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FINAL PERFORMANCE EVALUATION

SUSTAINING DIALOGUE ON ETHIOPIAN CAMPUSES ACTIVITY

ETHIOPIA PERFORMANCE MONITORING AND EVALUATION SERVICE (EPMES) ACTIVITY
OF USAID/ETHIOPIA

Evaluation Mechanism Number: AID-663-C-16-00010-EPMES

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DISCLAIMER

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

ABSTRACT

This final Performance Evaluation of the Sustaining Dialogue on Ethiopian Campuses (SD) Activity applied qualitative and quantitative data collection methods, which included document review, key informant interviews (KIIs), focus group discussions (FGDs), and a remote Computer-Assisted Telephone Interviewing (CATI) survey. The overall goal of the SD Activity was to establish a culture of trust and collaboration on select Ethiopian university campuses and facilitate increased resilience to triggers, produce more broad-minded graduates, and reduce negative relational social patterns and inter-group violence.

Despite the coronavirus (COVID-19) pandemic shutting down universities in 2020 and curbing the final year of the SD Activity, the evaluation found that the Activity contributed to positive attitudinal and behavioral changes among SD participants, including greater trust and understanding of individuals from other groups as well as increased cross-ethnic friendships. The Activity also contributed to conflict mitigation efforts between different ethnic and religious groups on campus. Despite several positive outcomes on the target campuses and among the SD student participants, evaluation respondents linked few changes in attitudes and behavior off-campus to SD's peace incubation activities.

Most SD-supported universities demonstrated commitment to continuing SD activities through use of their own budgets and piloting dialogue sessions, but COVID-19 restrictions interrupted this capacity-building and handover process to university administrations. Seventy-six percent of SD stakeholders think the Activity should continue at the universities, but some raised concerns that lack of administration-level political will could obstruct this continuation and that Ethiopian government support would be necessary to support SD-type work in the future.

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ACRONYMS

AU	Ambo University
ADS	Automated Directives System
BDU	Bahir Dar University
CATI	Computer Assisted Telephone Interviewing
CDC	Center for Disease Control
CO	Contracts Officer
COP	Chief of Party
COVID-19	2019 Novel Coronavirus
CSO	Civil Society Organization
CSP	Charities and Societies Proclamation
DEC	Development Experience Clearinghouse
DG	Democracy and Governance
EPMES	Ethiopia Performance Monitoring and Evaluation Service
EPRDF	Ethiopian People's Revolutionary Democratic Front
EQ	Evaluation Question
EQUI	Evaluation Quality Use Impact
ET	Evaluation Team
FCR	Findings, Conclusions, and Recommendations
FGD	Focus Group Discussion
GHUMI	Oromo Cultural Club
HQ	Headquarters
HU	Haramaya University
IP	Implementing Partner
IRB	Institutional Review Board
JU	Jimma University
KII	Key Informant Interview
LPI	Life & Peace Institute
MEL	Monitoring, Evaluation, and Learning
MOP	Ministry of Peace
MOSHE	Ministry of Science and Higher Education
ODK	Open Data Kit
PDC	Peace and Development Center
PII	Personally Identifiable Information
QA	Quality Assurance
SD	Sustaining Dialogue on Ethiopian Campuses
SI	Social Impact, Inc.
SOW	Scope of Work
TL	Team Leader
UoG	University of Gondar

EXECUTIVE SUMMARY

PURPOSE AND BACKGROUND

The United States Agency for International Development (USAID)/Ethiopia's Democracy and Governance (DG) Office commissioned the Ethiopia Performance Monitoring and Evaluation Service (EPMES) contract, implemented by Social Impact (SI), to conduct a performance evaluation of the Sustaining Dialogue on Ethiopian Campuses (SD) Activity. Life & Peace Institute (LPI) and the Peace and Development Center (PDC) implemented the Activity with a total budget of \$1,591,070 from March 10, 2016 to January 31, 2021 under Cooperative Agreement No. AID-663-A-16-00009. This performance evaluation: 1) examined the overall progress of the SD Activity in meeting the project goal and objectives; 2) reviewed, analyzed, and evaluated the design, effectiveness, and sustainability of the SD Activity; and 3) provides specific recommendations for possible future USAID activities regarding peacebuilding/conflict mitigation and management in Ethiopian universities.

