion, reflecting on and respecting stakeholder diversity (especially gender, age, region, etc.) as a minimum.

Triangulation (of important findings by source, method) was adopted and the data collection methods included but were not limited to desk review and key informant interviews / structured individual interviews. The tools are further detailed and elaborated herein. Content analysis and other appropriate qualitative data analysis procedures such as coding based on themes were used to analyse the data generated from documents, Focus Group Discussions (FGDs), and Key-Informant Interviews (KIIs).

The evaluation was undertaken in four basic steps: conceptualization, collection of data, data analysis, and reporting. It is mainly during the first phase that the individual aspects of implementation were decided. The data collection phase was crucial for gathering reliable information. The analysis and dissemination will be important in converting the evaluation findings into a knowledge and information asset for the Recipient UN Organizations and the donor.

#### *2.5.2.1 Data Collection Approaches and Techniques*

The COVID-19 pandemic has brought a new shift and norm in terms of conducting data collection. This meant that while some of the data collection was done on a one-on-one basis with the social distancing and wearing of masks requirement and other WHO protocols being strictly enforced/observed, in the eventuality that some interviews could not take place via one-on-one basis, the consultants made use of remote data collection approaches. This entailed virtual meetings and interviews via Zoom with the project stakeholders. The availability of internet connectivity influenced the use of these interactive and semi-interactive voice responses. To reach a few key informants, telephone interviewing was used due to internet connection problems.

The face-to-face discussion was held with IOM staff, MoP, Ethiopian Broadcasting Authority, Peace and Development Center, and Somali Region Peace and Security Office, Somali Region WCY bureau, SNNPR WCY Bureau, West Guji Zone Peace, and Security Office, Woreda level Peace and Security Offices. Community-level focus group discussions were also held face to face. Others such as UNDP staff, Residence Coordination Office, UN Women, UNESCO/ICBA, Association of Ethiopian Broadcasters, and Interreligious Council of Ethiopia were interviewed using zoom. Others who did not have internet connection were interviewed using telephone, which included Oromia Security and Administration Bureau as well as Oromia WCY bureau, SNNPR Peace and Security Bureau, Student Services Directorate at Ambo and Jimma Universities. In addition, after the feedback obtained from the sharing of preliminary findings, telephone interviews were held with peace and security officers in Bule hora woreda West Guji and Wenago Woreda in Gedeo Zone, former Gedeo Zone Peace and Security Head, and Focal Persons of Gursum and Bible woredas to check if there is an information gap.

*Desk Review and Analysis:* Besides helping in the development of the data collection tools, relevant literature, and existing project documents were examined to build into primary information from the meetings and interviews with key stakeholders. There was special emphasis on the proposal and contracts, Logical framework, Theory of Change, Monitoring tools, Quarterly progress reports, Annual Report, Annual Work Plans, Audit reports, Stories of Change, Monitoring reports prepared by the project, and Financial and Administration guidelines used by Project Team. Reviewing literature and documents helped illuminate the problem addressed by the project, the underlying assumptions, gender issues included in the project design and implementation, how “SMART” the targets are, the progress achieved in the project, the broader development and emerging aspects of the project, work-planning processes, the project’s results framework/ log frame, financial management, and the monitoring tools currently being used, etc.

*Key Informant Interviews (KIIs) and Meetings:* Thirty-three (33) KIIs and discussions were held with selected project staff, selected project beneficiaries, local partners, local leaders, and other key stakeholders in the project target Regional States (Oromia, Somali, and SNNPR). The stakeholders were asked for consent to participate in the interviews and discussions. The interviews and discussions provided an in-depth understanding of the problem addressed by the project, the underlying assumptions, incorrect assumptions or changes to the context, lessons from other relevant projects properly incorporated into the project design, and the decision-making processes. The interviews also revealed achievement based on/against the initially set evaluation criteria: the relevance, effectiveness/impact, efficiency, sustainability and ownership, the project's catalytic value, gender equality, and human rights

*Focus Group Discussions:* The consultants made use of focus group discussions (6) to dialogue with the project beneficiaries at the community level in the three regional states, specifically at Qilenso Rasa kebele in Bule hora woreda (West Guji zone), Gedeb Galcha Kebele in Gedeb Woreda (Gedeo zone), Gursum and Babile woredas at the kebeles bordering Oromia and Somali Regional States. There were 5 focus group discussions held with different community members. The interviews provided the overall findings on beneficiary involvement in the project implementation as well as the impact of the intervention. The focus group discussions included a well-thought sampling strategy to have different beneficiary cohorts such as youth, women, community leaders, gatekeepers, and vulnerable groups equally represented.

*Observations:* Observations were also relied on as a tool to collect data and were undertaken across the project sites especially where some infrastructures (school and health facilities) were rehabilitated by IOM through the PBF project. These were supported by informal conversations with staff in the sites. The informant interviews and group discussions were relied on to follow up and clarify findings from observations.

#### *2.5.2.2 Data Analysis*

Open-ended responses from key informant interviews and focus group discussion, literature, and program documents reviewed were recorded appropriately for further processing. Responses were coded and analyzed for themes and compared. The data obtained from key informant interviews and group discussions were coded by identifying and labelling (coding) items of data with similarities in themes, certainty, and according to objectives and emerging themes. The content analysis was augmented with constant comparative analysis. Information from the desk review and interviews was integrated using question by method matrices to facilitate comparisons and identify common trends and themes.

*Triangulation:* In this evaluation, the consultants utilized a combination of different research methods (desk reviews, primary data, grey reports prepared by focal persons) to get a wide view on governance and conflict management, in which triangulation was a significant tool. Triangulation facilitated the validation of data through cross verification from two or more sources. In addition, conflict sensitivity has been at the centre of the data collection while asking questions and engaging respondents in discussions to prevent responses and ideas that could otherwise cause anger and trigger violence.

#### *2.5.2.3 Sampling*

An initial mapping of the respondents was done to facilitate a decision on the number to be reached and the selection procedures. The selection ensured equal representation of the respondents as much as possible.

### *Sample Size*

The target population comprised the institutional and community beneficiaries, stakeholders who have project responsibilities, including but not limited to, local partners, and other project stakeholders. Altogether the consultants reached 58 individuals from 17 institutions (4 UN, 2CSOs, and 11 state-based) (see Annex).

### *Sampling Procedure*

We employed a judgmental sampling approach. Judgmental sampling is most effective in situations where there are only a restricted number of people in a population with qualities perceived to be desirable for the evaluation. This is a form of non-probability sampling in which only those individuals with adequate information on the project, are reachable, and willing to participate in the evaluation were included in the sampling framework. The consultants relied on the suggestions made by the project team to select the respondents while taking samples during the evaluation. The sample size depended on the quality of information obtained thus interviewing continued until points of information saturation. This technique was preferred since there was diversity among categories of respondents in terms of their attributes. The sample size was thus determined in consultation with UNDP and partners as the data collection continued. In this case, since we largely collected qualitative data, as influenced by the theory of change where the inputs, outputs, and outcomes are not directly quantified, the number of interviewees depended on the quality of information obtained. Efforts were made to obtain rich data where diverse perspectives were captured and triangulated.

We, therefore, picked key informants and participants for the focus group discussions purposively, those with adequate knowledge about the project implementation, which permitted an in-depth analysis as possible.

#### *2.5.2.5 The Data Collection Processes*

The data collection began with documents/literature review. This entailed a review of the documents and data for comparative purposes, etc. Field data were collected in close collaboration and with support from participating UN agencies coordinated by UNDP project staff and partner staff. The team comprised of the lead consultant, who oversaw all study activities, supported by the national consultant. The key informant interviews and the group discussions were undertaken by the lead and local consultants. The UN partners' staff mobilized the various participants to be reached (as indicated in the annex) with the interviews and for group discussion at appropriate times and sites in the different project locations. The evaluation strove to reach all the respondents in the project sites physically while those in remote locations were reached by zoom. The team collected the field data from all the project areas in a total of 20 days.

#### *2.5.3 Limitations to the Evaluation and Mechanisms Used to Address*

The COVID-19 situation remained the greatest risk to the execution of the evaluation. The consultants mitigated this by observing the WHO and Ethiopian government advisories and conducted meetings and interviews remotely (Zoom) and as appropriate.

The unavailability of some respondents to provide information due to their busy schedules and other activities was also a great limitation. In the aftermath of the conflict in the northern parts of the country during the data collection meant some of the leadership and key stakeholders were busy with meetings and hence could not be reached to participate in the evaluation as scheduled. The meetings were therefore mostly rescheduled and accomplished.

The evaluation was based on reports by project staff of their activities, documents produced as an outcome of the project by the state institutions, and primary data generated from the fieldwork. The self-reports of the project staff in terms of review meetings and progress reports were verified through triangulation during the data collection to enable us to obtain an in-depth understanding of the evaluation questions under investigation. Project documents were examined where information gaps existed in the project staff's responses.

#### 2.5.4 Structure of the report

Besides the preliminary section that provides the basic report information namely, the title of the project ID, time frame and date of the evaluation, project area, executing agency/implementing partners and other project partners, evaluation team members, and acknowledgments, this report is structured into five main sections; the Executive Summary, Introduction, Findings, Conclusions, and Recommendations. The Executive Summary outlines the project information and briefly describes the project and provides a snapshot of the evaluation findings and recommendations. The project progress is also summarized in this section. A concise summary of conclusions is also included alongside a recommendation in this section.

The Introduction section outlines the purpose of the evaluation and objectives, scope, and methodology, specifically the principles of design and execution, the evaluation approach and data collection methods, and limitations to the evaluation. The project description and background context are also included here, specifically the development context, the problems that the project sought to address threats and barriers targeted, the project description and strategy, the project implementation arrangements, timing, milestones, and main stakeholders.

The Findings section highlights the project relevance, effectiveness, efficiency, and sustainability. The relevance specifically elicits the project strategy, design, and results in the framework/Log frame. The effectiveness of the progress is analysed by accentuating the achieved results and outcomes and highlights the barriers to achieving the project objective. The project efficiency is explained through a description of the project implementation and management arrangements that includes project-level monitoring, stakeholder engagement, reporting, and communications. The project sustainability is reviewed by examining the government's commitment and risks to sustainability. The report provides the major challenges and lessons learned.

The Conclusions and Recommendations section comprises comprehensive, balanced, and evidence-based statements connected to the evaluation's findings and highlight the strengths, weaknesses, and results of the project. These are followed by recommendations which are essentially corrective actions for future design, implementation, monitoring, and evaluation of similar projects.

### 3. PROJECT DESCRIPTION AND BACKGROUND CONTEXT

#### 3.1 Country Context

The years 2016 and 2017 marked a major shake-up in Ethiopia's governance landscape, starting with mass protests which erupted in the country in 2016, led by opposition groups and youths, demanding social and political reforms including an end to human rights abuses and political marginalization of opposition groups.

The protests also included renewed challenges by the country's largest regional states, Oromia and Amhara, to the federal government and the existing federal arrangements, demanding more devolution and greater say for regions (or, more specifically, regional parties) in federal affairs and increased democratization. The protests were at first met with security force crackdowns and the shrinking of the democratic space, including declarations of two states of emergency, and deaths of hundreds of protesters, and arrests of thousands more. Yet over 2017 and 2018, the protests gradually led to a series of significant changes in the country, such as the creation of the Ministry of Peace and the establishment of other institutions such as the Administrative Boundaries and Identity Issues Commission and Ethiopian Reconciliation Commission whose objective is to maintain peace, justice, national unity and consensus and also reconciliation among Ethiopian Peoples (FDRE 2019)<sup>1</sup>.

In January 2017 the Government embarked on a process of dialogue between political parties, including discussions between the Ethiopian People Revolutionary Democratic Front (EPRDF) and 22 other political parties. This internal dialogue has led to a series of political openings and including the release of opposition political party leaders, new electoral law which met with opposition. Despite a notable political will by the Government of Ethiopia (GoE) to address the root causes of conflict, the government is still in the early stages of developing a peacebuilding strategy.

The lack of comprehensive and robust conflict analysis and absence of a national peace-building strategy have been major gaps in the country making it difficult to facilitate coordination, constructive engagement, genuine reconciliation, conflict resolution, and management. As such, this project was taking the advantage of and supporting these early processes to help the Government to have more research and evidence and an inclusive process to further its reforms and respond to the emerging peace and stability challenges of the country.

Besides lacking strategic approaches to conflict prevention, resolution, and management, the confirmation of the first case of COVID 19 on March 13, 2020, has posed a challenge to the Ethiopian government. Consequently, the government was attempting to address the immediate socio-economic challenges by establishing food banks, mobilizing funds from the private sector and diaspora to reach the lower-income groups of the society, introducing monetary and other instruments to support and save the economy from being slowed down due to partial lockdowns. In addition to addressing the socio-economic challenges, the government has also been working on social cohesion to avert the effects of conflicts because of the pandemic.

Despite all the challenges, the GoE still recognizes the importance of institutionalizing and strengthening conflict management and having a more coherent overarching peacebuilding vision for the country, which includes the voices of communities and marginalized groups, especially those of youth and women. High on the government's agenda are also plans for a reconciliation process through the Ethiopian Reconciliation Commission. While the launch of these independent commissions and the initiation of preliminary steps toward a National Dialogue are

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<sup>1</sup> FDRE (Federal Democratic Republic of Ethiopia, 2019). A Proclamation to Establish Reconciliation Commission. Proclamation No. 1102/2018.

seen as positive developments and part of the broader democratic transition process, the lack of tangible progress on the part of the Commission's contrasted with the high public expectations and rising tensions in the pre-electoral period. In the effort to support the government initiative, the Inclusive Governance and Conflict Management Support to Ethiopia Project have been adjusted to respond to the challenges of the COVID-19 pandemic by contributing to regularizing MoP's role in facilitating inter-regional dialogue and mobilization of national and local groups for solidarity in response to COVID-19 and to promote peaceful co-existence of different identities.

### 3.2 Background of the Project

The Inclusive Governance and Conflict Management Support to Ethiopia project, with its overarching objectives of supporting the development of national peacebuilding strategy and security and social cohesion in conflict-prone clusters/regions, has been implemented for the last two years (December 2018- December 2020). The project was supporting the MoP and Ministry of Women, Children, and Youth (MoWCY) as well as the Ethiopian Broadcasting Authority(EBA) at the federal level to enhance their capacity to facilitate community dialogue on peace, strengthening national, regional, and inter-regional cooperation in the targeted Somali, Oromia and SNNP Regions.

The shifting priorities of the Ethiopian Government and the internal restructuring and ad hoc priority setting to respond to emerging peace and security crises in the country in the middle of implementation, however, have led to the temporary halt on the establishment of Peace Councils at the national and sub-national levels, the joint conflict assessment and the development of comprehensive national peacebuilding strategy. Putting this in consideration the project has also been through an adjustment process (thematic and time extension) to respond to an emerging shift of priorities of the MoP and later to respond to the unprecedented COVID-19 pandemic. Thereafter, thematically the project was adjusted to focus on interventions to build the capacity of MoP to increase the engagement of national and local groups for solidarity in response to COVID-19 and to promote peaceful co-existence as a result of the adjustment in the project due to the shift of priorities, the implementation of the project has been extended until mid-December 2020. This change has refocused Outcome 1; Peacebuilding strategy being an end to the Capacity building of MoP and ERC to serve the originally desired goal. Under Outcome 2, the modification is merely through the addition of one focused output to mobilize different actors towards combating COVID 19 and promoting solidarity and social cohesion

### 3.3 Theory of Change (TOC)

At the national level, the project chooses to focus on the adoption of a National Peacebuilding Strategy which represents an ambitious normative change in the current political context. While the development of a National Peacebuilding Strategy was deferred, the project has provided technical support to key national stakeholders to lead a national peacebuilding strategy development process ensuring full ownership. The project has also supported the participation of diverse voices in an inclusive and participatory fashion in the consultations held both at federal and regional levels. Commissioned policy research will also fill critical gaps as the evidence base regarding a variety of religious and ethnic conflicts remains thin. The creation of this evidence base will, however, only allow for better policymakers can be successfully established as part of the project.

At the regional and community levels, the project is cognizant of the fact that these conflicts have been complex, long, and rather intractable and so a one-size-fits-all approach will not work. As such, the project envisages at least two types of interventions, one favouring inter-regional dialogue, while the other takes a more decentralized

and localized approach of conflict resolution with a focus on strengthening existing mechanisms, such as community-level dialogue and conflict resolutions. Both approaches foresee specific activities focusing on women empowerment and gender equality. Along with this, the TOC adopted by the project states:

**IF** the capacity and responsiveness of the state actors and other stakeholders to needs and grievances of the conflict-affected populations enhanced **AND** conflict-affected (IDPs and host communities) communities engaged in dialogue around inter-regional conflict resolution and the empowerment of women peacebuilders **AND** basic social services and livelihood assistance for IDP and host communities rehabilitated **THEN** the security and social cohesion in the most conflict-prone clusters increased **BECAUSE** it reduces the chances of violence at the community level, as well as developing government and community capacity to resolve conflicts and address the sources of grievance through more inclusive and effective mechanism

### 3.4 Geographic and Beneficiary Targeting

The PBF project has been implemented in three regional states (Somali, Oromia, and SNNPR) being targeted in two clusters Oromia -SNNP and Oromia - Somali and at the Federal MoP. The eastern cluster consists of Fafen and Siti zones of the Somali Region and Eastern Hararghe of the Oromia Region. There are shared woredas between the two regions (Babile, Mieso, and Gursum). Due to intermingled nature of settlements, it is often hard to relate ethnicity with the region bordering the southern cluster, there are Borana and West Guji zones of Oromia and Gedeo zone of the SNNPR. For capacity building purposes, participants from the former Sidama zone, Gurage Zone, west Arsi zone, and Arsi Negele and Shashemene city have participated in community dialogues and conferences. In addition, three Universities (Jimma, Wello, and Ambo) also benefited from the project where students who were peace club members have been trained on issues of conflict management and the creation of a peaceful learning environment. In general, within each region, the project targeted different zones, Woredas and Kebeles with a focus on peace and security bureaus, Women, Children and Youth Bureaus, and education offices. The project also targeted federal state and non-state actors. It is expected to generate two outcomes at the local/regional level (outcome 2) and federal level (outcome 1). The activities under Outcome-I (National peacebuilding strategy/capacity building) focused on the national level whereas the second outcome (Increased Security and Social Cohesion in conflict-prone regions/ targeted conflict-prone woredas in Oromia, SNNPR, and Somali regions. The project targeted community leaders, elders, and religious leaders from conflicting parties as well as other Community actors including IDPs, returnees, women, youth at the community level, and in-state universities.

### 3.5 Implementing Partners

At the national level, the project operated based on signed formal partnership agreements between the participating UN agencies (UNDP/IOM/UN Women/UN RCO/UNESCO-ICBA) and the MoP, which is the key governmental partner, for the implementation of this project. Other state stakeholders including (MoWCY), the Ethiopian Broadcasting Authority (EBA), the Ethiopian Reconciliation Commission, and CSOs including the Interreligious Council of Ethiopia and Peace and Development Center, and community groups. At the regional level, the project was engaged with Regional Presidents Offices, Regional Security and Administration Bureaus, Women, Children, and Youth Affairs Bureaus, Education Bureaus, Regional Disaster Prevention and Preparedness Bureau (DPPB), Regional Durable Solutions Working Groups (DSWGs), and traditional and youth leaders as well as religious leaders.



## 4. FINDINGS

### 4.1 Relevance

#### *Alignment with Peacebuilding priorities of Ethiopia*

Interviews with key informants show that the project is aligned with the existing government priorities as outlined in various national and regional plans and UN strategic frameworks appropriate for enhanced peace and security. The project promotes various goals including the need to strengthen public participation through the strengthening of democratic practices.

The project is aligned to the GTP II plan to ensure peace and security that was expected to contribute to an increase in economic growth through attracting foreign direct investment and promoting market expansion (section 2.4 of the plan) and building national consensus (section 7.2.2, p. 205) (FDRE, 2016)<sup>2</sup> and to which the MoP, the main GoE partner in the project is also aligned.

The use of cultural systems to resolve conflict by involving traditional leaders (Ugaz and Abba Gadas)<sup>3</sup> that is encouraged by the project is also recognized by the government of Ethiopia which supports community institutions as a strategic direction of the justice sector in its development plans. Likewise, the GoE also emphasizes the inclusion of the youth and women in the national development process as a key cross-cutting issue.

With the onset of the COVID 19 Pandemic, the project was refocused based on the short-term priorities of the GoE as reflected in the COVID 19 preparedness and response plan that was developed to respond to the challenges of COVID-19. Such an adjustment has caused the dropping of some of the initially planned activities presumed to contribute to national peacebuilding, which is also aligned with the priorities of the country. Nevertheless, supporting those communities more vulnerable to COVID 19 was presumed to be very much related to issues of peacebuilding. In that sense, this new priority to focus on the prevention of COVID 19 by the project cannot be considered as a complete deviation from the goal of the project.

The project was initiated to support the conflict transformation process in the southern and eastern clusters elaborated earlier. Understanding the sources of these conflicts was important at the project design phase to strategize for interventions. The project engaged local communities at the border in the regional states in resolving the conflicts through community dialogues which helped in identifying the causes of conflicts. Community involvement in formulating the conflict resolution mechanisms would later help them in resolving such conflicts. The intra-community dialogues were held focusing on the participation of women and youth in peacebuilding, with the host and IDP separately to mentally prepare them and create peace within themselves. Later when they were brought together for the dialogues, this ensured that they were then able to peacefully dialogue together. Investment in human capacity building and provision of CEWARN facilities for several woredas targeted in the three regional states, which improved the communication and information sharing ability of those staff working on peace and security is also aligned with the peacebuilding priorities of the Federal government. The consultants have observed

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<sup>2</sup> FDRE (2016). Growth and Transformation Plan II (2015/16 – 2019/20). National Planning Commission. Addis Ababa, Ethiopia.

<sup>3</sup> Ugaz is considered as a king of a clan in the Somali Community which is equivalent to Abba Gada among the Oromo whose role is to provide leadership where the Gada has its own system of governance for decision making at different levels (wider community, small groups and villages).

the facilities provided and installed for use. The project activities were therefore aligned to conflict sensitivity and adopted a 'do not harm' approach.

#### *Relevance to the needs and priorities of the target groups/beneficiaries.*

The initial project targeted IDPs, and host communities, women, the youth, regional peace, and security bureaus. Those were the major target groups. The project used the intention of the government to institutionalize and strengthen conflict management in which the voices of different communities should be heard as an entry option, which, resulted in the characterization of different conflicts clusters based on the predominant conflict drivers i.e. Oromia and Somali as one cluster and Oromia and SNNPR as another cluster. The Somali side for instance had ethnic conflicts that needed to be addressed to mitigate its effects as there were a lot of displacements on both sides. The main objective of the project was thus to build the capacity of institutions at different levels (federal, regional, and local) and to promote peaceful co-existence (for example between the IDPs and host communities) of different identities in the targeted regional states. IOM produced DTM (Displacement Tracking Matrix) reports based on on-site assessments done every three months before the implementation of the project. All the UN agencies have used this report to know where the conflicts were happening and where people have been displaced. The DTM reports also showed the mobility and displacement of people inclusive of households disaggregated by age and gender. The project thus targeted areas with the highest number of IDPs and have high conflicts.

#### *Consultation during design and implementation of the project*

The RCO, UNDP, UN Women, IOM, UNESCO-IICBA, and the MoP were involved in designing the project. At the policy level, the project design was guided by the MoP given their mandate. The Director-General of Peacebuilding in the MoP averred that when the project was being designed, the department worked together with the regional peace and security offices hence when it planned any activity it has cascaded to the regional peace and security offices. At the community level, the UN partners revised the project proposal based on community consultation and through regular consultation with regional bureaus along with the MoP.

Most of the initial conversations were thus largely with the federal MoP. It was assumed that the Ministry would engage their counterparts in the Regions. The regional bureaus were thus not directly engaged in the design. The Ministry was nonetheless not proactive in making sure that the regional counterparts (specifically the regional peace and security bureaus) were engaged sufficiently.

UN agencies work with the MoP which was serving as the intermediary coordinating the relationships of national institutions. Thus, the PBF project had to work at the federal level and used the federal Ministry to make entry points into the communities in the regions. Engaging the communities more directly in the design and building consensus on what they consider as priorities, was key to the success of the project, especially the engagement in the local dialogues and building coalitions of partners at the local level.

Though the project's interaction with the beneficiaries at the design stage was slow, some attempts were made to engage them through the government at the regional level for example the Bureau of Women, Children, and Youth Affairs. The project plans and designs were developed in collaboration with the bureaus and with attention to the needs of the beneficiaries. The interventions were presumed to respond to the needs that were given by the bureau in the respective regions. However, in places where the

beneficiaries indicated that their children were traumatized, and needed recreation facilities, the project organized football matches involving children from both the host and IDP communities. These have enabled the children to play together, enjoying and mingling freely with each other, thus enhancing community cohesion. However, the UN Women focal person and Planning Director in Somali Region Women, Children and Youth (WCY) Bureau also indicated during an interview that the project may not have effectively ensured community-based needs assessment before the identification of the project activities to accommodate the needs and priorities of the region.

*“We just received an invitation to an inception meeting with UN Women who came here and told us they have a fund for women peace forums. They told us that three UN agencies (which are UNDP, UN Women, and IOM) together with the Ministry of Women, Children, and youth as well as the Ministry of Peace were involved in the project. When they signed the bilateral agreement, UN Women came and asked us to develop a proposal and plan for a project. I developed a mini-proposal and action plans and they accepted and sent the funds after 3-5 months to implement the project”,* the UN Women focal person and Planning Director in Somali Region WCY Bureau.

It is therefore evident that while the community needs were expected to be taken into consideration during the project design, the needs were communicated through the regional bureau. However, the involvement of the communities in the Somali Region was low during the planning for the implementation of activities. This case is unique to the Somali Regional States while SNNPR and Oromia have achieved far better in terms of consulting intended beneficiaries.

#### *Relevance to the UN’s peacebuilding mandate, the Sustainable Development Goals (SDGs), the Regional and National Government Priorities*

The project abides by decisions made by the United Nations Security Council (UNSC) Resolutions 1325 (2000) and 2250 (2015) that respectively stressed the significance of the inclusion of women and youth in peacebuilding initiatives. The project is accordingly aligned to the SDGs, i.e. SDG 5 on Gender Equality and SDG 16 on Peace, Justice, and Strong Institutions.

The project agrees with the UN strategic frameworks relevant to sustainable development and peace and security. The UN country team is also on course in the development of a coordinated assistance framework to support Ethiopia to deliver the Sustainable Development Goals (SDGs) and national development priorities. The refocusing of the project in response to COVID 19 that saw the enlistment of various social groups and the media to promote solidarity and peaceful coexistence is also based on the broader UN Response and prevention strategy outlined in the UN Comprehensive Response to COVID 19

In supporting national peacebuilding efforts, the project reinforced the political reform of the country such as the urgency in national consensus-building as emphasized by one of the directorates within the MoP and the creation of the Peace and Reconciliation Commission. The country has been transforming the change in the political landscape in April 2018 when the government created the Reconciliation Commission and appointed women leaders at ministerial levels, including the MoP. While the regional government priorities are to ensure smooth economic and political relations between neighbouring regional states, one of the national priorities as reflected in the establishment of the Administrative Boundaries and Identity Issues Commission is to facilitate ways in which Conflicts arise over administrative

boundaries have been resolved, the renewal and strengthening of good relations between neighbouring regions (FDRE, 2018)<sup>4</sup>.

### *The feasibility of the Project Logic /TOC and associated Risks and Assumptions*

At the design stage, the project's theory of change clearly articulated assumptions about why the project approach was expected to produce the desired change. It was also relevant and well-articulated besides being grounded in evidence from the findings of the study as reflected in capacity-building outputs and laying ground for peacebuilding activities to continue in the existing state institutions. The risk posed by the COVID 19 was unprecedented and has caused a temporary shift in government priorities to address the pandemic.

Be that as it may, it is difficult to envisage change within the lifespan of a project that is designed for a short period such as this. This is especially because of the very nature of the issues it was dealing with, which are deeply rooted and require long-term engagement, trust-building, and sometimes also hitting at the difficulties of building consensus even on the approach to accomplish results.

The question of ownership was also an aspect of the success of this project, i.e. the extent to which this program has been fully owned by the host government. How genuine, how ready the system was to make the change happen through this intervention, such as the one provided to the peacebuilding fund was also critical for the successful realization of the envisaged change. The government showed strong leadership and commitment at the beginning at the federal and regional levels. However, circumstances (prevalence of COVID 19) have made it difficult to maintain the commitment as the government and the project had to respond to emerging new priorities and needs which also meant that there was some deviation from the original plan.

The focus and strategic priorities of the PBF are usually predetermined, but as the goals were broader in scope, it provides space for adjustments and some flexibilities. The government had a misunderstanding of what the peacebuilding fund is about. Particularly, the government considered it as budget supports that could be flexible to move to any activity. The deviation in the government's interpretation of what the peacebuilding fund focuses on has sometimes contributed to delays in decision making. To overcome this, proper handover of project assignments and regular monitoring of progress remain instrumental as they reduce gaps in knowledge about the project activities.

The magnitude of misunderstanding was exacerbated by the fact that the project came on board amid the restructuring process within the MoP (formerly called Ministry of Federal and Pastoralist Development Affairs) which is a major stakeholder. This was not the most conducive for its implementation. The restructuring affected not only implementation but also the whole understanding of the project objectives and implementation modalities etc.

Understanding the assumptions in the project's ToC is important to assess the feasibility of the project. The assumptions have remained valid even though the situation and developmental context have

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<sup>4</sup> FDRE (2018). Reconciliation Commission Establishment Proclamation. Proclamation No.1102 /2018. Addis Ababa, Ethiopia.

changed. The project responds to COVID 19 is an indication of how it adapted quickly to the realities on the ground and was agile enough to change with the times.

As a result of the readjustment, the policy level intervention was partially refocused to building the institutional capacity of MoP and Ethiopian Reconciliation Commission (ERC) to mitigate social tensions that may arise as a result of the socioeconomic impact of the COVID-19 pandemic, the State of Emergency due to the pandemic and the postponement of the national elections. ERC was not consulted for this evaluation as it was at an earlier stage of its establishment.

## 4.2 Effectiveness/ Impact

### *Outcome 1 National Peacebuilding strategy/Increased Capacity of MoP and NRC*

The project planned to have a national peacebuilding strategy approved and at least two all-inclusive consultative meetings held with comments from different groups addressed or reflected in the strategy. The development of the peace-building strategy was to ensure the inclusive participation of groups stakeholders at all levels.

The PBF project has supported the GoE to develop a National Peacebuilding strategy as it is in the process of adopting a national peacebuilding strategy. The Consultants' interview with the Director for Peacebuilding Directorate in the MoP reveals that the Ministry relied on different scholars and organized several discussions and different workshops to get input from different stakeholders in peacebuilding. The workshops were supported by the PBF which is estimated to have contributed to more than 50% of the achievement. The national peacebuilding strategy is now awaiting approval. The strategy document has already been approved by the Ministry and has been submitted to the Councils of Ministers as required by law. During the preliminary discussion on this evaluation report, it was revealed that such progress by the MOP has not been communicated to the UN implementing partners who did not take part in the consultation process.

The strategy was designed by the Ministry of Peace and supported by UNDP and partners. "It is already developed as a general strategy document which is currently being translated into policy document awaiting approval by the Ministry of Peace", the Director said<sup>5</sup>. That every dialogue agenda should start from the community level is one of the key postulations of the policy, engagement of every person in the country to be part of the national dialogue. The policy also stresses the "building of an Ethiopian peace and not an imported peace; it must be homegrown" to emphasize the need to rely on local context to develop a peacebuilding strategy.

Moreover, an interview with the Peace and Development Center (PDC), which conducted studies and coordinated youth-based peace dialogues at Universities, shows that the development process of the national peacebuilding policy document was thus conducted in a largely inclusive and participatory manner, involving the participation of various societal groups, including women and the youth. Nonetheless, since the information was collected only from some of the regions (PBF targeted regions), it had a geographical limitation. On commencement, the PBF project with the leadership of the Ministry of

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<sup>5</sup> One of the challenges clearly spelt out by the Director during the interview was that there are some activities that have been started but could not continue due to limited funding from the government. When a project such as PBF comes, the MoP uses it as an opportunity to continue such activities and fill the gaps. The development of peacebuilding strategy document is just one example.

Peace implemented major groundwork and capacity-building activities intended to enable the development of the national peacebuilding infrastructure and strategy. The Peace and Security Bureaus of Oromia, Southern National Nationalities and Peoples' Region, and Somali Region were also consulted leading to bonds and partnerships. Also consulted was the Somali Region Durable Solutions Working Group which eased the passage of durable solutions information from the Federal to Regional levels.

#### *Output 1.1 Capacity of key government actors strengthened:*

There was planned a joint assessment to be conducted to develop a typology of relevant conflicts in Ethiopia, including their geographic distribution, and assess existing peacebuilding and conflict prevention mechanisms to identify gaps. Also, 2 training materials were to be prepared, and 1 UNESCO peace education manual developed translated, and 250 national and regional participants (30% F and 50 % youth) and 40 officials (30 from regions and 10 from federal line bureaus) trained.