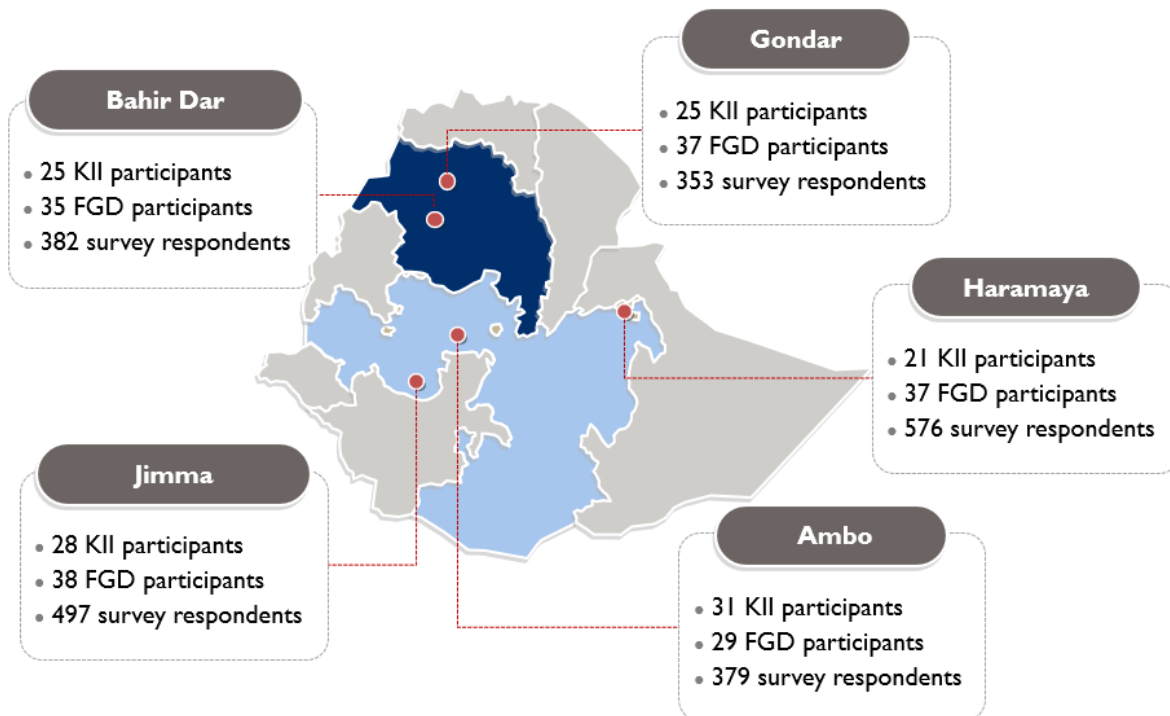
METHODOLOGY

The EPMES Evaluation Team (ET) used a mixed-methods design of both qualitative and quantitative data collection to address the Evaluation Questions (EQs) and used the data collection methods which included document review, key informant interviews (KIs), focus group discussions (FGDs), and a remote Computer-Assisted Telephone Interviewing (CATI) survey.

Data collection was conducted both in-person and remotely at five SD-supported Universities (Ambo, Bahir Dar, Gondar, Haramaya, and Jimma) and in Addis Ababa¹ from March 17-April 13, 2021. In all, the ET conducted 69 KIs with 142 SD Activity stakeholders, including USAID, LPI, PDC, SD University Coordinators, Peace Forum leaders, university administrators, Peace Incubators, local government leaders, and Ministry of Peace (MOP) and Ministry of Science & Higher Education (MOSHE) officials. The EPMES ET also conducted 25 FGDs with 176 SD-participant students, graduates, and moderators. A CATI survey was administered to 2,187 current and former students (a representative sample of the 11,153 SD participant population), with questions focused on the participants' experiences and perceptions prior to and after the SD Activity. (See Figure 1 below for breakdown of KIs, FGDs, and survey samples by university).

¹ Data collection conducted in Addis Ababa involved FGDs with former SD university students who graduated from their respective universities and now live in Addis Ababa. These FGDs in Addis Ababa included students from all five SD-supported universities. Note that the map does not include KIs from non-university stakeholders.

Figure 1: University Data Collection Samples¹



The 2019 novel coronavirus (COVID-19) pandemic limited the evaluation design in the following ways: SI-Headquarters based ET members were unable to travel to Ethiopia and the ET had to conduct FGDs outside or in well-ventilated locations with standard COVID-19 protocols in place. The pandemic's interruption of the 2019-2020 academic year decreased the available pool of on-campus students able to participate in the SD Activity (which required several Addis-Ababa-based FGDs with student graduates). The evaluation process began on January 13, 2021 and ended on June 24, 2021.

FINDINGS AND CONCLUSIONS

Evaluation Question 1: To what extent has the SD Activity been appropriate and relevant for conflict mitigation and peacebuilding in universities?



Appropriateness and relevance for affecting on-campus change:

The selection process for students and moderators was largely seen as fair and inclusive: Most stakeholders (73 percent for the student participant selection process, 62 percent for moderators) saw the selection process for choosing participants for its SD dialogue sessions as fair and inclusive. All stakeholder groups the ET engaged commented that the dialogue sessions' diversity was a strength of the Activity's design. Dialogue sessions were organized to be representative of Ethiopia's numerous ethnicities, religions, and geographic regions and aimed to achieve a 50-50 gender balance, including selecting a woman moderator in each dialogue group.

Design of SD dialogue sessions viewed favorably: (1) Frequency: Almost 72 percent of participants thought that meeting bi-weekly was appropriate, although several groups modified this schedule to meet weekly; (2) Group Size: Approximately 73 percent stated that the size of the SD dialogue sessions (10 participants and two moderators) was appropriate, allowing for both sufficient participation and level of

comfort for sharing personal details; (3) *Participation*: Approximately 88 percent of SD participants stated no issues with punctuality, attendance, or dropout of participants.



Appropriateness and relevance of design for broader campus-wide change:

The number of dialogue groups viewed as too few: The SD Activity budgeted for 600 students per university per year.² Most (93 percent) SD stakeholders believed that the number of dialogue groups convened on campus each year was too small to significantly change student attitudes and behavior across the campus and support conflict mitigation efforts at the five universities.

SD Peace Actions not conducted frequently enough: While approximately 45 percent of SD participating students noted the utility of Peace Action events to bring large groups of students together to convey peace messaging (e.g., for plenary sessions) or to help other students apply to be SD participants the following year (e.g., during coffee ceremonies), the remaining percentage noted that they were not held frequently enough or did not convey peace messaging directly enough.



Appropriateness and relevance of design for influencing off-campus change:

SD's design provided limited ability to facilitate off-campus changes: In the views of SD stakeholders, SD's peace incubation projects had less direct connection to the immediate conflict mitigation and peacebuilding needs of universities. Most lacked familiarity with peace incubation projects because of the limited number of spaces available for students to participate (16 in 2018-2019, 10 in 2017-2018). Additionally, only 10 percent of students and moderators described conducting off-campus charity work in towns surrounding their universities with other campus groups, including Peace Forums and student-run charity clubs.

Evaluation Question 2: To what extent has the SD Activity affected positive attitudinal and behavioral changes among SD participants, university communities, and non-university communities?



The SD Activity has significantly contributed to positive changes in attitudes and behavior among SD participants:

Out of 176 FGD participants who took part in this evaluation, 76 percent of them mentioned the effectiveness of the Activity in changing their attitudes and behaviors, stating that it had provided a platform for them to have extended interactions, learn about the culture, language, and identity of others, and develop mutual understanding and positively reinforcing relations. These attitudinal changes in turn have led to increased cross-ethnic associations, friendships, mutual support, and other demonstrations of behavioral changes. During periods of tension on campus, SD members provided refuge, protection, and support for minority students who felt threatened.



The SD Activity enabled major changes in participants' attitudes and behavior toward others, but only small-scale changes among different university communities:

² 600 students per university account for between one to two percent of the total student population at the target universities (Bahir Dar is the largest and Gondar is the smallest university).

The evaluation found that most SD students spread peace messages to friends, room/dorm mates, classmates, and to those in their own ethnic group. Approximately 67 percent of SD-participating students at the five universities stated that the understanding and trust built within their dialogue sessions enabled them to accept those of different ethnic and religious backgrounds outside of these groups as well. However, about half (53 percent) of participants faced challenges in attempting to change attitudes and behavior among broader campus communities. Interviewed non-SD university students agreed that SD participants demonstrated positive attitudinal and behavioral changes amongst themselves, but these changes did not extend to the non-SD university community. The non-SD students said that they believed that this limitation was due to a lack of awareness of the SD Activity on campus, a lack of a platform for reaching students, and a lack of comprehensive SD training of students to enable them to apply skills learned.



Respondents linked few changes in attitudes and behavior off-campus to peace incubation activities:

The nine incubation projects analyzed by the ET aimed to significantly contribute to the redressal of long-standing social and security problems, including cattle raiding, blood feuds, and religious and ethnic tensions. The ET determined that of the nine incubation projects it analyzed, seven (78 percent) were found lacking the necessary “critical mass” of concerted and sustained intervention measures, sufficient resources, active public participation, and local government administrative support to significantly affect these communities’ conflict dynamics. Two of these nine projects, however, demonstrated greater effectiveness. One of these projects, for example, was implemented in Amhara region, Dega Damot Woreda, and made significant strides establishing a peace committee and contributing to minimizing incidents of blood feuds.

Evaluation Question 3: To what extent has the SD Activity contributed to conflict mitigation and peacebuilding on and off campus?



The SD Activity contributed significantly to conflict mitigation and peacebuilding efforts between different groups on campus:

All (100 percent) SD students/moderators in FGDs stated they have not participated in any on-campus conflicts since being involved in the SD Activity. Additionally, SD students cited several examples of attempts to mitigate micro-level conflicts, including small, interpersonal conflicts that could have grown into larger ethnically driven ones if not addressed. More than half (53 percent) of SD participants from the five universities also articulated examples of protecting minority students during periods of on-campus conflict.



SD stakeholders collaborated effectively with Peace Forum³ representatives on specific conflict-mitigation activities:

³ Peace Forums are a government-created (Ministry of Peace) body composed of students and university administration staff established at each public university in Ethiopia, including the five universities of the SD Activity. The organization was formed to address rising levels of violence within university campuses with a goal to institutionalize peace and resolve conflict amicably. Peace Forums at the five SD Universities were entrusted with the day-to-day management and operations of the SD Activity. Executive student members of the Peace Forums are SD participants and act as facilitators and moderators in the Activity.

The Forums coordinated peacebuilding and conflict mitigation activities with SD participants, and led coordinated peacebuilding activities on all campuses, e.g., charity work in surrounding communities. In some cases, they helped the SD Activity's implementation during periods of conflict. However, this partnership has also generated tensions with student unions on all five campuses, who have objected to being left out of the management of SD activities.



Direct mitigation efforts by SD students are limited during actual conflicts between different campus groups:

Figure 2: SD Participants Enabled Moot Court Truce at University of Gondar



SD participants' role in the settlement of on-campus, ethnically driven intergroup conflicts has been low. The two most common explanations for this are the high intensity of the conflict and the lack of comprehensive training and guidance provided to SD students on how to deal with inter-ethnic and intergroup conflicts. One promising initiative, however, was the law students' "moot court" truce at the University of Gondar (UoG), which stakeholders stated not only resulted in the cessation of hostilities, but also the peaceful conclusion of the academic year.

Evaluation Question 4: To what extent can SD activities be expected to continue and/or be scaled up by SD beneficiaries and university partners after the SD Activity ends? What evidence exists to demonstrate this sustainability?



Most SD-supported universities demonstrated commitment to continuing SD activities:

In 2019-2020 in four out of the five targeted universities, the SD Activity was training administrative and Peace Forum staff to take over the SD Activity, and universities were using their own budgets to pilot dialogue sessions (180 students with 40 moderators) on their satellite campuses. However, COVID-19 significantly interrupted this process after all five universities were shut down in March 2020 due to pandemic risk. Both university officials and Peace Forum staff at the five universities see post-COVID-19 "refresher" training/support from the SD Activity as necessary, and SD's implementing partners said that their recommended plans include such trainings with the five universities.



A majority (76 percent) of SD stakeholders think the Activity should or will continue at the universities but disagree on who should lead this effort.

Respondents identified four options regarding what leadership arrangement would best ensure SD's sustainability: (1) continuing with the current Peace Forum management arrangement, (2) make SD a club under the jurisdiction of the Student Union, (3) place it under the administration, such as within the student services office, and (4) a hybrid administration arrangement involving support by the MOP and/or MOSHE. However, 40 percent of qualitative respondents said factors such as lack of administration-level political will or capacity could prevent the SD Activity from continuing.

Evaluation Question 5: What are the lessons learned, best practices and most significant challenges to the success of the SD Activity?



Lessons Learned from the SD Activity:

- The **SD Activity did not sufficiently involve university administration or non-SD groups** (e.g., student unions) **from the beginning**. This engagement improved toward the Activity's end, as more of these groups were invited to participate.
- **More “real world” training on conflict mitigation** is needed for participants to be better prepared when actual violence breaks out.
- **SD stakeholders have conducted only limited cross-campus sharing of their SD experiences** among the five target universities, although SD did hold a large exchange workshop in December 2018. More efforts like this, but smaller scale, are needed to enable the sharing and “pooling” of stakeholders' rich experiences regarding what has or has not made the SD Activity effective on their campuses.



Best Practices from the SD Activity:

- Language was an issue in early years of the SD Activity. During those early years, SD Moderators **conducted sessions in Amharic which had the potential to alienate Oromiffa speakers**, particularly in Oromia-based universities (Ambo/Jimma). Once this issue was identified, SD adapted, materials are now provided in Oromiffa, and bi-lingual participants can provide translation support.
- SD dialogue groups' **50-50 gender balance and appointment of a woman moderator for each group** helped female participation and confidence-building as sessions continued.