A capacity assessment of relevant stakeholders (at regional and national levels) was conducted before the development of appropriate training. The project for instance consulted with MoP to identify pertinent federal and regional officials for the training on peacebuilding and durable solutions. Capacity building training was also conducted for university students, UN agencies, and government implementing partners. The Peace and Development Center (PDC), a local NGO active in conflict prevention/peacebuilding, was engaged to train university students and 178 students (104 Male and 74 Female) from three public universities; Wolli, Jimma, and Ambo were trained.<sup>6</sup> This has led to an increased understanding of peacebuilding issues and strategies and the capacity to address and implement them. PDC has been doing this for several years and was already working with women and youth in doing community peace dialogues in universities. They had experienced working with the youth and thus engaging them during the design was of great importance. The training content included transformative leadership, peacebuilding, and conflict resolution. These enhanced their commitment to the all-embracing and gender-responsive peacebuilding initiatives. PDC was involved in conducting community dialogues along with universities. Those targeted were mainly leaders in their respective University Gender Equality and Peace clubs and have significantly contributed to the development of the peacebuilding strategy. Best experiences at the different universities were relied upon in informing the development of the strategy. They have also contributed to the peaceful resolution of conflicts in their universities. When the universities were closed due to COVID 19, PDC targeted youth in the community with the capacity to make knowledgeable and meaningful contributions to the peacebuilding strategy. Insights from an interview with the Ambo University Executive Director of Student Services reveal that students were trained in sustained dialogue for peace. They in turn trained other students. This practice has already been institutionalized at the university, which is expected to continue. As a result, a change in students' behaviour was observed as those trained were keen to address minor disagreements between any students around the dormitory that would otherwise be transformed into interethnic clashes that could destabilize their campuses.

The training participants were originally planned to include 40 officials (30 from regions and 10 from federal line bureaus). Participants that included representatives from Somali Region, UN Agencies, and implementing partners, (47 Male and 46 Female) also benefited from training on transformative

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<sup>6</sup> Though temporarily interrupted due to the COVID 19 Pandemic, the training of the students on peace is planned to continue as pointed out by the dean of students during the interviews.

leadership, peacebuilding and conflict resolution, and gender mainstreaming in peacebuilding. This training led to improved awareness among participants thus enabled them to carry out transformative, gender-responsive, and inclusive conflict management and peacebuilding initiatives in their relevant organizations.

It is common to observe in Ethiopia that training is attended by individuals leading institutions rather than experts directly concerned with the subject. In such a situation, knowledge and skills obtained were not shared among experts as leaders are often busy with several meetings and administrative routines. This case has been observed in West Guji Zone during the evaluation reported that most of the training was attended by the head of the office where he did not share what he was trained in with other members of staff.

While it was originally intended that regional participants were to be 30% Female and 50 % youth, in Gedeo Zone, Gedeb Woreda, woreda security head reported that 15 people participated in peacebuilding training and community dialogues in each of the 13 Kebeles; 5 of whom were women, and the rests were elders, religious leaders and the youth (male and female). Compared to the planned target, the proportion of women is much less (only 2.5% women). The criteria for the selection of the trainees were the level of education for the youth and the ability to convince the rest of the community members of the elders. Students and teachers, both female and male were also part of the awareness creation activity via community dialogues. All students above grade 5 were trained on peace issues. All heads of the schools and civic education teachers took part in the training and cascaded the training to other teachers. Those trained from the community are now members of Peace Committees who report on peace and security issues to the Woreda Peace and Security Office while also facilitating community dialogues that aim at improving awareness on the importance of peace for the communities in each Kebele. One of the key informants at the West Guji zone was a member of the local peace committee who was facilitating the local community members to attend peace dialogues.

The project established peace committees and revitalized those that existed before the project. There were no joint peace committees which the project formed to discuss peace issues at a higher level. This initiative has continued to strengthen inter-community engagements hence the established peace committees should get continuous training and be engaged in those activities. Some of the peace committees in Gedeb are increasingly becoming inactive following the change of personnel in the Woreda security office. Due to the lack of embeddedness and frequent turnover of the Woreda head of security coordinating the project, there is a risk of non-continuity of the peacebuilding activities introduced by the project once the project ends. The current security officer of the Gedeb who was one of our interviewees has indicated that he was planning to meet the former focal person to take up the project activities, in particular, to mobilize the peace committees from both Gedeo and Guji in a way regular consultation to be held to maintain the relative peace enjoyed as a result of the project intervention.

Members of the community reached in group discussions in Guji and Gedeo affirmed that training on peacebuilding was provided by IOM for selected individuals. The training lists of participants were received from the Government. IOM set criteria of selecting trainees who have not received training on the training title to attend. Thereafter, it was the task of the MoP and the regional bureau to select. The training was intensive and was done after the return of the displaced people to their villages. They were

trained four times over the project life and the contents were the same whereas the participants were different each time. This was necessary to reach most of the community. The state structure created at the village level within the Kebeles has been used to reach out to those who did not take part in the training. The PBF project has thus been actively and systematically embedded into the state structure, consequently augmenting sustainability. After the training, the trained community members delivered messages of peace and how to sustain the relative peace obtained. Besides training on peacebuilding, the members of the community pleaded the need to also focus on those who lost their livelihoods and properties during the conflict. The displaced returnees have returned to their villages but still, require livelihood support to get fully rehabilitated and generate their income though this is not the intention of the PBF project.

With the emergent political situation, the onset of the COVID 19 Pandemic in the country, and with the formal requests of MoP, the project was realigned by redirecting resources to respond to the capacity-building needs of both the MoP and Ethiopian Reconciliation Commission. This modification reinforced their capacities to commence reconciliation and respond to the emerging peace and security challenges arising from the emergence of the pandemic and the soon-to-be-held national elections.

Before developing a peace education manual/guide, UNESCO IICBA did a context analysis so that the peace education guide addresses the context of the community including the aspect of gender and community mobilization. UNESCO undertook capacity building on the module, contextualization, and finalization of the module which was approved by the Ministry of Education. PBF provided the funding while the Ministry of Education provided the training for teachers on the use of peace education guide with support from UNESCO IICBA. The role of UNESCO IICBA was primarily limited to contextualizing the guide and awareness-raising through the different workshops held. The manual was reviewed to reflect the prevailing peace and security context in Ethiopia. The manual was translated into Somali, Afan Oromo, and Amharic local languages thus facilitating peacebuilding for the larger community. The partners (MoE, Regional Bureaus of Education, Regional WCY Affairs, and the MoP) were also engaged in the validation of the guide which is now printed and ready for circulation. This led to the spreading of peacebuilding awareness to community members, women, and youth, among other stakeholders (schools and universities). There is consequently increased mass awareness around the need for peace in the region. Besides outlining good practices in peacebuilding such as the traditional practices, the guidelines address the issue of diversity in Ethiopia and have mainstreamed gender. By the close of the project, 45 schoolteachers from the upper primary and high school had been trained using the guide and UNESCO IICBA reported to be planning another training for high school teachers in April or May 2021: outside the project period.

In collaboration with the EBA, UN Women developed a guide for Gender-Sensitive Conflict Reporting to help the journalists report conflict in a gender-responsive manner and translated it into Amharic. Journalists (11 females and 25 Male) from both government and private media houses were trained on gender-responsive conflict reporting and peace journalism. While it was originally intended that 75 journalists were to be trained on gender-sensitive reporting in politics and the peace process, by the end of the project 72 journalists (56 Male and 16 Female) had been trained on gender-responsive conflict reporting and peace journalism. Journalists are now integrating a gender lens into conflict reporting, respecting the key standards of journalistic professionalism which impartially presents verified

information in a fair and balanced context, and shuns gender stereotypes. Those trained included journalists from media houses that were hitherto banned in previous times.

As indicated above, most of the trainees were men although the broadcasting authority understood that women are typically the leading victims of conflict, and women journalists are better placed in appreciating and addressing the importance of conflict prevention for women. The project involved and invited to training mainly those at a high level in the broadcasting; it engaged the heads of the television and radio stations who could thereafter engage the other staff and train them on the same. The training promoted attitude change on the need to report conflicts in a gender-sensitive manner while avoiding stereotypes that paint women as only victims rather than having a critical role in peacebuilding. The training capacitated the journalists to add to the gender-responsive narratives which have bearings on the lives of persons in conflict situations and IDPs. Stakeholders from civil society groups were supported to take part in a Regional Meeting on Women Peace and Security Analysis of East Africa's Experiences in advancing Gender Equality in conflict and fragility countries in the region. This also ensured the participation of women in high-level dialogues on peace and security. The collaboration with EBA, which is a licensing and monitoring government entity was a strategic partnership that will allow the result to spill beyond the PBF project period. In general, the capacity of different government actors was enhanced through providing training on various issues including conflict-sensitive development planning, conflict transformation and peacebuilding, conflict prevention, dialogue facilitation and rule of law, and communication. Our interviews reveal that the impact of such training in terms of change in editorial policy and code of conduct for journalists is yet to be observed after the completion of the project as some of these activities were implemented towards the end of the project period.

#### *Output 1.2 Support the process of developing a peacebuilding strategy*

An inclusive national task force was to be established and operationalized because of 3 high-level consultations (1 national, 1 Somali-Oromia, and 1 Oromia – Somali focused meetings). Each agency from regions and federal was to be represented by 2 participants and at least 4 reports produced and shared. The project supported the capacity strengthening of government and non-government actors to allow for an all-inclusive and effective peacebuilding strategy development process. The knowledge and skillsets acquired by these key government actors for conflict management, prevention, and gender-sensitive peacebuilding efforts of these key institutions at the national and regional levels have been intensified. The MoP has nonetheless not been able to fully attend to the strategic issues, especially due to internal reorganization processes that required a substantial amount of time. Besides, the spontaneous priority setting to respond to evolving peace and security emergencies in the country has also been challenging for the Ministry. The sensitivities and security concerns involved also curtailed the Ministry's zeal to go ahead with an exhaustive conflict analysis. The project thus supported the government to build its internal capacity to develop a peacebuilding strategy. Eventually, two policy papers have also been commissioned. These were "Role of Women and Youth in Peace" and "Maintaining peace and security in Ethiopia through Strengthening the Role of Government, Religious and Community Leaders".

#### *Output 1.3 Policy guidance for peacebuilding policy development*

There was to be made available policy guidance for peacebuilding policy development based on 2 reports (one per cluster) on comprehensive information regarding the most feasible durable solution options and conditions. There were also to be commissioned 6 research papers and 3 thematic dialogue forums held.

Different reports including stakeholders mapping, capacity assessment, and mainstreaming durable solutions options for peacebuilding have also been produced to inform the process of the national peacebuilding strategy. Specifically, one report on comprehensive information regarding the most feasible durable solution options and conditions was produced based on the workshops conducted. In general, there was 2 Policy dialogue on the role of women and youth in peacebuilding and conflict resolution organized in three Universities (Jimma, Ambo and Wello) and at national level in Addis Ababa with a participation of 130 people (60 female and 70 male) and 1 research paper on conflict factors and dynamics prepared meeting 100% planned targets. The outcome of the dialogue and discussion is under review for final publication to inform the policy.

#### *Output 1.4 Inclusive Consultations on peacebuilding strategy*

To have inclusive consultations on peacebuilding strategy, one youth and gender-responsive conflict management and dialogue strategy were to be developed and a Women Peace Forum established - national women forum to convene AWLN. There were thus plans to train 100 youth and women on transformative conflict resolution and 2 conferences, with 200 youth participants and each made up of at least 50% of women held. As well, 75 journalists were to be trained on gender-sensitive reporting in politics and the peace process.

The women peace forums have been established in Oromia and Somali regions that have been able to successfully convene traditionally influential women in the regions, e.g. the establishment of women peace forums in the Oromia and Somalia region provided an opportunity to bring together the traditional women leaders. Somali Women, Youth, and Children's Bureau have established women peace forums in the region and according to the project reports, 2 Women Peace Forums were established in Oromia and Somali Regional States. There are stringent conditions for membership in the women peace forums conditions and for any person to be a member, they must be socially accepted in the Somali region, understand the culture of the Somali community, able to read and write, and not have engaged in any political activity for the last ten years.

The traditional women had been participating in peacebuilding efforts without space and a platform to come together and discuss their issues and voice their concerns. Through the establishment of peace forums in these two regions, the program created a platform where the traditional women leaders could address their peace issues in the community. A representative of RCO insinuated that going forward, most of the peacebuilding work will be around the work done by those peace forums. The project thus laid the basis for inclusive peacebuilding initiatives for the future. For instance, there is going to be a lot of work done around women's peace and security in the years to come, which would not be possible without the input of the regional peace forums and the work done by the PBF. Women's involvement in peace and security through the women's peace forums is, therefore, one of the biggest interventions of the project. The establishment of these forums has also been a significant step forward in creating a united women's front for a decisive role in preventing conflict and building peace in the communities and beyond. The convergence of women and having conversations on conflict resolution and peacebuilding is a big step forward in a social environment where women are customarily excluded from governance, peacebuilding process, and conflict resolution.

Youth and women have been successfully trained on transformative conflict resolution. While the project planned for 250 individuals, a total of 271 participants (151 Male and 120 men), 178 youth students (104 Male and 74 Female students) and 93 participants (47 Male and 46 Female) coming from the Somali Region, UN Agencies and implementing partners have been trained on transformative leadership, peacebuilding and conflict resolution and gender mainstreaming in peacebuilding.

Four peace conferences (two of them focusing on women) were also organized with 1,220 participants from Oromia, SNNPR, and at the National level. Participation of women was more than 50%.

### *Outcome 2 Increased Security and Social Cohesion in Conflict Prone Clusters*

It was expected that at the end of the project, thirty-five percent (35%) of the IDPs and members of the host communities would show an increase in perceptions of security and social cohesion in their areas as well as in trust and satisfaction with the responsiveness of government management of displacement and conflicts resulting from it. There was also anticipated to be realized an increased level of community participation on multi-ethnic and religious community-based healing initiatives.

Although there was no perception survey undertaken during the evaluation, discussions with the communities suggest that IDPs and members of the host communities show an increase in perceptions of security and social cohesion in their areas. Those reached in West Guji and Gedeo reported living harmoniously following the peace dialogues and enhanced by the sports and games supported by the project.

Focus group discussions with community groups also suggest an increase in trust and satisfaction with the responsiveness of government management of displacement and conflicts. Those reached in Gursum Woreda indicated the rehabilitation of infrastructure affected by the conflicts; improved access to water and rehabilitation of the destroyed schools has helped in managing displacement and conflict. Lack of development opportunities, they stated, are the causes of the violent conflicts, which can be taken up as areas of focus for future interventions.

*“We are satisfied with the project in terms of contribution to peacebuilding as we took training even though we still need something tangible in enabling us to generate income”, remarked an FGD participant from Babile in Somali Region.*

Despite this, the project provided livelihood support in Oromia and SNNP Cluster, by providing training on business and financial skills coupled with cash assistance for small businesses such as coffee plantation and drying was provided to improve the livelihood of 202 community members (180 women and 22 youth). Insights from the interviews from west Guji (Qilenso Rasa Kebele, Bule hora woreda) show that there were interventions to enhance the livelihood of women and the youth affected by the conflict. The initiative has opened a bank account for 100 people and transferred 8300 Birr for each to enable engagement in income-generating activities. It aimed to empower women economically following training on business in October 2020. The project targeted the poorest and most vulnerable members of the community who are not capable of making a living without such support. The kebele administration has set criteria and carefully selected both the youth and women who should participate in such businesses. The beneficiaries are mostly engaged in buying and selling coffee and save the profit in their bank account. For them, IOM has created an opportunity to sustain their livelihood. This can be considered as one of the

rehabilitation activities started following the conflict. These individuals have lost their properties and livelihoods due to the conflict. This has increased the economic security of otherwise vulnerable individuals who are now engaged in trade with their neighbours in the Gedeo Zone.

### *Output 2.1 Regional and Inter-Regional Conflict Management Mechanisms*

The project planned to establish three (3) regional conflict management coordination mechanisms and to conduct three (3) dialogue sessions with 1500 people with the participation of all key stakeholders including women representatives. There were also plans to train thirty (30) people on conflict management and internal displacement (disaggregated by sex and age). Also planned to strengthen regional and inter-regional conflict management mechanisms were the strengthening of nine (9) C- warn facilities and holding of three (3) workshops for mapping customary conflict management.

Intra and inter-regional coordination mechanisms and a traditional CEWARN mechanism were established by the project to reinforce the conflict prevention and management work in Oromia and Somali Regions. In this regard, there was already an established coordination mechanism between Gedeo and W. Guji zone neighbouring woredas. The project strengthened the existing mechanisms. Three intra-coordination/inter-coordination meetings were conducted where 100% of the planned target was met. These were attended by 136 (106 Male and 30 Female) government administrators and traditional leaders at the district level. Inter coordination task forces were also established to regularly meet to deliberate on peace and security matters. The coordination task forces have managed to link officials from the adjacent local government actors of the two clusters (Oromia and Somali and Oromia and SNNPR) to deal with peacebuilding and security issues in an integrated and coordinated manner. A further 55 (51 Male and 4 Female) community members from eight districts of Oromia and Somali regions were provided TOT on dialogue facilitation and conflict management. Be that as it may, and contradictory to the evidence from the community, the head of the Oromia Women, Children and Youth bureau averred that although the project contribution is significant, the activities may not continue at the local level as it did not effectively reach the lowest level of governance; suggesting there is a gap in connecting the region to the zone and woreda. Nonetheless, the creation of the platform by the project was appreciable as it provided a basis for confidence building to organize platforms for discussions on peace and conflict management at the regional level.