Challenges to the Success of the SD Activity:

- **COVID-19 shut down universities** across Ethiopia for a year beginning in March 2020 and halted all SD activities, including key university administration/Peace Forum capacity building that was intended to ensure a smooth continuation of university funding for SD activities.
- **On-campus conflict during SD implementation** (2018-2019 in particular) resulted in dozens killed/injured, damage to property, universities temporarily closed, and students leaving campuses out of safety concerns. This delayed the kickoff of SD's sessions until December 2019 at four of the universities and until February 2020 at Haramaya University (HU).
- **Lost academic time from both COVID-19 shut-down and campus-based violence has forced returning students to take additional classes and has consequently pushed back the universities' reengagement on dialogue activities** until the 2021-2022 academic year at the earliest. This heavier course load requirement has restricted student availability for dialogue sessions; forced moderators to hold sessions weekly, evenings, or weekends; resulted in participants missing some sessions; and sometimes compromised the quality of the sessions.
- **The SD Activity faced ongoing perceptions among non-participating students that the Activity had hidden political or religious aims**, especially in the early years of implementation. Students and facilitators from Bahir Dar University (BDU), for example, stated that they faced hostility, and even in the case of one facilitator, an attack by students with knives and stones, due to perceptions

that the SD Activity was working through its panel discussions and dialogue sessions to undermine ethnic federalism.

- **Some (at least seven) SD facilitators did not discharge their responsibilities effectively.** Several respondents identified issues which included not providing proper guidance for moderators, following up, or taking corrective remedial actions when necessary. These issues were linked to some moderators failing to undertake SD sessions with all the requirements in place, e.g., convening at least eight people. Additionally, several stakeholders stated facilitators were placing their friends and acquaintances in SD dialogue sessions when other participants dropped out of the Activity.

RECOMMENDATIONS

	Reach more students on campus. Increase the number of dialogue groups to boost the number of participating students. These future increases could be implemented each year and be based on the capacity of the university SD coordinators, Peace Forums, and university administrations to sufficiently manage these larger numbers of groups.
	Boost visibility of the SD Activity on campus. Conduct more frequent Peace Actions throughout the academic year. These could include convening panel discussions with influential/popular speakers to boost awareness of the SD Activity. Build on the micro-Peace Actions that participants began at specific universities after three dialogue sessions.
	Increase engagement with local, off-campus communities. This could include strengthening ties with local leaders and direct assistance efforts that build foundations for future, dialogue-based work beyond the university campuses. Continue to build on the cooperative ventures between university Peace Forums and SD participants in the surrounding communities.
	Increase SD participants' capacity to mitigate conflict. Add more practical, “real world” training in conflict mitigation scenarios that allow students to learn and practice de-escalation and other mitigation techniques.
	Integrate other university groups into the SD process. Dialogue sessions were conducted at least two times per month; but these could be held more frequently especially when tensions increase on campus. During such periods, increased sessions could be held not only with current participants, but also with representatives of specific ethnic groups that might be more likely to instigate violence.
	Increase use of social media: Establish a dedicated SD website to enable SD Administrators to provide accurate information about the Activity, establish and maintain group and university SD communication, and provide a platform for sharing SD experiences and achievements.
	Leverage SD's extensive alumni network: Expand and strengthen SD Activity's nascent alumni network. Specifically, strengthen linkages to and between alumni to enable SD to maintain contact among graduates and organize peacebuilding events.
	Increase use of art and music in SD activities: To make use of art's peacebuilding potential, the SD Activity should work in collaboration with university art, music, literature, and theater departments and clubs to create an informal and relaxed environment for spreading the message of peace and positively affecting people's attitudes.
	Strengthen monitoring and oversight capacity of campus-based actors: Monitoring implementation of the SD Activity should be strengthened. More training on monitoring and evaluation could be given to campus facilitators, university SD coordinators, and the Peace Forum. Facilitators could also be trained on time management and strategic prioritization of tasks.

INTRODUCTION AND EVALUATION PURPOSE

ACTIVITY BACKGROUND

CONTEXT

The university campus is a pivotal space in Ethiopian society, beginning movements and setting trends, while also being highly influenced by national, regional, and international dynamics. Ethiopian campuses are characterized as places of intense intergroup competition, mistrust, and misunderstanding, where students arrive socialized with ideas of ‘us’ and ‘them’ that are then solidified by informal socialization processes on campus. This is exemplified in the Oromia and Amhara regions where identity-based social groups quickly mobilize in response to a range of triggers that tap into historical grievances or root causes of the competition and divisions. As divisions in campuses replicate and exacerbate tensions from the larger Ethiopian society, conflict escalates from interpersonal disputes or knowledge of events external to the campus and sometimes surrounding communities. Critically, such unhealthy cultures on campuses not only occasionally explode in violence and result in loss of life, but also consistently produce graduates who return to lead their communities and the nation more hardened toward other groups than before.⁴

Hence, there is a need to continue to spread and institutionalize processes for intergroup sustained dialogue on university campuses. A strategic peacebuilding approach recognizes the role that university students play in Ethiopian society as change agents in their home communities, on campuses, and in the national scene. Accordingly, in October 2016, the United States Agency for International Development (USAID) awarded Life & Peace Institute (LPI) a \$1,591,070 budget to implement, the Sustaining Dialogue on Ethiopian Campuses (SD) Activity. Over the course of a four-year intervention, LPI implemented the SD Activity, in partnership with the Peace and Development Center (PDC), in five universities across the country, specifically, Ambo, Bahir Dar, Gondar, Haramaya, and Jimma. The SD Activity focused on supporting local stakeholders to establish a sustained dialogue process that sought to contribute to a shift in campus culture across the selected Ethiopian universities. The intervention sought not only to change attitudes and behavior of dialogue participants, but also to position key young men and women to have a catalytic multiplier effect to reach more people on and off campus. The SD Activity aimed to contribute to efforts toward transforming the Ethiopian university campus from a place of hyper, and sometimes violent, inter-group competition to a space for trust-building, dialogue, and cooperation to address deeper relational issues.⁵

ACTIVITY OBJECTIVES

- **Strategic Objective 1:** Institutional changes – civil society: PDC is able to ensure the quality of the Sustaining Dialogue process and continue to build partnerships with universities.
- **Strategic Objective 2:** Institutional changes – universities: Ethiopian universities (administration and student clubs) can run the SD Activity independently.
- **Strategic Objective 3:** Individual changes: Young women and men participants in the Sustaining Dialogue process have been transformed in their views across identity lines.

⁴ USAID/Ethiopia Sustaining Dialogue Evaluation Statement of Work, 1.

⁵ USAID/Ethiopia Sustaining Dialogue Evaluation Statement of Work, 2.

- **Strategic Objective 4:** Individual changes: Student opinion leaders have a positive multiplier effect on their peers.
- **Strategic Objective 5a:** Relationship changes: Sustaining Dialogue participants have developed positive relationships across identity groups.
- **Strategic Objective 5b:** Spreading to more people: Collaborative actions by Sustaining Dialogue participants spreads a culture of trust and understanding amongst diverse identity groups.
- **Strategic Objective 6:** Innovative peace ideas have contributed to social cohesion and address negative socialization patterns off campus.

THEORY OF CHANGE

The SD Activity's overarching theory of change states that *"if Ethiopian universities institutionalize sustained dialogue projects on campuses, cumulating to cultures of dialogue, trust, and understanding in universities, then this will reduce the reinforcing of negative relational patterns and prevent violence on campuses that can spread to the country overall, thus influencing the future of the country in communal and national contexts; this is because changing culture on campus will produce broad-minded future leaders and the university will become an institution for inter-group collaboration and exchange rather than further divisive competition."*

EVALUATION PURPOSE

USAID/Ethiopia's Democracy and Governance (DG) Office commissioned the Ethiopia Performance Monitoring and Evaluation Service (EPMES) contract, implemented by Social Impact (SI), to conduct a performance evaluation of the SD on Ethiopian Campuses Activity. The Activity was implemented by LPI and PDC under the Cooperative Agreement No. AID-663-A-16-00009. This performance evaluation:

1. Examined the overall progress of the SD Activity in meeting the project goal and objectives, specifically how it affected behavior in and outside university campuses.
2. Reviewed, analyzed, and evaluated the design, effectiveness, and sustainability of the SD Activity.
3. Provides specific recommendations for future activities and directions that the Mission may wish to explore regarding peacebuilding/conflict mitigation and management in Ethiopian universities.

EVALUATION QUESTIONS

This evaluation addressed the following Evaluation Questions (EQs), drafted by USAID/Ethiopia and finalized in consultation with the EPMES evaluation team (ET).

1. To what extent has the SD Activity been appropriate and relevant for conflict mitigation and peacebuilding in universities? *(In terms of appropriateness and relevance, the ET should review how well the design of the Activity and its theory of change corresponded to the needs of the universities with respect to student attitudes and behaviors.)*
2. To what extent has the SD Activity affected positive attitudinal and behavioral changes among SD participants, university communities, and non-university communities? *(To address this question, the ET should first assess the efforts or approaches used to affect attitudes and behavior, and then assess how the SD Activity affected these attitudes and behavior.)*
3. To what extent has the SD Activity contributed to conflict mitigation and peacebuilding on and off campus? *(To address this question, the ET must assess whether SD alumni/participants actively sought to be peacemakers during incidents of inter-ethnic tension or violence on campus or at home.)*

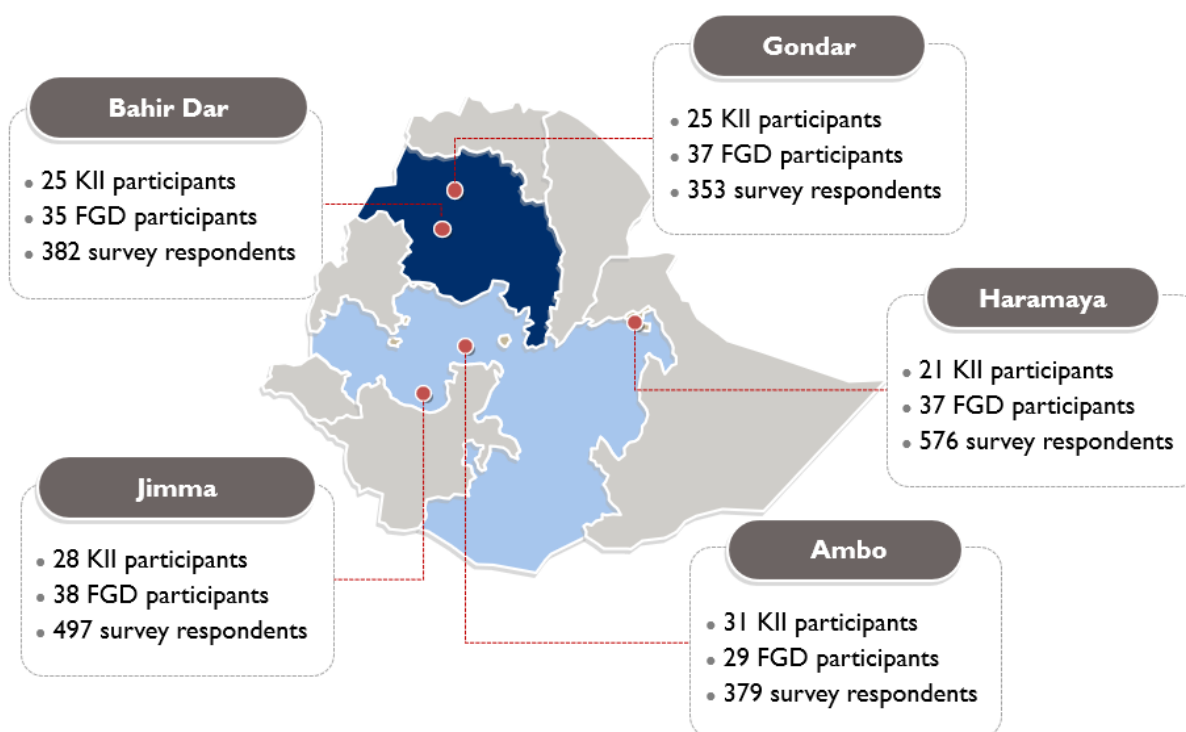
4. To what extent can SD activities be expected to continue and/or be scaled up by SD beneficiaries and university partners after it ends? What evidence exists to demonstrate this sustainability?
5. What are the lessons learned, best practices, and most significant challenges to the success of the SD Activity?