Working with traditional leaders and elders in conflict management helped the project expand knowledge on how to use traditional conflict resolution mechanisms in peacebuilding initiatives. The role played by the “*haadha sinqee*” (literally interpreted as “mother of the stick”) who were recognized traditionally as peacemakers and appreciated in such traditional systems especially among the Oromo community was new learning. The “*haadha sinqee*”, alongside community elders received training on how to combine the traditional and state systems in conflict resolution. In addition, there was also a workshop conducted with the traditional leaders and the Attorney General Office, in which Aba Gedas (traditional leaders of Oromo and Gedeo), religious leaders, and the community leaders were involved. The event provided an opportunity to link the customary mechanisms with the statutory mechanisms (formal rules). The project was thus better equipped to integrate this approach into the statutory system for improved conflict prevention.

Inter-community dialogues were held in Woltane for both the Meiso districts (Oromia-Somali), Derer-Arba kebele for both in Babile districts (Oromia-Somali), and Karsa-Oromia kebele for both in Gursum (Oromia-Somali), and lastly in Chinakson town for Tuluguled and Chinakson districts. These had the approval of the regional Health and Security Bureaus and upheld the stipulated COVID 19 prevention measures. These Inter-Community Dialogues were conducted effectively.

Other intra-community dialogue sessions were also conducted in Meiso, Babile, Gursum (both sides) and in Chinaksan and Tuluguled. From the intracommunity dialogues, 15 community members were chosen, and a task force was formed to participate in the inter-community dialogues. Other than outlining the causes of conflict, the community dialogues have also enhanced the communication between the community members. The project supported 20 dialogues (16 regional and 4 national) bringing together 1,320 community members (985 Male and 335 Female) from the Oromia-Somali and Oromia-SNNPR clusters, an accomplishment more than the planned target of 3 dialogues but with less than planned 1500 participants. The dialogues have increased awareness amongst communities of different groups and raised the level of trust within them. In the Somali region, the dialogues have also led to improvement in trade relations and restoration of social relationships that were interrupted during the conflicts.

Members of the community reached through group discussions in Guji and Gedeo reported that about 45 people were trained on mapping customary conflict resolution mechanisms, because of which people are now friendly and live harmoniously together. The peacebuilding activities in the area have seen different parties involved, including customary and state actors in settling the conflict. The elders of both groups came together and have reconciled.

*“There is no security threat between the Gedeo and Guji. All those displaced have been returned to their villages. We have Guji living within Gedeo and vice versa...., all living in peace”*, reported an FGD participant.

Conflict Early Warning and Response Mechanism (CEWARN) were established and strengthened leading to operational coordination, early warning, and conflict prevention activities of the three regions. Besides equipping the woredas with CEWARN facilities in the three target regions, the project provided a TOT on conflict early warning and response mechanism to 18 national and regional experts and cascaded the training to 63 zonal and woreda CEWARN experts in the three target regions. These helped to improve their understanding of early warning information gathering, analysis and dissemination, and gender-focused early warning indicators. At the end of the project, 18 CEWARN facilities have been established/strengthened, doubling the planned target of 9.

Before the project, there were situation rooms only at the regional level but now they are established at f Woreda level which was the strategy of MoP to strengthen the information-sharing mechanism. IOM has followed the guidance of the Ministry in establishing and providing training on CEWARN facilities. There was a situation room in SNNPR and Oromia but none in the Somali region. Besides, information was collected through phones and transmitted from one level to another: from Kebeles to Woredas then to Zones, and to Regional and finally to the Federal level. With the network connectivity challenges, information from one person to the next could be distorted. Working with the administration in the Woredas, the project has transformed the information-sharing mechanism by establishing chains starting

from Woredas level to regional level. The project thus created a CEWARN reporting mechanism so that *Woredas* officials can easily receive undertake early response where the woreda and zonal authorities can respond to early warning information depending on the magnitude of the incidence, sharing the information to higher authorities in the hierarchy. The project then strengthened the capacity of the local administration including the religious and traditional leaders at the community level. They were trained on incidence information recording and transmission and information confidentiality. The CEWARNs were handed over to the regional governments which have ensured that they understand the early warning systems to avert conflicts in the community. The project, therefore, supported the regional offices in selected zones so that they could have information flow to the region without distortion. The project thus strengthened the CEWARN mechanisms by equipping the situation rooms in all the regions targeted by the project and building the capacity of officials.

The key informants indicated that the CEWARN facilities were provided for the woreda offices in the Oromia-SNNPR cluster to connect the woredas with the zone and report information on peace and security issues to the zone administration. The facilities included 55-inch TV, fax machine, computer, video deck, and printers. For example, the peace and security officer in Wenago woreda in Gedeo zone stated “For the peace and security office, they provided computer, photocopy machine, fax machine, 55-inch TV and many other things. There were some missing accessories which we were told to buy. Eventually, the facilities are currently effectively utilized”. Likewise, in the Somali-Oromia cluster the CEWARN facilities were provided for Fafen Zone security office, Siti Zone security office, and Babile, Gursum, Mieso, and Erer Woredas each received Desktop computer, TV 55-ich, Fax Machine/Photocopier/Printer, Chair, Computer Table, DSTV recorder, Landline telephone box, and whiteboard. All these CEWARN facilities are used to manage conflicts through enhancing mechanisms of communication along with the state peace and security structure.

Some of the project areas, e.g. Somali region, do not have an accurate early warning system established. According to Deputy Peace and Security Head of Somali Region Security and Administration, they instead rely on regular phone calls from the Woreda and village authorities to report anything suspicious that could lead to the conflict to the Region Security and Administration. The UN Women focal person and Planning Director in Somali Region WCY Bureau were not aware of the establishment of early warning systems for conflict management in the region at Fafen Zone.

As well, the Regional Security and Peace Bureau was not entirely cooperative in carrying out the activities planned for the Somali region. Accordingly, IOM had to relocate the staff to Dire Dawa to support remotely. The focal person while being transferred from Jijiga to Dire Dawa due to the problem of political instability around Jijiga, the activities of the projects were smoothly implemented as Dire Dawa is also close to the Siti Zone where the two woredas (Mieso and Erer) were targeted by the project. Despite the relocation of the focal person, the project activities at Fafen Zone were implemented though it demanded long travel from Dire Dawa to Fafen Zone.

Three workshops were conducted to map customary conflict management mechanisms, one in each of the three project regional states. These have led to a better understanding of customary conflict management mechanisms thus strengthening regional and inter-regional conflict management

mechanisms. In addition to this, the Humanitarian and development partners workshop has been organized in the Somali region to strengthen partnership and linkage among the partners.

#### *Output 2.2 Mechanisms to address IDP-community conflicts*

To strengthen the mechanisms to address IDP-community conflicts, the project planned to train 500 people on statutory peacebuilding, conflict resolution & internal displacement and to support ten (10) community-based local initiatives.

To address IDP conflicts, 31 (19 Male and 12 Female) traditional leaders were brought to discuss statutory conflict management mechanisms, with an accomplishment lower than the initial plan due to security and COVID 19. In consultation with the regional government, training on statutory peacebuilding was incorporated in the ToT training. Therefore, officials have been trained on statutory peacebuilding and dialogue facilitation. The officials have been rolling out the training from their offices while the project supported the community dialogues.

The project identified the infrastructure needs of the communities that were destroyed because of the conflicts. The needs include water and tanks and the limited resources would lead to further conflict. The project has in consultations with the government-supported rehabilitating the community structures such as health facilities and schools. Based on the community dialogues and the needs identified, the project rehabilitated schools (28 in SNNP and 42 in Oromia regions) and 2 health posts in Somali Region. In Babile woreda the project rehabilitated one school and distributed 300 school desks and 18 blackboards for five schools. In West Guji, Oromia region 700 student desks, 500 chairs, and 20 blackboards were distributed in 29 Schools. Likewise, in Gedeo, SNNP 700 student desks in 13 schools were distributed. The school material supports included sports equipment through which children from different communities were engaged in games that enhance inter-and intra-community cohesion. In addition, 5 children's football matches were supported, to enhance social cohesion and trust-building among the school children.

Although there was physical rehabilitation of schools, and other facilities that provide public services, rehabilitation of the conflict-affected communities is not sufficient without family level (psychological) rehabilitation of the conflict-affected.

#### *Output 2.3 Women empowerment at the community level*

To support women empowerment at the community level for more effective conflict management, the project planned to train 300 women on gender peace and security and to sensitize 60 gatekeepers on the importance of women participation. As well, two (2) dialogue forums were to be organized among women groups to influence the national peace-building strategy and policy-making frameworks. The achievement shows that 81 women (41 from Oromia and 40 from Somali) were trained in transformative leadership and the role of women in peacebuilding, which is about 27%. And 2 dialogue forums were held in which 175 women and 23 men participated from Oromia and Somali Regions. Women empowerment at the community level was supported for more effective conflict management. However, due to COVID 19 pandemic, some of the activities planned around this could not be fully implemented.

At the national level, the MoWCY has organized conferences in which women from the sectors of the government offices have participated, which was considered as a national strategy to mobilize women to take part in conflict management and peacebuilding. Similar conferences were subsequently held at the regional and local levels to reach the critical mass. Such sensitization and mobilization by the Ministry were valued as an important contribution of the PBF project.

One of the underlying challenges in women's participation in the long-existed traditional system that tends to exclude women. Group discussions with members of the community revealed that in the past, women's participation was not possible, but this has changed with the project's intervention to the extent that women can now clearly point out their concerns and interests in peace meetings.

*"In our area, we did not sit together with men and discuss, but now we see change. Today we challenge men and ask questions in some circumstances",* affirmed a female FGD participant from West Guji.

The MoWYC has worked with women as peace ambassadors and the women have taken up the role and cascaded the knowledge of peacebuilding to the grassroots level. Previously only women representatives from the region could have such skills but the training provided to representatives from the different levels has expanded the scope of women ambassadors. The women ambassadors have been formalized in some of the regions.

However, a focus group discussion carried out at Qilenso Rasa Kebele in Bule Hora Woreda stated that "women still do not get involved in conflict resolution when there is a conflict between neighbours". Only male elders take part in such conflict resolution. Nor do elders try to engage women in conflict resolution. There is still the tendency to ignore women from taking part as elders to resolve conflicts at the village level when they occur between individuals. Women also do not seem to claim that it is their right to take part in such an exercise. On the other hand, women's involvement is observed when there is a conflict between clans where the case of Oromia *haadha sinqees* (mother of stick symbolizing peace) play a role in preventing further conflict by using their *sinqees* (literally stick) which carries the symbol of peace. Their role becomes clear in preventing domestic gender-based violence.

#### *Output 2.4 Increased engagement of national and local groups for solidarity in response to Covid-19 and to promote peaceful co-existence at a time of uncertainty*

To increase the engagement of national and local groups for solidarity in response to Covid-19 and to promote peaceful co-existence at a time of uncertainty, national and local groups/people were to be mobilized to build solidarity among the nations. The project targeted 25 women influencers, 100 youth volunteers, 2 national football clubs, 30 university students, 3 professional associations. To the same end, the project also planned to transmit three (3) media messages on combat stigmatization, discrimination, hate speech, violence against women.

From the time when the first case of COVID-19 was confirmed, the country's overall geopolitical, social, and economic context is continuously changing. The pandemic also occurred as Ethiopia was preparing for a general election that was due to be held in August 2020 but was postponed. Nonetheless, national

and community level groups were mobilized which included 25 women influencers, 100 youth volunteers, 2 national football clubs, 30 university students, 3 professional associations. This has promoted peaceful co-existence, combated hate speech and stigmatizations, and encouraged the exchange of best practices.

National and local actors were mobilized to respond to emerging needs and challenges while promoting solidarity and peaceful coexistence when the country confronted COVID 19 crises. The MoP took an initiative in mobilizing 120 women, 189 religious' leaders, 450 (398 Male, 52 Female) local government officials, and youth leaders through the discussion forums conducted where all the fora were organized by applying the COVID 19 prevention measures. This accomplishment is much higher than the planned target.

Insights from the key informant interviews with the staff of MoP show that the project did not have its separate activity while the fund from the project was used to sustain some of the activities that were interrupted due to funding limitation. Therefore, the termination of the project in December 2020 does not imply that activities that were supported by the project will be interrupted. The funds of the project were an additional contribution to the implementation of activities that have not ended. Community dialogues and community capacity building will continue in the post-project period. As learned from an interview with the key informant at the MoP, the ministry is not able to determine the impact of the funds at the end of the project. The flexibility within the project that allowed swift reprogramming was mainly because the funds were not supporting specific activities with an end line. When the ministry adjusted activities, the funds allowed such change without difficulty. In general, the PBF project augmented the already existing activity of the MoP.

Partnership arrangement also existed between MoP and the regional gender machinery such as the MoWCY and the Ethiopian Broadcasting Authority in the areas of training staff. In some cases, letters of agreement were signed to work together, for example between UN Women and Somali MoWCY on women empowerment and participation in peacebuilding.

The project fund has been extended to the Association of Ethiopian Broadcasters (AEB) through MoP where AEB and the Ministry signed a contract and services were contracted out to the AEB. AEB has been providing media coverage around the activities implemented by the project and broadcasts these to the wider citizenry. AEB has no control of the content since the events are organized by the ministry thus AEB does not have direct control over them. The items covered include peace promotion and the role of different groups in enhancing peace. The association has engaged six TV stations to cover the activities that the ministry of peace carries out around peacebuilding. These are done mostly in local languages. Participating in the project has allowed members of the association to be part of an important national issue. It also helped them appreciate the appropriate way to report issues around peace. Some have started to produce their programs around peace.

The project also worked very closely with Civil Society Organizations (CSOs) such as the Peace and Development Center (PDC) and Inter-Religious Council for Ethiopia (IRCE) which helped create the dialogue space for communities to sit down and address their issues themselves. This started with a mapping, identification of conflict issues, and different actors, before conducting the intra-community dialogues. This created a social capital gain that was absent due to the frequent conflicts. PDC also researched the participation of youth and women in peacebuilding policies and identified the existing

gaps. This has contributed to the development of the peacebuilding policy and the implementation of dialogues appropriate for youth and women. PDC, therefore, helped incorporate the voices of women and youth in the peacebuilding policy. This is besides the better understanding of how youth and women can be involved in peacebuilding and policy formulation. In addition, the IRCE has conducted a consultative meeting with the Ethiopian Broadcasting Authority (EBA) where religious leaders and media houses discussed and committed to working on preventing unethical journalism where journalists should refrain from broadcasting erroneous information and carry social responsibility.

There were nonetheless difficulties faced when the project discussed Covid-pandemic prompted re-programming when MOP objected to the continued role and participation of CSOs and for those engaged, wanted to vet, and clear them. This undermined efficiency and delayed the project implementation

### 4.3 Efficiency

#### *The overall staffing, planning, and coordination within the project*

For effective coordination, the project had a technical committee that met every month. It included representatives from UNDP, UN Women, IOM and sometimes involving the CSOs. This ensured that the project did not duplicate activities but coordinated efforts, thus synchronized resources. At the regional level, there was one person who should have coordinated with the activities at the regional bureau. The information from this person was transmitted to Addis every week.

Each government partner had a distinct set of responsibilities. Each of them sent representatives to some of the training on peacebuilding organized through the support of the project. This enhanced buy-in from key government agencies working on peace and security in the regions. On the other hand, the MoWCY through one of its directorates focused on creating mobilization activities related to peacebuilding e.g. supported mobilization during the peace conferences. The directorate mobilized women representatives and students from different universities in the regions, working with women youth leaders and their network within Ethiopia.

However, coordination with the Federal MoP became an issue at some point. The project was given a focal Directorate to work with but personnel changes in the ministry were not always communicated to the project. The project team would at one time meet with a different state minister than the one that it had worked with and who had no idea what was in the project. New staff would be brought on to the ministry with new priorities and had no idea about the project. There was conversely better coordination with the regional states.

One of the deficiencies of the project is that the designing phase of the project did not involve regional bureaus. Plans and agreements were made with the MoP without essentially involving the regional bureaus. Such an agreement should have been signed after discussing with the regions which are the conflict hot spots. In this project, the conflict areas were identified, and activities were planned at the federal level without involving the regional bureaus. However, before the implementation of the project induction workshops were held in each region by involving different regional bureaus (security and admin bureaus, education bureaus, and health bureau) to create clarity on the project. After the implementation, mid-term review meetings were held to assess the progress made and challenges encountered.