EVALUATION DESIGN AND METHODOLOGY

DATA COLLECTION

The EPMES ET used a mixed-methods design for this evaluation that collected both qualitative and quantitative data to address the EQs, which included: document review, key informant interviews (KIs), focus group discussions (FGDs), and a remote Computer-Assisted Telephone Interviewing (CATI) survey. Data collection took place between March 17 and April 13, 2021, with the evaluation process beginning on January 13, 2021, and ending on June 24, 2021. Figure 3 below illustrates the data collection sample size and methodologies spread across the five SD Activity target locations.⁶

Figure 3: University Data Collection Samples



DOCUMENT REVIEW

⁶ Note that the participant numbers from the five Addis-based FGDs have been added to each university's numbers in the figures. These totals are of university-based stakeholders only. The map does not include the following stakeholders: USAID, Ministry of Peace, Ministry of Science and Higher Education, and implementing partners.

The ET undertook a review of documents produced by and relevant to the SD Activity to better understand its design and implementation, extract findings relevant to the EQs, and inform development of the evaluation's data collection protocols so that the instruments appropriately supplement or cross-check against information in the background documents. The ET triangulated information from the documents with the data extracted from the KIs, FGDs, and surveys. Please see Annex V for a full list of documents reviewed for this evaluation.

KEY INFORMANT INTERVIEWS

The ET conducted KIs through a mix of in-person, virtual, and phone-based interviews, with the communication methods dependent on the stakeholder group and/or the quality of the key informant's internet connection. The in-person KIs were conducted at the five SD universities – Ambo, Bahir Dar, Gondar, Haramaya, and Jimma. The targeted interview groups included: 1) SD Activity University Coordinators (and other University Administrators such as Presidents, Vice-Presidents, campus security chiefs and academic deans); 2) Peace Forum leaders/representatives; 3) current students who participated in and implemented SD peace incubation projects; and 4) students who did not participate in the SD Activity, drawn from student unions, clubs, and ethnic groups on campus.

The ET's local specialists conducted off-campus interviews with 1) university graduates who participated in and implemented SD peace incubation projects; and 2) local government/community leaders from the towns or cities in which the incubation projects were conducted. The ET conducted most of these interviews by phone, with few in-person interviews in select locations, which depended on schedule availability. Detailed sampling is provided in Table 1.

Additionally, the ET conducted interviews with Addis-based staff from USAID, implementing partners (IPs) LPI and PDC, and Ethiopian Government representatives (the Ministry of Peace [MOP] and the Ministry of Science and Higher Education [MOSHE]). These Addis-based KIs were held remotely and led by the Team Leader (TL). The ET conducted remote KIs using Microsoft Teams, a communications software.

Table 1: Sample and Distribution of KIs

	Bahir Dar	Jimma	Haramaya	Gondar	Ambo	Off Campus	Total
USAID/Ethiopia	--	--	--	--	--	2	2
Implementing Partners	--	--	--	--	--	8	8
SD University Coordinators/Administrators	2	4	1	3	3	--	13
Peace Forum leaders	2	2	3	1	4	--	12
Facilitators	3	4	3	4	4	--	18
Local Community & Government Leaders	--	--	--	--	--	5	5
Peace Incubators ⁷	--	--	--	--	--	7	7
Non-SD Students ⁸	18	15	13	14	15	--	75

⁷ Selected from both current SD participant students and SD participant graduates.

⁸ Non-SD Students will include representatives from student unions, clubs, and ethnic groups.

Ethiopian Government (MOP, MOSHE)	--	--	--	--	--	2	2
Total	25	25	20	22	26	24	142

FOCUS GROUP DISCUSSIONS

The ET conducted 25 FGDs across the five campuses as well as in Addis Ababa. The team conducted FGDs with 1) students that have participated in the SD Activity dialogue sessions and Peace Action projects (participation in peace incubation projects was not a requirement, as very few students have implemented these); 2) student moderators who have led these sessions; and 3) a sample of 2016-2017, 2017-2018, and 2018-2019 graduates of these five target universities now living in Addis Ababa that participated in or moderated these SD Activity groups while they were students. The ET selected students, moderators, and graduates for its FGDs from all four years of the Activity's period of performance, and from among the multiple dialogue groups formed on each campus each of those years.

Table 2: Sample and Distribution of FGDs

	Bahir Dar	Jimma	Haramaya	Gondar	Ambo	Addis Ababa⁹	Total
Students	21 (3) ¹⁰	24 (3)	21 (4)	22 (3)	15 (2)	--	103 (15)
Graduates	--	--	--	--	--	33 (5) ¹¹	33 (5)
Moderators	9 (1)	7 (1)	7 (1)	8 (1)	9 (1)	--	40 (5)
Total	30 (4)	31 (4)	28 (5)	30 (4)	24 (3)	33 (5)	176 (25)

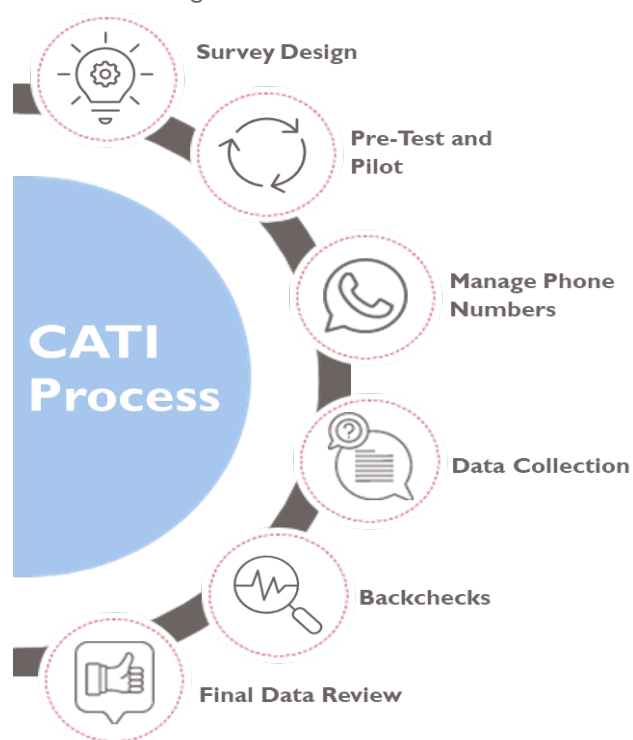
⁹ Number of FGDs conducted in Addis with graduates of these universities that participated in SD Activity.

¹⁰ The first number represents the total number of participants who took part in FGDs based on eight people per FGD; the number in parenthesis is the total number of FGDs.

¹¹ Approximately five FGDs were conducted with SD Activity student graduates living in Addis Ababa, from each of the targeted universities. Note that the map includes the number of Addis Ababa-based participants in the university total.

SURVEY

Figure 4: The CATI Process



The ET also conducted a quantitative Computer-Assisted Telephone Interviewing (CATI) survey targeting the SD student participants. Figure 4 illustrates the CATI process, and Annex IV provides further detail on CATI best practices and lessons learned. The survey is a close-ended series of 20–30¹² questions on all EQs with special focus on EQs 2 and 3 – assessing students’ and moderators’ attitudes and behaviors and their engagement in conflict mitigation and peacebuilding. Questions focused on the participants’ experiences prior to and after the SD Activity. The CATI survey was conducted by a local data collection firm selected via a competitive solicitation. The data collection firm, led by the ET, surveyed 2,187 students, a representative sample of the 11,153 SD participant population. This surveyed sample, clustered by university and cohort year, achieved a two percent margin of error at a 95 percent confidence interval.

QUALITATIVE DATA ANALYSIS

The ET took notes during KIs and FGDs conducted with SD Activity stakeholders. The ET cleaned and synthesized electronic summaries on a rolling basis after each interview or focus group. The ET conducted internal online working sessions to identify and discuss emerging findings and themes and categorized conclusions and recommendations by EQ. Data analysis methods such as content and comparative analyses (see more on these in full methodology) were used to identify response categories and patterns and to elucidate emergent themes and contextual factors among qualitative data. In turn, the ET used these discussions to inform completion of the internal preliminary Findings, Conclusions, and Recommendations (FCR) matrix, which was developed, revised, and expanded upon during the data collection process, then

¹² Depending on how participants respond, the survey length can vary.

finalized during the data analysis phase. The FCR matrix 1) ensured that the ET collected data that systematically and thoroughly answers each EQ; 2) verified that preliminary analysis accounts for gender and social dimensions; 3) identified gaps where additional clarification or analysis may be necessary; 4) ensured that each recommendation was supported by evidence; and 5) served as the basis for the Interim Findings presentation and the Draft Evaluation Report.

QUANTITATIVE DATA ANALYSIS

During data collection, the ET monitored incoming survey responses daily to verify that the survey operated as planned, flagged completion rates, and detected any preliminary data collection concerns such as valid phone numbers. The ET conducted a final cleaning process before analysis to review potential data quality concerns in the final dataset. The team conducted quantitative analysis using Stata 15, a statistics software, ensuring all data was weighted by gender to ensure representativeness. The survey, designed as a performance evaluation, is a brief series of *before-after* styled questions. Respondents self-reported and recalled their experience or opinions of the SD Activity *before* and *after* their participation in the SD Activity. These responses were compared at a two percent margin of error and 95 percent level of confidence. Thereby, the responses are within two percentage points, with a 95 percent level of confidence, of how the SD participant population of 11,153 would respond. The ET disaggregated all data by gender, university, cohort year, and ethnic group. These disaggregations were analyzed with chi-squared statistically significant testing and, when significant,¹³ are presented in the Report findings.

DATA ANALYSIS METHODS

The ET employed several qualitative and quantitative data analysis methods to identify key findings from the collected data, as well as to draw conclusions and make recommendations. Specifically, the ET utilized the following types of analysis: trend, comparative, content, and crosstabulations and significance testing.¹⁴ Wherever possible and/or relevant, the ET conducted a gender and social (e.g., ethnic group) analysis to examine distinctions and similarities in experience/results by gender and social groupings.

LIMITATIONS AND BIASES

1. **Recall Bias** – Due to COVID-19, the most recent student cohort of SD participants were involved roughly one year prior to the evaluation – i.e. March 2020 – because SD Activity interventions were suspended when universities closed. The evaluation’s quantitative survey enabled the ET to address recall bias by ensuring a larger number of respondents, thus mitigating individual challenges with recall. Primary data collection was also triangulated with the SD Activity’s desk review documents.
2. **Selection Bias** – The ET purposively selected students and moderators at each of the five universities – as well as graduates in Addis and other off-campus stakeholders – who were available to meet within a specific timeframe to accommodate the ET’s data collection timeline, while also maintaining a gender balance and diversity among ethnic, religious, and geographic groups. Such selection was necessary but may lead to bias. The ET effectively selected a balanced FGD participant group by ensuring balance in gender, ethnicity, religion, and university. For the

¹³ Findings with significance are presented at a 95 or 90 percent level.

¹⁴ Crosstabulations and significance testing was only utilized for the quantitative survey.

quantitative survey, the ET randomly selected respondents clustered by university, cohort year, and gender. The final sample was analyzed for balance. The total proportions of university, cohort year, and gender equaled that of the total SD population indicating a representative sample.