#### *Communication with implementing partners, stakeholders, and project beneficiaries on its progress*

Discussions with the RCO suggest there arose certain misunderstandings on the part of MoP on what the PBF could and could not do or support. The involvement of the CSOs (such as IRCE and PDC) was part of the misunderstanding in that the MoP has questioned the reason why these organizations were partnered as far as they were not in the original project document. It was the case that IRCE was partnering with the ministry in the implementation of PBF projects. It was with such experience that it has been involved in this project as well. The engagement of PDC was also based on the previous experience in partnership with such projects with other agencies where the PBF guide recognizes such partnership and allows it to be a partner with this project. The project had some conversations between the RC and the Minister, besides the several meetings and conversations between the coordinators, the Technical Committee, and the technical staff at the ministry to iron out the misunderstandings. The MoP participated in the planning of the project and should have from the start known their mandates. Those misunderstandings and conversations have caused a delay in the implementation of some of the project activities.

A communication gap was also observed at the regional level, for instance in the West Guji zone between the security and administration office and the zonal disaster risk management office which was actively engaged in the implementation of the project as the two offices did not have a common platform for sharing information. In this zone, the project worked mostly with the disaster risk prevention office and not with the security and administration office. The SNNP Regional Women, Children and Youth Affairs Bureau also reported having no idea that the peacebuilding workshop and training activities were organized by the project. The officer who reached the office could not recognize the project by name which has occurred due to rapid staff turnover caused by the reshuffling of offices in connection with the newly emerging Sidama Regional State. Moreover, the office received an invitation from the Ministry of Women, Children, and Youth Affairs to participate in one of the training. As several organizations were providing similar training in peacebuilding, including Mercy Corps and Religious Organizations, it was difficult to establish who did what. The key informants interviewed mentioned that “there are several training and workshops conducted on similar issues in a year, hence it is difficult to recall all of them.”

#### *Timely delivery of the project funds and activities*

The timely achievement of planned outputs was in some instances hampered by the high staff turnover at the MoP. This hampered the internal decision-making and implementation of the project which hindered the timely implementation of some of the project activities. The project lost between 5 to 6 months trying to figure out the actual mandates of the ministry. To mitigate this, the project requested the Minister in charge to nominate one person to be the project focal person. Some of the activities that were planned together with the government especially the MoP could likewise not be done at the stated time due to competing requirements of the government. The Director-General of Peacebuilding confirmed that previously the ministry was more engaged in the law enforcement process and not much efficient in utilizing the project fund thus some delays in using the fund. The coordination challenges that arose when the government priorities shifted for instance led to the refocusing of the project taking almost five months. The project also experienced some delays when the MoP insisted that any time training was to be conducted, approvals required to be received from the ministry, which delayed the process.

At the regional level, the change in focal person at the Regional Security and Administration Bureau for instance affected the implementation of some activities. During the project period, the security head of

Oromia was changed four times. Such frequent changes of persons assigned to support the implementation of the project made it difficult to run activities smoothly and easily. This is general challenge state institutions face in the absence of proper handing over of assignments and tasks between the incoming and outgoing officeholders.

The state of emergency starting in March 2020 due to COVID-19 meant that the planned community dialogues were not completed on time. These were conducted in July after consultations with the health bureaus at the zonal and regional level with the provision of COVID-19 materials and adhering to health and safety protocols. On occasion, insecurity in the Oromia region also affected the timely implementation of the project in the region.

The production of the Gender Sensitive Conflict Reporting Guideline was also delayed due to the emergence of the COVID-19 Pandemic. The guideline is meant for journalists and all stakeholders for that matter. At present, the guideline is in the printing process after being validated by the Ethiopian broadcasting authority on 19 November 2020 in presence of invited journalists from the TV and radio and communication bureau, experts from MoP and MoWCY, and other guests.

There were also delays in the translation of the peace education guide by UNESCO. There was, according to UNESCO, a lack of sufficient support from the Ministry of Education (MoE) in mainstreaming this initiative. The MoE did not have a focal person that UNDP or other agencies could fully engage or call upon when there was a need.

The production of a planned documentary on promoting peace messages through celebrities was also delayed though it was ready for the MoP to promote peace and solidarity. Later, the celebrities that the MoP sought to involve did not want to be engaged in developing the documentary. The project had wanted to have the common celebrities that are looked up by the youths but unfortunately, only three out of six celebrities were available. Nonetheless, this is a resource that the project created for the MoP, a key government institute to continue advocating for peace beyond the project period.

It is estimated that the approximate implementation rate as the percentage of the total project budget stood at an average of 95%. In the beginning, expenditure was delayed due to the lengthy negotiation processes and operational standards to effect direct payments and advances to consultants and government partners respectively.

These were nonetheless appropriately adjusted including by redirecting resources to respond to the capacity-building needs of both the MoP and Ethiopian Reconciliation Commission.

#### *Adequacy of the project monitoring system in capturing data on peacebuilding results*

The project had an M&E officer and a monitoring and evaluation framework that was well developed, centring on the project activities. This generated evidence for decisions on the project implementation and management, both for its performance and for operational activities.

The project also supported the partners in the regions by building their capacity for gathering data from the field, analysing, and putting it together for discussion during technical meetings, and review meetings.

Work plans for implementing activities were done jointly with partners and therefore creating the need for regular coordination and review meetings. The review meetings were organized with focal points in

the ministries and the regional governments. The meetings were frequent, usually after every 2 to 3 weeks, and were used to update partners on what each was working on. The review meetings provided avenues for two-way feedback on the project progress. The project team furthermore had conversations on lessons learned, especially internally and in the UN, as well as with the government. However, in terms of monitoring the project outcome, the MoP, even though a key partner remains weak due to poor coordination and the existing staff Ministry is currently overwhelmed by a large set of activities as acknowledged by the key informant from the Ministry. Additionally, the country is very vast, and the government may not have adequate resources. Above and beyond that, the ministry has other projects running at the department that may be more urgent, yet the ministry has limited staff capacity. The project accordingly provided continuous monitoring support for the government partners in the regions, especially the monitoring of the capacity-building training.

Although there were several ups and downs, delays in the accomplishment of some activities, and several adjustments and flexibility adopted in the project implementation, the project has utilized its funds efficiently. Its effectiveness in building capacity concerning conflict early warning and enhancing local women's participation in peacebuilding is limited as observed by the consultants and women empowerment at the village level is still not adequate due to socio-cultural barriers which undermine women's participation in meetings and equally contributing ideas. In some cases, they are not allowed to sit with men and discuss.

#### 4.4 Sustainability & Ownership

Sustainability and ownership in this context are viewed as the prospect with which the activities introduced by the project can be institutionalized and carried forward in the post-project period. The government's commitment to sustaining the results of the PBF support and continuing the initiatives is varied across the project's target regions. In the Oromia-Somali cluster and SNNPR for instance, the commitment is strong in taking accountability and ownership of the project. Even so, the project initially had accountability and ownership problems in the Somali region. They would be present in training and workshops but not as active as Oromia and SNNPR representatives. Most of the challenges in the Somali Region were at the regional level unlike at the local level where the officials were very active in engaging in the project. People at the regional level in the Somali Region didn't have a strong engagement with the project as compared to those at the local level. This however changed towards the end of the project and they became more interested. This was contributed by the change of personnel in the regional peace and administration bureau.

Oromia and Somali regional governments are already using the women's peace forums while UN Women is planning to expand the project and is going to use this platform for awareness-raising and capacity building. UN Women is also introducing such platforms to other partners and CSOs. It has had a meeting with a CSO working on peace issues in the Somali region that has taken it up and already met with the leaders of peace forums in the region.

*“Wherever we go we are going to highlight the peace forums so that other partners can make use of them thereby creating the needed sustainability”, Nega Gerbaba, UN Women.*

Somali regional WYC bureau confirmed that the women peace forums will continue being a government women empowerment project that can receive a budget from the regional government.

Even though the PBF project ended, the MoP is continuing the implementation of some of the activities. The ministry has received technology, advisory, and funding support from UNDP to develop a peacebuilding program by undertaking robust conflict analysis although it did not happen which will affect sustainability.

There are potential sources of resources that would enhance or sustain the benefits of the program although this depends on the commitment of the government in allocating resources. At the SNNPR and Oromia, the government has successfully mobilized the community. When for instance the IOM supported one school called Bilisuma in Babile with three blocks in primary school the authorities were so gratified that they influenced the communities to contribute resources. They collected resources and manpower to construct the fourth block. Where the community and the government commit, there is, therefore, a high possibility of enhancing the project impact. This is the inspiration and motivation that the project has successfully passed on to the communities.

The Gender-Sensitive Conflict Reporting Guideline will continue informing the reporting of the conflict. Once produced, the guideline will be adopted by the Ethiopian Broadcasting Authority as one of their policy and monitoring tools. UNESCO-IICBA has also indicated they are mobilizing funding to translate the peacebuilding guide to more languages, and this could be picked up by other development partners who focus on peace education to support the initiative. This will support the sustainability of practices.

One significant potential risk to the sustainability of the project is that of over-stretched resources which the project tried to mitigate by supporting infrastructure rehabilitation in schools and hospitals. There are also political risks to the sustainability of these outcomes especially due to interest groups and the weakness of rule of law. The justice system is relatively feeble with people having lost their family members have not got justice. The project could not get involved in this, being beyond its mandate. The project nonetheless brought the statutory and customary mechanism together. The traditional and regional officers such as lawyers were made to hold consultative meetings touching on this. Besides the General Attorney's Office, the project was engaged in coordination of the consultation meetings between traditional leaders and the officials of the Justice Department in the Somali-Oromia cluster.

Another socio-political risk to the sustainability of the project outcomes is the feeling of exclusion among the Hawiya Somali clan in Babile Woreda. They live with Oromo, but the Babile town administration deliberately excludes them from participating in leadership and administration. To ensure sustainable peace, including the Hawiya in the rural as well as town administration is very crucial. Creating job opportunities for the educated Hawiya youth, especially university graduates is equally necessary for sustained peace. The exclusion problem has been reported at several public meetings in the presence of the woreda and zonal administration, yet no measure has been taken to address the problem. The focus group discussants reached during the evaluation suggested that equal job opportunities and inclusion of Hawiya clan of Somali in the local administration are a means to have sustained peace and build public confidence.

The other political risk that may jeopardize the sustainability of these outcomes is the election planned for June 2021. It is very likely violence might occur in certain places, the extent of which remains to be seen in the coming months. These could be witnessed both in the period leading up to the election, during and after the elections. The National Election Board has nonetheless been working on assessing the risk of any violence connected with the elections.

#### 4.5 Catalytic

The PBF project was funded under the IRF (Immediate Response Facility) which lays the ground for a longer-term real engagement. The intention was then to further utilize it as a catalytic effort to then ignite and build momentum and interest to deepen engagement on peacebuilding and reconciliation activities, including from the PBF itself. This leaves the window open to possibilities and resource mobilization to deepen the work in this area.

Through this initial investment, the PBF project opened up new opportunities for engaging and widening partnerships around peacebuilding, including bringing in some donors like Sweden that supports the National Youth Volunteer program with UNDP that is anchored around the same objectives of building social cohesion and working with the youth. There still exists momentum and new opportunities for expanding that terrain to get more support.

The PBF project was for some of the partners, for instance for UN Women a first and their involvement in the project's interventions gave them the baseline information to work on a bigger scale. UN Women is using the knowledge gained around the involvement of women in peace and security in the development of their National Action Plan and with funds from their resources. UN Women has also mobilized some other funds from Japan to continue building the capacity of journalists and especially the community radio journalists.

*"As a result of the PBF project, we have already seen interest from donors such as Japan and Israel to support women and peacebuilding. The government has also seen the importance of involving women in peacebuilding and taken ownership of the initiative", Desset Abebe, UN Women.*

There was also another additional non-PBF funding support that has been leveraged by the project including the Swiss Development Agency (USD 158,980.97) by IOM and UNDP (USD 150,000).

#### 4.6 Gender Equality

There are also variances between gender and region when it comes to participation in conflict resolution and peacebuilding. The contributions of women are often ignored, and women are underrepresented in formal peace processes. The PBF project supported women's involvement in the peacebuilding process especially through the promotion of the Women, Peace, and Security (WPS) agenda. The interventions supported by the PBF project factored in gender equality in peacebuilding particularly through the UN Women whose main role in the project was meant largely to ensure that whatever was done around peacebuilding and conflict resolution at the federal or regional level was informed by the voice of women from the grassroots. To a large extent, UN Women ensured that the voice of young women and traditional women leaders at the grassroots level was heard and was part of the peacebuilding process and strategy. This is aligned with SDG 5 as it aims at the elimination of discrimination against women in all public spheres.

The project also provided Gender mainstreaming in Peacebuilding capacity-building training for UN agencies implementing the PBF project and for other Implementing partners. The training aimed to enhance the knowledge of partners on Gender and peacebuilding, how gender and peacebuilding interface both conceptually and practically. Mainstreaming gender is an intervention to empower women and the training contributed to the development of initiatives (such as the creation of women's peace forum) to ensure gender equality in peace-building efforts. Women were well represented in the project activities, representing 25.3 % of the 20 community dialogues that were conducted. This provided the space for women to voice their concerns and ideas in the peace process besides other community matters. The project also reached out to female youths to participate in the "sports for peace" initiative towards which UNDP and IOM have contributed and which was also considered as SDG5 agenda of Gender Equality. However, these were halted following the COVID19 pandemic when the government announced the closure of educational institutions.

While the project endeavoured to engage women as much as possible, the mere consideration of the number of women who attended activities may not give an accurate depiction. Hypothetically, it looks good to see a 50% gender balance but, it is not inclusive since women would rarely talk in front of men during project activities such as community dialogues. Women's participation in the sessions at the communities is thus very low. The training had women participants who signed up, but in evaluating their effective participation, they don't necessarily raise their hand or speak as much as male counterparts. It is important to note that such change cannot be realized in a project with a short life span of 18 months and requires long-term interventions to address the complex challenges holding women back from being influential in public affairs.

The contextual issue of gender presents an interesting dynamic in Ethiopia. There are for instance a lot of women in senior positions at the national level and key positions and a lot of women have decision-making powers and decision-making roles at the national level. But below the ministerial level and within the regional states at zonal and woreda levels there is a limited position for women in governance. The project technical team tried to push through this with their focal points at local levels to raise this and called for more female participants. It was hence important to have a separate dialogue with the women. The culture also plays a critical role in the participation of women. In a patriarchal society, when women are forced to attend meetings, they will not actively engage in the dialogues. The project also tried by severally requesting the federal and regional governments to send women officials to the training but often it did not work. The federal government has at least women officials but down at the Woredas level, it's 100% or 90% male staff thus limiting women's participation in such training. Hence the training had mostly male participants due to the structure of the government which might take some time to change. Sometimes when female staff is sent to the activities, they may not be those who directly work in peacebuilding but might be another staff that is not directly linked to the training provided. Generally, the peacebuilding and security sector in Ethiopia is mostly male dominated unlike other sectors such as education or agriculture.

Cultural barriers towards women's participation in peacebuilding remain a critical issue. The male dominance being a general occurrence in Africa is more definite in Ethiopia and Somalia<sup>7</sup>. The project sought to overcome this problem through capacity building, awareness creation, advocacy, and media engagement. While no major change may be evident, the establishment of women peace forums that meet with the community leaders and elders when there is a conflict transformation in the right direction.

The women's peace forums and discussions started have nonetheless had a catalyst effect on changing the gender roles, where women will play a more active role as peacemakers and change agents in their communities. While examining the project outcomes considering gender equality, the focus of the project was to ensure inclusive governance and exercise conflict management where women and youth remain central. The activities around women empowerment and gender equality were emphasized in the project implementation at the regional, national, and local levels.

The achievements realized in terms of women empowerment at the village level are not adequate. Given the general guideline (which provides objective, target population, planned activities, and funds allocation on gender-related issues) and actual results achieved in this project, the gender marker score of 2 represents the project's reality. The creation of women's peace forum and women peace ambassadors and the potential to sustain the activities of the women peace ambassadors and women's peace forum after the project period. This indicates the extent to which the project has supported the statutory system to ensure the prospect for sustainable peacebuilding. The project had a catalytic role towards initiatives taken by UN Women to expand interventions to promote the Women, Peace, and Security (WPS) Agenda and support GOE to develop a national action plan on Resolution 1325. The project has also supported 202 women and youths for livelihood assistance to contribute to the realization of SDG5.

#### 4.7 Human Rights

A noteworthy focus in the activities of the project was the youth. The youth for that reason had a specific role in the activities hence they significantly participated in the activities. The project sought to promote the youth as the present and not the future thus has to play the decision-making role. The focus was to enhance the role of the youth in the present, but the main question remained whether the youth was ready to play a significant role in decision making. The elderly has regrettably not given the youth the much-needed space to take up such roles.

The first focus of the project was the youth from universities, but COVID-19 came in making the universities close. The involvement of the youth was initially intended to be only at the policy-making level, the reason it focused on the universities. With the entrance of COVID-19, the project shifted focus and worked with youth from the villages around the university to contribute to the policy. For that reason, it did not only focus on the university youth but also those from the rural setting. It nonetheless excluded illiterate youth.

The inclusion of youth by the project in institutionalized dialogue and consultation platforms offered them positive avenues to ensure their voices are heard.

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<sup>7</sup> Agbajobi, D., 2010, 'The Role of Women in Conflict Resolution and Peacebuilding', in eds. R. Bowd and A. B. Chikwanha, *Understanding Africa's Contemporary Conflicts*, African Human Security Initiative, pp. 233-254

Equally, the inclusion of marginalized groups especially the physically challenged was very low. The project period being short, it was too demanding to map where these marginalized groups are to include them. Moreover, getting disabled persons to participate in the community peacebuilding activities was a challenge due to the transportation difficulties.

One of the aims of the project was to restore peace and enable those affected by the conflict through massive displacement to lead a peaceful life and integrate them into their communities. In both the eastern and southern clusters, the IDPs were returned to their villages and obtained special attention. Before their return, they used to receive support from the project through engaging the host communities on how to bring peace. Several rehabilitation activities for the IDPs were carried out and their participation in community dialogue was immense. For instance, in West Guji, IDPs obtained support from the host communities in the construction of their houses and enabling them to make a living possible. During this evaluation, the IDPs in Babile and Gursum were returned to their villages. Key informant interviews with the Somali Regional Deputy Peace and Security Bureau Head show that there were no IDPs in the woredas targeted by the project. The durable solutions initiative that has taken a step-in training senior staff of the government institutions on conflict-sensitive development planning and conflict management played a role in restoring IDPs.

## 5. CONCLUSIONS, LESSONS LEARNT AND RECOMMENDATIONS

### 5.1 Conclusions

#### *Relevance*

The political situation in Ethiopia during 2016 and 2017 witnessed a series of border conflicts between Oromia and the Somali region resulting in a huge humanitarian crunch in the eastern cluster of the country. A similar crisis occurred due to the conflict between Guji Oromo and the Gedeo community in the southern cluster. Peaceful co-existence and restoration of peace were essential to undertake political reform which embraces national consensus and peacebuilding. In addressing this, the PBF project played a pivotal role. As the evaluation findings indicate, the relationships between the communities in the eastern and southern clusters have been restored and people have started their economic activities, engaged in trade and businesses, and organize joint events, and students returned to their schools. The project addressed the national and regional priorities in the areas of peacebuilding and conflict management as it intervened at a time when the government is undertaking a national reform agenda. This increases the relevance of the project.

#### *Effectiveness*

The Project has substantially improved human and institutional capacity through the provision of training for different stakeholders at different levels. It also provided important infrastructure such as the CEWARN facilities as well as school and health facilities that support the peacebuilding process. State institutions in collaboration with UN implementing partners have developed User Guides and training materials that could be used to train the youth at schools and universities. The project also supported the government to carry over some of the activities initiated but required funding support for implementation. For instance, the Ministry of Peace underlined that the PBF has assisted the implementation of the activities that they planned for before the project started and were in alignment with project objectives. It facilitated the implementation of the planned activities in that it played a gap-filling role.

The support provided to develop peacebuilding strategy through the facilitation of the Ministry of Peace was also exemplary as the Ministry tried to convene experts and scholars working on peace to develop the document through series of intensive consultations. Inter-regional relations have significantly improved in both clusters where community members experience peace with a great reduction in insecurity feelings. The zonal and woreda level peace and security offices have established their internal mechanisms of monitoring security situations. In both eastern and southern clusters, there are not currently internally displaced persons in the woredas targeted by the project. All have returned to their villages. In the areas of women and youth empowerment to participate in conflict management, the project made a lot of effort.

#### *Efficiency*

Examination of the project documents and evidence from the primary sources indicate that the financial resources were utilized efficiently. The revised integrated work plan shows that at least 35% of the budget for each activity was allocated for ensuring gender equality. For activities focusing on women empowerment, 100% of the planned budget has been spent. In some cases, revisions were made to

achieve this, for example, in conducting 2 conferences for 200 women on a theme 'peacebuilding' where the budget has been increased from 50,000 to 64,975 USD. We believe that the revisions made to reallocate funds, carried out as the project was being implemented, can be considered as an innovative way of efficiently utilizing the project budget.

The training provided on various topics including transformative leadership, peacebuilding, and conflict resolution, and gender mainstreaming in peacebuilding covering a wide range of stakeholders (university students, local communities, state employees, and decision-makers) signifies the extent to which the fund has been used to strategically address the national peacebuilding agenda.

Both the monitoring and evaluation plan and the field-based assessment show that project implementation was guided by a series of standard procedures to be followed by the respective partners to evaluate achievements continuously and take quick actions to fill gaps. Review meetings held to evaluate progress and revise action plans brought together many implementing partners and beneficiaries. Evidence from the interviews shows that partnership arrangements were designed following the national and regional mandates of the respective ministries and bureaus. This made the implementation procedure smooth and effective but with some gaps in engaging the regional stakeholders in the planning process, where the regional peace and security bureaus directly received plans on what can be supported by the project rather than following a bottom-up and participatory approach which could have helped administrative regions to prioritize their needs to be addressed through the project.

There is however a gap between the MoP and the regional peace and security bureaus. Gaps were also observed at the national level, between the implementing UN agencies and the MoP which was responsible for the coordination of the national stakeholders due to staff turnover (change of project focal person) as the ministry was undertaking internal reform. Despite these the partnership arrangement in implementing the project fitted well with the official mandates and duties of the respective implementing partners.

In terms of sustainability and ownership, there is variation in capacity strengthened and commitment to sustaining the results of PBF support. There are also socio-cultural barriers to bring women's influence on the forefront at the village level. Women empowerment requires continuous engagement and for men to open space for women's involvement in decision-making. This is besides building the capacity of women to have the skills for engagement and navigation of these spaces to equally participate with men. These could include public speaking, assertiveness, negotiation, and conflict resolution skills. Concerning its catalytic nature, the project was catalytic and the PBF funding has been used to scale up peacebuilding work. As a result, it has facilitated the establishment of extensive platforms for peacebuilding.

Gender considerations have been mainstreamed as reflected in the design, implementation, and monitoring of the project. The project promoted positive changes in women's participation in the peacebuilding process although the achievements realized in terms of women empowerment at the village level are not adequate. Nonetheless, the gender marker assigned to the project represents the project's reality. The project included the youth through the institutionalized dialogue and consultation platforms that offered them positive avenues to ensure their voices are heard. Even so, the senior

leadership in the community has unfortunately not given the youth the much-needed space to effectively take up such roles. Likewise, the inclusion of the physically challenged has remained rather low.

### 5.1. Lessons learned

One of the best practices, innovations, and lessons emerging from the project is the establishment of Women Peace Forums which has already been institutionalized by the respective regional states. It should be replicated in all regions as it provided the platform for women to come together. These forums have created the voice among women to respond to conflicts that had been missing. The creation of the women's peace forum was done from the grassroots level thus moved the voice of the woman from the local to the national level. Efforts made to institutionalize women's peace forum should be appreciated and a strategic intervention to further reinforce this through linking it with the women's federation at different levels of governance (starting from kebele to the region) may contribute to the women's empowerment to sustain the role they would play in peacebuilding.

The second is the creation of the forum to discuss peaceful co-existence and sustained dialogue among university students. The implementation of such an activity at the three universities is also institutionalized within the university system as it is taken up by the students' peace club, which is one of the clubs of the students' union. Students who were initially trained appeared as trainers and such tradition will be sustained after the project period.

Conflict resolution, management, and lasting peace require identifying and understanding the root causes of the conflict which are best uncovered through inter-communal dialogue, which provides a chance to dig deeper and reveal underlying issues. However, the difficult situation may be, bringing people together to solve their issues, will help them find a way to resolve them. The solutions don't need to come from the government or NGOs, but they can come from them. As the third lesson, the experience obtained from the project in conducting community dialogue has generated an important lesson towards the establishment of strategies that integrate customary and statutory conflict management on a sustainable basis where gender mainstreaming in peacebuilding is an added element that can be considered as an innovative approach.

It is possible to have the voices from the grassroots included in policymaking. Local communities can influence policy through engagement at the grassroots level. The role played by CSOs such as PDC and IRCE in reaching local communities where religious and customary leaders played a central role in promoting the importance of socially sensitive and ethically oriented conflict reporting among journalists is appreciable.

Another lesson in this project is that building the capacity of stakeholders in gender mainstreaming both within the project and among stakeholders helps the partners to mainstream gender in peacebuilding projects and thus needs to be replicated in future programs.

Establishing the peace committees is an important thing in peacebuilding and strengthen its role in the community provides the needed sustainability at the community level. As peace committees work on monitoring the peace and security situation in their villages, the establishment, and strengthening of CEWARN facilities will complement the interaction between the local and woreda level to take measures

predating any possible violent conflict. CEWARN facilities when used effectively fill the possible information and communication gap between the kebele and woreda administration.

Preparation of the training guide for educators and journalists and the preparation of a documentary video on how to engage women in peacebuilding can be cited as one of the best initiatives to take the project outputs forward since the wider dissemination of such materials can increase the synergy for cooperation among different sectors of the government to engage in peacebuilding activities.

The implementation of the project was initially challenged by factors including change of persons' positions, especially within the MoP at the start of the project, emergence of the COVID 19 pandemic that has caused shifting of activities and introducing new priority areas, delays in decision-making due to communication gaps between different stakeholders. Despite these, due to effective coordination, the project has been very flexible, developed its internal strategies to respond to new circumstances, exercised close consultative meetings among the UN implementing partners and government institutions. Periodic review meetings were held to identify challenges and adjustments were made to deliver the intended outputs at different levels of governance. If the designing phase of the project had involved regional bureaus, one would expect that the delay in decision-making and communication gaps would have been prevented, which is an important lesson for future intervention.

The establishment of women peace ambassadors that include the traditional *haadha sinqees* as playing a pivotal role in supporting women empowerment is another innovative approach. Restoring relationships of conflicting parties using school-based sports events where IOM has provided school facilities including sportswear has played a significant role in conflict management and peacebuilding in the case of the West Guji - Gedeo zone in the southern cluster. When complemented with Intra and Intercommunity dialogues, it facilitated the rehabilitation of the infrastructures. The organization of the event immediately after the community dialogue has made the conflict management intervention very effective. Such practices can be replicated in other areas where and when required. The development of a gender-sensitive conflict reporting guideline is another good practice that will have a policy-level influence due to the strategic nature of the intervention.

## 5.2. Recommendations

The involvement of the government entities should be present and involved at all levels not just at the regional level. The project needs to involve local, regional, and federal governments. Equally important is the involvement of the community at the project designing phase to ensure ownership and sustainability. The ownership of the project by the *Ministry of Peace* is important since as partners, the sustainability element remains for them to take lead in it. The project has been implemented for one and half years beyond which the government, through the *Ministry of Peace*, must take lead. For instance, *UNDP* should also involve the *Ministry of Education* to support mainstreaming the issue of peacebuilding in the schools at the policy level.

*The UN Women* should replicate and strengthen the Women Peace Forums in areas where the government has the structures such as Woredas to bring together women and community leaders to not only discuss peace issues at the local level but also to be exposed to issues of peace at the regional, national and global level. For instance, the peace and security frameworks involving women are not

known in Ethiopia, not at the academia, most organizations, and government level. The establishment of these peace forums can be used as the entry point to include women in issues of peace and security.

Greater focus by *all stakeholders* should be on women's role in peacebuilding at the local (community level) rather than the regional or federal level. The approach was not comprehensive in emphasizing the interaction between the traditional leaders and women's groups in the community. The interaction between the women and traditional leaders requires special attention since women were previously excluded by traditional leaders from participation in conflict resolution. Only then can genuine attitudinal change among the traditional leaders take place.

Similar projects involving *UN agencies* and *GoE* should early on establish very clearly the division of labour and the division of responsibilities with clear frameworks and conditions with the government. This would make every partner very clear on the role of the UN and then the role of the government in the peacebuilding project. This includes the *UN agencies* establishing and informing about how the project works, how it functions, what it can support, and what it cannot.

The *Ethiopian Broadcasting Authority*, *government*, and *private media houses* should train more journalists by allocating a significant amount of budget. In a country where we have thousands of journalists at the regional and federal levels, training just about 100 individuals may not generate a tangible impact. The start is good but any future interventions (state or non-state) need to reinforce this.

Mobilization of women by the *GoE*, the *UN agencies (UN Women)*, and *CSOs* before the national elections and including them in the election process as electorates or candidates would ensure more women exercise their democratic rights to elect and to be elected. This would have been an important ingredient of the project but was not implemented ahead of the election to be held by the end of May 2021.

The *GoE* and all the *UN agencies (IOM and UN Women)* when implementing projects similar to the PBF should focus on supporting the facilitation of the community level discussion on peace, specifically to fill the limited fund from the government to operate smoothly. The project has addressed a lot in terms of returning the displaced and creating awareness at the community level on the importance of peace and how to address disputes peacefully. But this is not adequate as peacebuilding takes a long time and requires continued engagement, thus a need to scale up what has been achieved so far.

There is a need to structurally create a system in government (*by all GoE ministries*) for information sharing with other partners. This will minimize the gaps seen in case of change of focal persons. Such an information and knowledge transfer system would facilitate proper handing over of responsibilities in case of personnel replacement.

In the future, a comprehensive study and policy may perhaps need to be carried out by the *government*, *UN agencies*, *CSOs*, and the *academia* since some geographical areas stood excluded yet one of the goals of the project is to contribute to a rightly national peacebuilding strategy and policy. There is a need to expand to cover more regions to have a categorically national peace policy.

Instead of being found in the middle of implementation, a program of this nature should be pegged to some understanding and consensus by the *government*, *UN agencies*, *CSOs*, and all key stakeholders on what the project seeks to achieve right at inception. This might have happened due to the emergence of

new priority areas by the government as attributed to the limited participation of some government stakeholders in the designing phase.

The *government* and *UN agencies* should design peacebuilding programs to last longer than two years. A highly systematized project such as the Peace Building Fund, which seeks to make change happen in contested issues, such as peace and reconciliation, requires a long-term investment in trust-building, consensus in building capacities all of which cannot easily be achieved in 2 years.

The *government* and *UN agencies* should source more funding to support the capacity building of elders and local police on issues of human rights and peacebuilding.

The *government* and *UN agencies* should also seek funding to capitalize on natural resource management for the communities. The Somali Region Security and Administration reported to still need funding support to train elders and local police on issues of human rights and peacebuilding, as well as investment in natural resource management such as water point developments for the rural communities. This would reduce the incidence of violence over such resources located at the border of the two regional states of Somali and Oromia.

The findings show that in some cases bureau heads are participating in training rather than experts involved in peacebuilding activities as it has been experienced in the West Guji zone. Therefore, there is a need to provide a chance for frontline experts to attend training to reach the grassroots level.

The project emphasized the rehabilitation of facilities (such as schools and health posts) destroyed during the conflicts as part of its activities to support peacebuilding in the targeted regions. Equally important is the psychological rehabilitation of families affected by the conflict as this is fundamental to healing the victims mentally from the trauma of the violence. Any future peacebuilding interventions should give equal emphasis to physical and psychological dimensions.

## 6. ANNEXES

### 6.1. Project Information Table

<b>Project Title</b>	INCLUSIVE GOVERNANCE AND CONFLICT MANAGEMENT SUPPORT
<b>Project Number from MPTF-O Gateway</b>	00113418
<b>Project recipient organizations</b>	UNDP, IOM, and UN WOMEN
<b>Implementing partners</b>	<ol style="list-style-type: none"> <li>1. MINISTRY OF PEACE</li> <li>2. MINISTRY OF WOMEN, CHILDREN, AND YOUTH(MoWCY)</li> <li>3. OROMIA BUREAU OF WOMEN, CHILDREN AND YOUTH AFFAIRS (BoWCY)</li> <li>4. ETHIOPIAN BROADCASTING AUTHORITY (EBA)</li> <li>5. PEACE AND DEVELOPMENT CENTRE (PDC)</li> <li>6. INTER RELIGIOUS COUNCIL OF ETHIOPIA(IRCE)</li> </ol>
<b>Project Period</b>	December 13 <sup>th</sup> , 2018 to December 13 <sup>th</sup> , 2020
<b>Total PBF approved project budget</b>	UNDP: \$ 899,049.27
	IOM: \$ 1,317,321.71
	UNWOMEN: \$ 623,970.50
	<b>Total: \$ 2,840,341.48</b>

Table 1 Project Information (Source : Project Document)

### 6.2. Progress Status of Log frame Indicators

<b>Project Title: PBF-INCLUSIVE GOVERNANCE AND CONFLICT MANAGEMENT SUPPORT TO ETHIOPIA</b>			
	<b>Baseline</b>	<b>target</b>	<b>End line</b>
<b>Outcome 1: The GoE develops/adopts a national peacebuilding strategy through an inclusive and evidence-based process</b>			
<b>Indicator 1a:</b> The national peacebuilding strategy approved Unit of measure: # Disaggregated: N/A	0	1	<ul style="list-style-type: none"> <li>• The GoE is in the process of adopting a national peacebuilding strategy</li> </ul>

<p><b>Indicator 1b:</b> The process of strategy development conducted in an inclusive and participatory manner, involving participants of various societal groups, including women and youth  Definition: At least two all-inclusive consultative meetings held with comments from different groups addressed or reflected in the strategy  Unit of measure: # Disaggregated: Sex, youth</p>	0	2	<ul style="list-style-type: none"> <li>The Peace and Security Bureaus of Oromia, Sothern National Nationalities and Peoples' Region and Somali Region, and Somali Region Durable Solutions Working Group were consulted</li> </ul>
<p><b>Indicator 1c:</b> Participation of inclusive group of stakeholders at all levels in the development of peacebuilding strategy  Unit of measure: #  Disaggregated: stakeholders, sex</p>	0		
<b>OUTPUT 1.1 Capacity of key actors in government strengthened</b>			
<p><b>Indicator 1:1.1</b> Joint assessment conducted - Develop a typology of relevant conflicts in Ethiopia, including their geographic distribution and assess existing peacebuilding and conflict prevention mechanisms to Identify gaps. Conduct a capacity assessment of relevant stakeholders and develop a corresponding training  Unit of measure: #  Disaggregated: N/A</p>	0	1	1
<p><b>Indicator 1.1.2</b> Training Materials prepared and translated into local languages  Definition: 2 training materials prepared, and 1 UNESCO peace education manual translated</p>	0	3	<ul style="list-style-type: none"> <li>1 UNESCO peace education manual developed and translated</li> <li></li> </ul>
<p><b>Indicator 1.1.3</b> # of people successfully trained  Definition: 250 national and regional participants (30% F and 50 % youth) and 40 officials (30 from regions and 10 from federal line bureaus)  Unit of measure: #  <b>Disaggregated:</b> Sex, GO sector offices, and regional and federal</p>	0	250	<ul style="list-style-type: none"> <li>178 students (104 Male and 74 Female) from three public universities</li> <li>15 people participated in a training in Gedeo Zone</li> </ul>
<b>OUTPUT 1.2: Support the process of developing a peacebuilding strategy</b>			

<b>Indicator 1:2:1</b> Inclusive national taskforce established and operational	0	1	
<b>Indicator 1:2:2</b> # of consultations and participants Definition: 3 high-level consultations (1 national, 1 Somalia-Oromia, and 1 Oromia – Somali focused meetings). Each agency from regions and federal will be represented by 2 participants Unit of measure: # Disaggregated: sex and age, sector offices	0	3	
<b>Indicator 1:2:3</b> # of policy papers produced Definition: At least 4 reports produced and shared Unit of measure: # Disaggregated: N/A	0	4	<ul style="list-style-type: none"> <li>• 2 policy papers commissioned. (“Role of Women and Youth in Peace” and “Maintaining peace and security in Ethiopia through Strengthening the Role of Government, Religious and Community Leaders”).</li> </ul>
<b>OUTPUT 1.3: Policy guidance for peacebuilding policy development is available</b>			
<b>Indicator 1:3:1</b> # of reports on comprehensive information regarding most feasible durable solution options and conditions Definition: one per cluster and 2 in total Unit of measure: # Disaggregated: by cluster	0	2	<ul style="list-style-type: none"> <li>• 2</li> </ul>
<b>Indicator 1:3:2</b> # of research papers commissioned	0	6	<ul style="list-style-type: none"> <li>• 1 research paper on conflict factors and dynamics prepared.</li> </ul>
<b>Indicator 1:3:3</b> # of thematically relevant policy dialogue events organized Definition: 3 thematic dialogue forums Unit of measure: # Disaggregated: Sex and age	0	3	<ul style="list-style-type: none"> <li>• 2 Policy dialogue on the role of women and youth in peacebuilding and conflict resolution organized in three Universities</li> <li>• 1 national-level dialogue in Addis Ababa with a participation of 130 people (60 females and 70 male)</li> </ul>
<b>Output 1.4: Inclusive Consultations on peacebuilding strategy</b>			
<b>Indicator 1:4:1</b> # youth and gender-responsive conflict management and dialogue strategy developed	0	1	

<b>Indicator 1:4:2</b> Women Peace Forum established - national women forum to convene AWLN	0	1	<ul style="list-style-type: none"> <li>• 2 Women Peace Forums established in Oromia and Somali Regional States</li> <li>•</li> </ul>
<b>Indicator 1:4:3</b> # of youth and women successfully trained on transformative conflict resolution Unit of measure: # Disaggregated: by sex and age	0	100	<ul style="list-style-type: none"> <li>• 74 trained on transformative leadership, peacebuilding and conflict resolution, and gender mainstreaming in peacebuilding.</li> </ul>
<b>Indicator 1:4:4</b> # of conferences organized Definition: 2 conferences, with 200 youth participants each at least 50% of women Unit of measure: # Disaggregated: by sex and age	0	2	<ul style="list-style-type: none"> <li>• 271 participants (151 Male and 120 men), 178 youth students (104 Male and 74 Female students), and 93 participants (47 Male and 46 Female)</li> </ul>
<b>Indicator 1:4:5</b> # of Journalists trained on gender-sensitive reporting in politics and peace process Unit of measure: # Disaggregated: by sex and age	0	75	<ul style="list-style-type: none"> <li>• 72 journalists (56 Male and 16 Female) had been trained on gender-responsive conflict reporting and peace journalism</li> </ul>
<b>Outcome 2: Increased Security and Social cohesion in conflict-prone clusters</b>			
<b>Indicator 2a:</b> IDPs and members of the host communities show an increase in <i>perceptions of security and social cohesion in their areas</i> Unit of measure: Percentage Disaggregated: by sex and age	TBD	35%	<ul style="list-style-type: none"> <li>• No perception survey undertaken during the evaluation, but discussions with the communities suggest that IDPs and members of the host communities show an increase in perceptions of security and social cohesion in their areas</li> </ul>
<b>Indicator 2b:</b> Relevant stakeholders (IDPs, members of host communities, women groups, etc.) report an increase in <i>trust and satisfaction with the responsiveness of government management of displacement and conflicts resulting from it</i> Unit of measure: Percentage Disaggregated: by sex and age	TBD	35%	<ul style="list-style-type: none"> <li>• Provided training on business and financial skills coupled with cash assistance for small businesses such as coffee plantations and drying was provided to improve the livelihood of 202 community members (180 women and 22 youth).</li> </ul>
<b>Indicator 2c:</b> Increased level of community participation on multi-ethnic and religious community-based healing initiatives. Unit of measure: Percentage Disaggregated: by sex and age	TBD		<ul style="list-style-type: none"> <li>• discussions with the communities suggest an increased level of community participation in the multi-ethnic and religious community-based healing initiatives</li> </ul>
<b>OUTPUT 2:1 Regional and inter-regional Mechanisms Strengthened</b>			

<p><b>Indicator 2:1:1</b> # of regional conflict management coordination mechanisms established Unit of measure: # Disaggregated: by region</p>	0	3	<ul style="list-style-type: none"> <li>• 4 intra-coordination and two inter-coordination meetings were conducted.</li> <li>• attended by 136 (106 Male and 30 Female) government administrators and traditional leaders at the district level.</li> </ul>
<p><b>Indicator 2:1:2</b> # of dialogue sessions conducted with the participation of all key stakeholders including women representatives Definition: Target sessions 3 with 1500 people Unit of measure: # Disaggregated: by sex and age</p>	0	3	<ul style="list-style-type: none"> <li>• 20 dialogue sessions (16 regional and 4 national) bringing together 1,320 community members (985 Male and 335 Female)</li> </ul>
<p><b>Indicator 2:1:3</b> # of people successfully trained on conflict management and internal displacement (disaggregated by sex and age) Unit of measure: #</p>	0	30	<ul style="list-style-type: none"> <li>• 55 (51 Male and 4 Female) community members from eight districts of Oromia and Somali regions were provided TOT on dialogue facilitation and conflict management</li> </ul>
<p><b>Indicator 2:1.49</b> C- warn facilities strengthened</p>	0	9	<ul style="list-style-type: none"> <li>• 18 CEWARN facilities have been established/strengthened</li> <li>• Provided a TOT on conflict early warning and response mechanism to 18 national and regional experts and cascaded the training to 63 zonal and woreda CEWARN experts in the 3 target regions</li> </ul>
<p><b>Indicator 2:1:5</b> # w/shops for mapping customary conflict mgmt. Unit of measure: # Disaggregated: by sex and age</p>	0	3	<ul style="list-style-type: none"> <li>• 3 Workshops on Customary conflict management Mechanisms conducted, one in each Oromia, Somali, and SNNP regional States.</li> </ul>
<b>Output 2:2 Mechanisms to address IDP-community conflicts strengthened</b>			
<p><b>Indicator 2:2:1</b> Number of people successfully trained on statutory peacebuilding, resolution of conflict, and internal displacement Disaggregated: by sex and age</p>	0	500	<ul style="list-style-type: none"> <li>• 31 (19 Male and 12 Female) traditional leaders trained on statutory peacebuilding, resolution of conflict, and internal displacement</li> </ul>
<p><b>Indicator 2:2:2</b> # of community -based local initiatives supported Unit of measure: #</p>	0	10	<ul style="list-style-type: none"> <li>• the project rehabilitated schools (28 in SNNP and 42 in Oromia regions)</li> <li>• 2 health posts in Somali Region.</li> </ul>

Disaggregated: by location			<ul style="list-style-type: none"> <li>distributed 300 school desks and 18 blackboards for five school</li> <li>In West Guji, Oromia region 700 student desks, 500 chairs, and 20 blackboards were distributed in 29 Schools.</li> <li>in Gedeo, SNNP 700 student desks in 13 schools were distributed</li> </ul>
<b>Output 23. Women empowerment at the community level supported for more effective conflict management</b>			
<b>Indicator 2:3:1</b> # of women successfully trained on gender peace and security Unit of measure: # Disaggregated: N/A	0	300	<ul style="list-style-type: none"> <li>31 (19 Male and 12 Female) traditional leaders were brought to discuss statutory conflict management mechanisms</li> </ul>
<b>Indicator 2:3:2</b> # of gatekeepers sensitized on the importance of women participation Unit of measure: # Disaggregated: by sex and age	0	60	<ul style="list-style-type: none"> <li>50 (10 Male and 40 Female) individuals were able to attend an awareness creation session on the international instruments (UNSCR1325)</li> </ul>
<b>Indicator 2:3:3</b> # of dialogue forums organized among women groups to influence the national peacebuilding strategy and policymaking frameworks Unit of measure: # Disaggregated: by location	0	2	
<b>OUTPUT 2:4: Increased engagement of national and local groups for solidarity in response to Covid-19 and to promote peaceful co-existence at a time of uncertainty.</b>			
<b>Output Indicator 2.4.1</b> # of national and local groups/people mobilized to build solidarity among the nations (disaggregated by sex and regions)	0	25 women influencers, 100 youth volunteers, 2 national football clubs, 30 university students, 3 professional associations	<ul style="list-style-type: none"> <li>National and community-level groups were mobilized for 25 women influencers, 100 youth volunteers, 2 national football clubs, 30 university students, 3 professional associations</li> <li>120 women, 189 religious' leaders, 450 (398 Male, 52 Female)</li> </ul>
<b>Output Indicator 2.4.2</b> Media messages transmitted on combat stigmatization, discrimination, hate speech, violence against women.	0	5	

### 6.3. Case study: Assefa Dhaba, a resident of Gedeb Galcha Kebele community (Gedeb Woreda)

I live in Guji and Gedeo region where conflict has occurred three or four times over the last 20 years. We were intermarried and lived together, both speaking Gedeo and Oromo languages. However, selfish politics and the issue of identity and use of own language saw conflict ignited in the area. Once when the rumour was circulated that several Gedeo and Guji killed each other, the scale of violence increased in a short time, resulting in all Guji in Gedeo moving to Guji and the Gedeo in Guji coming to Gedeo. This caused the complete disintegration of the two societies.

The PBF project has facilitated the integration of the two societies by mobilizing different members of the community such as elders, traditional leaders, women, and the youth. A reconciliation ceremony was held following traditional practice with peace conferences where bulls were slaughtered, and rituals performed in the presence of *Abba Gadas* of the Guji and Gedeo. The project brought together the state and traditional leaders and facilitated the peacebuilding process. It is after this that those of us displaced people returned to our villages with some rehabilitation support. The training given to us and awareness creation activities carried out by the project resulted in further reconciliation and restoring the peace and harmonious existence manifest before. In addition, the football sports events have been organized in our schools where children from both ethnic groups play together, creating a sense of integration.

We however hear a lot of problems related to the absence of peace in various parts of the country. I believe that there is insecurity feeling within the societies. There is a risk that the violence could erupt. For instance, if an individual-level conflict occurs between two persons one from Guji and another from Gedeo, then violence will scale up as if there is a conflict between Guji and Gedeo. Individual conflicts can take an ethnic form. In conclusion, there is still a high risk of violent conflict despite all the efforts of the project to build lasting peace.

### 6.4. Evaluation ToR



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Document

### 6.5. Interview and Discussion Guides

## Evaluation of the Peacebuilding Fund (PBF) project in Ethiopia

## Inclusive Governance and Conflict Management Support to Ethiopia

### Key Informant Interview Guide for UNDP

1. Have any of the original assumptions of the project Theory of Change been found to be incorrect?
2. To what extent were stakeholders at the regional level included in planning for the various project activities that involved them?

3. Was there sufficient coordination among the different actors and stakeholders (especially the government) involved in the project to maximize positive project results?
4. Has PBF funding been used to scale up to other peacebuilding work and/or has it helped to create broader platforms for peacebuilding?
5. Was the gender marker data assigned to this project ultimately representative of the gender reality?
6. To what extent were disadvantaged and marginalized groups included in the project?
  - a) Have the project implementers (UN and government partners) learned new skills of targeting these specific social groups?
7. How useful was the monitoring scheme established in generating evidence to improve project implementation?
8. Why were the conflict early warning activities not implemented in Somali Region?
9. Why were women empowerment strategies not effective at the local level?
10. What were the major areas of concern/issues or challenges in terms of implementations?
11. What are the key lessons and best practices that are worth taking forward?

## **Evaluation of the Peacebuilding Fund (PBF) project in Ethiopia**

### **Inclusive Governance and Conflict Management Support to Ethiopia**

#### **Key Informant Interview Guide**

Data will be collected using Key Informant Interviews (KII). There will be seven categories of respondents for the key informant interviews: (1) The Project teams (UNDP, IOM & UN Women, UNESCO IICBA, RCO), (2) Experts in Different Ministries (MoP, MoWCY, Ministry of Education), (3) Association of Ethiopian Broadcasters), (4) CSOs (Interreligious Council of Ethiopia and; Peace and Development Center), (5) Somali, SNNPR and Oromia Regional Security and Administration Bureaus, and (6) Somali, SNNPR and Oromia Regional Women, Children, and Youth Affairs Bureaus (7) Universities (Hawassa and Haramaya)

#### **Categories of respondents and guiding questions**

##### **1) The Project teams (UNDP, IOM & UN Women, RCO, UNESCO, IICBA)**

#### ***Relevance***

1. Why was the project initiated?
  - a. What peacebuilding gaps did the PBF project seek to respond to?
2. To what extent is the PBF project aligned with national and international existing frameworks in PB?
  - a. To what extent do you think that the project contributed to national peacebuilding in Ethiopia?
    - i. Can you mention some major achievements and how the project supported govt priorities?
    - ii. What are the practical indicators of these achievements?

3. What are the underlying assumptions of the project Theory of Change?
  - a. Was the theory of change grounded in evidence?
  - b. Were there any incorrect assumptions?
  - c. Have there been changes to the context?
  - d. What have been the effects of the incorrect assumptions or changes to the context on the achievement of the project results as outlined in the Project Document?
  - e. Did the project adapt to the changing context and in what ways?
4. To what extent were stakeholders consulted as beneficiaries during the design and implementation stages of the project?
5. How would you rate the project's responsiveness to the peacebuilding and prevention of violent conflict needs in the project area?
  - a. What are the key lessons and best practices that are worth taking forward?
  - b. What are the major areas of concern/issues or challenges in terms of implementations?
  - c. What recommendations can be made for similar projects concerning focus, relevance/ value-adding, strategy, policies, approaches, etc.?

### ***Effectiveness/impact***

6. What significant results (outcomes) have the project interventions brought about or contribute to?
  - a. In what areas has the project performed particularly well and why? (*Probe for Capacity assessment of relevant stakeholders; Training Materials prepared and translated into local languages; Inclusive national taskforce established and operational; Policy papers produced; Reports on comprehensive information regarding most feasible durable solution options; Thematically relevant policy dialogue events organized; Youth and gender-responsive conflict management and dialogue strategy developed; Women Peace Forum established*)
  - b. Overall, what are the significant success stories?
7. What elements of the programs have not worked well or should have been done differently?
  - a. Is/Was there a more effective way of addressing the problem(s) and satisfying the needs?
  - b. What were the main barriers to and challenges in achieving the project objectives?
8. To what extent did the project mainstream a gender dimension to peacebuilding?
  - a. How well did it support gender-responsive peacebuilding?
9. How appropriate was the PBF project's targeting strategy in terms of geographic and beneficiary targeting?
  - a. Were the areas and beneficiaries targeting the worst affected by the problem?
10. To what extent did you engage with local non-state actors including CSOs help to advance the project implementation efforts on the ground?
  - a. What was the role of these actors in the project?
  - b. Did the project seek to promote and build capacities of local actors and how?

### ***Efficiency***

11. To what extent were planned outputs achieved on time?
  - a. Were there delays?
  - b. What contributed to delays, if any?

12. How were the project activities monitored (reporting, physical supervision, meetings, discussion with target community)?
  - a. Was there a monitoring framework developed and agreed upon at the beginning of the project?
  - b. Was there any deviation from what has been planned?
  - c. Did the monitoring tools use to provide the necessary information?
  - d. Were sufficient resources allocated to monitoring and evaluation?
  - e. How effectively was monitoring project progress and data used to manage the project?
  - f. Were these supported revising some of the project activities?
13. Were the partners (UNDP/IOM/UN Women/UNESCO IICBA/RCO) involved in joint reviews/monitoring and evaluation of the progress of the project implementation?
  - a. What was the outcome of the reviews/evaluations?
14. How were the partnerships arranged in the project implementation?
  - a. Did the project develop and leverage the necessary and appropriate partnerships with direct and tangential stakeholders?
  - b. Was there sufficient coordination among the different actors and stakeholders involved in the project to maximize positive project results?
15. Was project communication with partners regular and effective? (Internal communication)
  - a. Were all stakeholders included in communication?
  - b. Were proper means of communication established to express the project progress and intended impact on the public/other stakeholders? (External project communication).
  - c. Did the project implement appropriate outreach and public awareness campaigns?
16. Were there synergies with different programs of UN agencies?
  - a. What about other implementing organizations and donors with the same portfolio?

### ***Sustainability & Ownership***

17. How strong are the commitment of the Government and other stakeholders to sustaining the results of PBF support and continuing initiatives?
  - a. How likely will the government support and continue women's participation in decision-making processes, supported under PBF Project?
18. Overall, to what extent has the project enhanced and contributed to the development of the national capacity to ensure the suitability of efforts and benefits?
19. Are there any financial and economic resources likely to be available once the funding ends?
  - a. Are there potential resources from multiple sources, such as the public and private sectors, income-generating activities?
  - b. Is there other funding that is likely to be available for sustaining the project's outcomes?
20. Are there any social or political risks that may jeopardize the sustainability of project outcomes?
  - a. Is there sufficient public/stakeholder awareness in support of the long-term objectives of the project?
  - b. Have exit strategies been developed and discussed with the beneficiaries? Are these implemented? Which ones and how?
21. Are lessons learned documented by the Project Team continually?

- a. Are these shared/ transferred to appropriate parties who could learn from the project and potentially replicate and/or scale it in the future?

### ***Catalytic***

22. Has PBF funding been used to scale up to other peacebuilding work?
  - a. Has it helped to create broader platforms for peacebuilding?

### ***Gender Equality***

23. To what extent are relevant to gender issues included in the project design and implementation?
  - a. Has the budget been allocated to the implementation of activities in a way gender equality is ensured?
  - b. Can you mention some examples?
24. Is the gender marker data assigned to this project representative of reality?
25. To what extent has the project promoted positive changes in women's participation in the peacebuilding process?
  - a. Were there any unintended effects?

### ***Human Rights***

26. To what extent have disadvantaged and marginalized groups benefited from the project?
  - a. How have the poor benefited and what were the role implementers?
  - b. How were the indigenous groups (communities) involved?
  - c. Was there a clear plan to engage people with disabilities?
  - d. Have the project implementers learned new skills of targeting these specific social groups?

## **2) Experts in different ministries (MoP, MoWCY, Ministry of Education, and Ethiopian Broadcasting Authority)**

### ***Relevance***

1. Can you explain how the project has targeted local beneficiaries?
  - a. What was your role in the beneficiary identification?
  - b. Did it involve all categories of the community (men, women, and youth)?
2. How do you see the project in supporting the national peacebuilding policy and strategy?
3. How do you see the project in terms of addressing gender in conflict management?

### ***Efficiency***

4. Overall, did the PBF project provide value for money?
  - c. Have resources been used efficiently?
  - d. Were the financial resources utilized for the intended purpose?
  - e. What do you suggest should improve?
5. Were the activities planned by the project implemented following the time plan?

- a. What has delayed?
  - b. How can this be improved?
6. How did you collaborate with regional and local peace and security systems to implement the project?

***Effectiveness/impact***

7. What were the new skills and knowledge gained because of the project?
- a. How would this help in planning some peacebuilding-related activities after the project lifetime?
8. Have you received training or other services from the PBF project as part of capacity building?
- a. What input did you obtain from PBF?
  - b. How helpful are they to perform your role in national reconciliation?

***Gender equality***

9. What actions have been undertaken by the project to involve women in peacebuilding?
10. Would you say the budgeting for gender equality-related activities was adequate? Please explain
11. What did the project do in influencing policy to mainstream gender in peacebuilding efforts of the country?
12. To what extent has the project promoted positive changes in women's participation in the peacebuilding process?

***Human rights***

13. To what extent have disadvantaged and marginalized groups benefited from the project?
- e. How have the poor benefited and what were the role implementers?
  - f. How were the local community groups involved?
  - g. Was there a clear plan to engage people with disabilities?
  - h. Have the project implementers learned new skills of targeting these specific social groups?

***Sustainability/ownership***

14. How committed is your ministry to sustain some of the practices from PBF? Have the preconditions been set by creating strong partnerships at federal, regional, and locals?

**3) Ethiopian Broadcasting Authority**

***Relevance***

1. What was the role of EBA in the PBF project?
2. How has the project involved the media in peacebuilding initiatives?
3. Has EBA broadcasted about PBF? When was it broadcasted? How many times? In which language(s)? Who was the target audience and what was the content?

**4) CSOs (Interreligious Council of Ethiopia (ICE) and Peace and Development Center (PDC),**

***Relevance***

1. What was your role in the project implementation? What have you contributed?

### ***Effectiveness/impact***

2. Did the project fill any gap in peacebuilding activities by bringing in new approaches or skills in managing conflicts?
3. Have you received training or other services from the PBF project as part of capacity building?
  - a. What input did you obtain from PBF?
  - b. How helpful are they to perform your role in national reconciliation?

### ***Sustainability/ownership***

4. Is there any institutional mechanism put in place to sustain some of the activities of the PBF related to peace?
5. Have you participated in review meetings of the PBF project?
  - a. What was the agenda?

### ***Gender equality***

6. How have you addressed and integrated gender aspects in the implementation of the project?
7. Are there cultural or religious barriers to include women in peacebuilding?

### ***Human rights***

8. Have you addressed issues of inclusion of the women, disabled individuals, and marginalized social groups in peacebuilding/conflict management in your role as project implementer?

## **5) Regional Security and Administration Bureau**

### ***Relevance***

1. Is there any role for women and the youth in peacebuilding in your region?
  - a. Are they involved in conflict management?
  - b. If yes, how? If not, why not?
2. How have you aligned the implementation of the project with the regional security plan?

### ***Effectiveness/impact***

3. Have you received training or other services from the PBF project as part of capacity building?
  - a. What input did you obtain from PBF?
  - b. How helpful are they to perform your role in national reconciliation?
4. Has the project facilitated inter-communal discussion on peace over the last two years?
  - a. If yes, how has it organized?
  - b. What did you learn out of it?
5. Have you participated in a workshop or peace-related activities implemented by PBF?
6. Has the project supported conflict management activities at the regional level?

### ***Sustainability/ownership***

7. Is there any institutional mechanism put in place to sustain some of the activities of the PBF related to peace?

### ***Gender equality***

1. Did the project address cultural or religious barriers to include women in peacebuilding?

### ***Human rights***

2. How well has the project addressed issues of inclusion of the women, disabled individuals, and marginalized social groups in peacebuilding/conflict management in your role as project implementer?

### ***Catalytic***

3. Was there any other project or intervention implemented on issues of peace before or during PBF implementation?

## **6) Regional Women, Children, and Youth Affairs Bureaus**

### ***Relevance***

1. How has the project involved women and the youth in peacebuilding?
  - a. Were they involved in conflict management?
  - b. If yes, how? If not, why not?
2. How were women and the youth-targeted in implementing the project?

### ***Effectiveness/impact***

3. Have you used the PBF project in restoring peace in the woredas targeted by the project?
4. How have the PBF helped in removing (or at least reducing) cultural barriers undermining women's participation in resolving conflicts? Is there behavioural change observed?
5. Can you mention any other PBF achievements you think is visible to you and others?
6. Has the project facilitated inter-communal discussion on peace over the last two years?
  - a. If yes, how did you organize it?
  - b. What did you learn out of it?
8. Has the project implementation involved the provision of training or other services as part of capacity building?
  - a. What did you do with the financial support from the project?
  - b. How helpful was it to perform your role in national reconciliation?

### ***Sustainability/ownership***

9. Is there any institutional mechanism put in place to sustain some of the activities of the PBF related to peace?

### ***Efficiency***

10. As an implementing partner, has the regional bureau been involved in identifying activities upon the initial step and subsequent reviews of the project progress?

### ***Catalytic***

11. Was there any other project or intervention implemented on issues of peace before or during PBF implementation by other organizations?

### ***Human rights***

12. Which category of women (in terms of age, economic status, education) has benefited most from this project?

- a. What were the benefits (training, participation in community meetings, as a peace committee member (if any)?
10. How have the youth benefited from this project?
- a. What were the specific benefits (training, participation in community meetings, as a peace committee member (if any)?

## **7) Universities**

1. How effective is your program in addressing gender in peacebuilding in the curriculum?
2. Have you conducted tracer studies on the role of your graduates in contributing to peacebuilding?

# **Evaluation of the Peacebuilding Fund (PBF) project in Ethiopia Inclusive Governance and Conflict Management Support to Ethiopia**

## **Focus Group Discussion Guide**

This FGD Guide will be used to reach Women (women's forums), Youth leaders (University Peace Club members and Leaders), Community actors (IDPs, returnees), Journalists, and Community leaders (religious leaders & elders). These will be mostly at the institutional level

### **Relevance**

1. What was your main role in the project? Were you consulted during the design and implementation of the project?
  - a. *Do you feel you own the project?*
  - b. *How did you interact with the project?*
2. Which are the main conflict drivers and factors for peace in the area the PBF project was implemented?
  - a. *What do you think are possible sources of violent conflict between different groups in this area?*
  - b. *What are the main dynamics that would contribute to peace in this area?*
3. How did the project address/help the local community to respond to the conflict?
  - a. *Was the project relevant to your needs and priorities?*
4. What should be done differently to restore peace in this community?
  - a. *What are the community's emerging needs or things that you need to be considered for future interventions?*

### **Effectiveness/ Impact**

5. Were the youth and women in the community trained on transformative conflict resolution?
  - a. *Who provided the training?*

- b. *What key areas were they/you trained in? (Probe for conflict management and internal displacement, statutory peacebuilding, resolution of conflict and internal displacement, gender peace, and security)*
  - c. *What were the benefits of the training to those trained?*
- 6. Did you attend any conference organized by the project?
  - a. *Who attended the conference?*
  - b. *What were the benefits of attending the conferences?*
- 7. Did you attend any dialogue sessions organized by the project?
  - a. *Who attended the sessions?*
  - b. *What were the benefits of attending the dialogue sessions?*
- 8. Have there been changes in security and social cohesion in your area attributed to the project?
  - a. *How responsive is the government in the management of displacement and conflicts resulting from it?*
  - b. *To what extent have you been participating in the multi-ethnic and religious community-based healing initiatives?*

#### **Efficiency**

- 9. How did you collaborate with regional and local peace and security systems to implement the project?
- 10. Were you part of reviewing processes/events of the project?
  - a. *To what extent were you involved?*
- 11. Were the activities planned by the project implemented following the time plan?
  - c. *What has delayed?*
  - d. *How can this be improved?*

#### **Sustainability & Ownership**

- 12. Has the project enhanced your capacity to ensure you play an active role in peacebuilding? How?
- 13. Are there any economic, social, or political risks that may jeopardize the sustainability of benefits you have seen from the project?
- 14. Do you see that it is in your interest that the project benefits continue to flow?
  - a. *What is the possibility that you can sustain the benefits beyond the PBF project support?*
  - b. *Were exit strategies discussed with you? Were these implemented? Which ones and how?*

#### **Catalytic**

- 15. Has the project helped to scale up to other peacebuilding work that you know of? *Which are these?*

#### **Gender Equality**

- 16. To what extent did the project mainstream a gender dimension and support gender-responsive peacebuilding?

- a. *Did the project address the needs of women, men, and children differently?*
  - b. *Did the project address the needs of youth differently?*
17. How has the violence affected men, women, and children in your community?
- a. *Has it affected them differently, and how?*
18. Are there cultural or religious barriers to include women in resolving conflict?
- a. *How is women's participation in decision-making processes, supported under the Project?*
19. Were there any unintended effects of the project on women?

### **Human Rights**

20. To what extent did the project empower you as right holders to ensure the enjoyment of human rights relevant to the project?
21. To what extent have the disadvantaged and marginalized groups benefited from the project?

## **6.6. List of persons interviewed**

### **A. Regional and Local Institutions**

#### **1. West Guji: Focus group discussion**

- a) Badhaso Rago (male)
- b) Gamade Shelfa (male, chairman)
- c) Dire Bariso (female)
- d) Dire Badacha (female)
- e) Alaku Dido (female)
- f) Daniel Barako (male)

#### **2. Isaac Gumi, Gedeb Woreda in Gedeo Zone**

#### **3. Focus group with Gedeb Galcha Kebele community members (Gedeb Woreda)**

- a) Abraham Beyene
- b) Tsegaye Kalta
- c) Alemayehu Kanke
- d) Tesfaye Obise
- e) Asefa Dhaba

#### **4. West Guji Zone, Security, and administration staff members: group interview**

- a) Tadesse Gumi, Head cultural peacebuilding
- b) Guye Bati
- c) Simu Tesfaye
- d) Lutu Galchu

#### **5. Daniel Seyoum, former head of Gedeo zone peace and security office**

#### **6. Kebede Gisso, Gedeo zone Wenago woreda peace and security office**

#### **7. Wetesa Fiiga, Bulehora Woreda Peace and Security office**

#### **8. Mrs. Kuri Tanto, Bureau Head, SNNPR WCY Bureau**

9. **Mr. Bekele**, Director for Gender Department, SNNPR WCY Bureau
10. **Dr. Balcha Kalbi**, Director for Peacebuilding, Oromia Regional Security and Administration Bureau
11. **Mr. Abraham Yitbarek**, Oromia WCY Bureau,
12. **Mr. Getaneh Mentu**, Focal Person of PBF project and Peace Director, SNNPR Peace, and Security Bureau,
13. **Mr. Mohammed Ali**, Deputy Peace, and Security Head Somali Region Security and Administration,
14. **Mrs. Samira Mohammed**, Deputy Somali Region WCY Bureau
15. **Mrs. Zahara Abid**, Women Empowerment Directorate Director, Somali Region WCY Bureau
16. **Mr. Wordi Abdulatif**, Focal Person of UN Women, and Planning Director
17. **Sabit Umer**, Focal Person for Gursum Woreda and Gursum Woreda, Community Focus Group

#### **Discussion**

- a) Sultan Bedal
- b) Ibrahim Umer
- c) Abdi Ibrahim
- d) Ahmed Abdulahi
- e) Abdinur Usman

#### **18. Babile woreda: Community Focus Group Discussion**

- a) Ugas Fathi, Abba Gada
- b) Ugas Abdulkadir
- c) Sultan Bashir
- d) Sheik Usmail

#### **19. Federal and UN Institutions**

- a) Mrs. Durreeti Tadesse, **Ethiopian Broadcasting Authority**, Director for the Directorate of Gender Affairs
- b) Mr. Sileshi Tadesse, **MoWCY**, Director for Women Mobilization and Participation
- c) **UN Women** (Desset Abebe and Nega Gerbaba)
- d) **UN RCO** (Jahre and Joshua)
- e) **UNDP** (Cleophas Torori, Shimels Assefa, Fisseha Mekonnen and Etagegnehu Getachew)
- f) **IOM** (Melkamu and Swikiriti)
- g) Mrs. Asma Redi, Director for Peacebuilding, **Ministry of Peace**
- h) Mr. Endeshaw W/Michael, General Manager, **Association of Ethiopian Broadcasters**
- i) Mrs. Eyerusalem **UNESCO/ICBA**

#### **20. CSOs**

- a) Mrs. Metasebia Asefa, **IRCE**
- b) Mr. Mesud Adem, **IRCE**
- c) Mr. Ayten Anemaw, Director (**PDC**)

#### **21. Universities**

- a) Mr. Bedassa Soressa, Deputy Student Dean, **Jimma University**
- b) Dr Solomon Alemu, Chief Executive Director of the three campuses, **Ambo University**