3. **Response Bias** – The ET mitigated the risk of response bias (ex. a stakeholder withheld a negative response because they believed their response may affect future support of the SD Activity) by utilizing data triangulation to note discrepancies in responses through different data sources (desk review, survey, FGDs, KIIs) and prepared follow-up questions for KII and FGD respondents that encouraged more specific responses.
4. **Effects of COVID-19 and Instability** – Both COVID-19 and recent political instability had several implications for the ET's data collection and sampling for this evaluation. COVID-19 forced the government-mandated closure in March 2020 of all higher-learning institutions in Ethiopia, including the five targeted universities under the SD Activity, thus halting implementation of the SD Activity.
 - Political instability during 2018-2019 delayed the start of the 2019-2020 SD Activity dialogue sessions until December 2019 at four of the universities and until February 2020 at Haramaya University (HU), which further shortened the duration of the student/moderator experience during the 2019-2020 dialogue cycle. This instability also interrupted classes and caused some students to leave the campuses for their home areas, preventing the convening of regular dialogue sessions for several weeks. This interruption in the SD dialogue cycle caused by COVID-19 and political instability resulted in the 2019-2020 student sample only experiencing roughly half of the dialogue sessions (less in the case of Haramaya) and none of the culminating, year-end events (e.g., Peace Action exercises) that the 2016-2017, 2017-2018, and 2018-2019 student cohorts did. The ET compensated for this by ensuring that most students and graduates in its FGD sample consisted of those from these first three years of the SD Activity – i.e., those who experienced the full SD programming cycle. This did not skew the ET's FGD sample in any way, as a balanced sample has roughly three out of four students and graduates drawn from the first three years of the SD Activity.
 - The COVID-19 interruption of the 2019-2020 academic year decreased the available pool of on-campus students that have participated in the SD Activity. For example, of the last cohort to have participated in the full, year-long SD dialogue cycle (2018-2019), all but first-year students from this cohort have already graduated, because most students at the five universities were enrolled in three-year academic programs. The ET compensated by seeking out these students with longer programs (i.e. four to six year programs) in order to create a viable FGD sample. The ET also conducted FGDs in Addis with graduates of the five universities from 2016-2017, 2017-2018, and 2018-2019 that participated in the SD activity.

FINDINGS AND CONCLUSIONS

EVALUATION QUESTION I

To what extent has the SD Activity been appropriate and relevant for conflict mitigation and peacebuilding in universities?

Figure 5: Survey Responses on SD Goal Achievement



In the ET's survey, 82 percent of surveyed SD participants¹⁵ report that the SD Activity was successful in its goal of reducing and preventing violence on campus, building a culture of trust, and ultimately, repeating this across the country.

Key tensions identified on campus and key challenges to mitigating these tensions: The ET first examined the key tensions and conflicts at work on Ethiopian campuses as articulated by SD stakeholders within its KIs and FGDs. Students, graduates, and moderators stated that campus-based tensions and conflict were largely ethnically or religiously driven, deriving from long-standing rivalries and grievances among different Ethiopian population groups – e.g., Oromo versus Amhara, Muslim versus Christians, Protestant versus Orthodox Christians, Tigrins versus Oromos and coalitions of other students. Several respondents noted, however, that the roots of such tensions and conflict had shifted in recent years: prior to Abiy Ahmed becoming Prime Minister in early 2018, conflict had been more politically driven, with coalitions of student groups organizing against students from the Tigray region. The Ethiopian People's Revolutionary Democratic Front (EPRDF), a political coalition dominated by the Tigray People's Liberation Front, governed Ethiopia since it came to power in 1991 until Abiy's ascendancy. Since Abiy became Prime Minister, however, such conflicts have been viewed as more ethnically rooted, in part due to concerns over perceived shifts away from ethnic federalism, the system institutionalized within the country's 1994 constitution that grants larger ethnic self-governance rights within their respective states.¹⁶

Other groups of students stated that tensions could originate from campus-based disagreements such as issues with the quality of services provided by their university's administration. Such issues could lead to student strikes, perceived inadequate responses by administrations, different student groups picking sides in the dispute, and to conflicts becoming more ethnically driven. Students and moderators told the ET. "If

¹⁵ 82 percent (1,785) said the program was successful. Six percent (134) unsuccessful. 12 percent (254) reported feeling neutral.

¹⁶ The 1994 constitution redefined the country's structure as a multicultural federation of nine regional ethnic states and two federally administered city-states based on ethno-national representation.

we look deep into why the conflicts happen, they are not solely started because of ‘ethnic’ based issues, rather as personal disagreements amongst students that will be coated as ‘ethnic’ conflicts and thus grow into bigger conflicts,” one UoG SD participant stated.

Overall appropriateness of design in meeting conflict mitigation and peacebuilding needs of supported universities: The ET focused on the extent to which the SD Activity’s design had sufficiently supported the five universities’ abilities to address the aforementioned tensions and sources of conflict. The ET first assessed the Activity’s design in the context of the 2016 period when it was developed and launched. At that point, Ethiopia’s 2009 Charities and Societies Proclamation (CSP) was significantly restricting civil society from engaging in peacebuilding work within the country. The ET therefore found that the Activity’s central dialogue approach – to focus solely on students’ cultural differences and personal histories – was important because it stayed away from contentious political themes much more likely to “trigger” negative reactions based on deeply-rooted, historical grievances among different ethnic and religious groups. Additionally, LPI and PDC had been implementing this approach and demonstrating improved trust among participating students at other Ethiopian universities since 2009. Both factors earned LPI and PDC sufficient trust from the Ethiopian government, and PDC a rare exemption from the CSP, to move forward with the SD Activity.

SD Activity’s application process functioned well, but greater early clarification needed about the purpose of the SD Activity: SD participants at all five universities told the ET that Activity application forms for prospective student participants were distributed in different ways, including through events with banners; music; and, in the case of HU, refreshments. Forms were also provided at Peace Action activities and by SD moderators and Peace Forum¹⁷ leaders going dorm to dorm or asking students to apply anywhere on campus. This recruitment/application process for the 600 SD dialogue session spots available per year at each university resulted in a large, diverse pool of applicants to draw from – for example, more than 3000 students per university applied for these spaces at the beginning of the 2018-2019 academic year.¹⁸ During these efforts to register students, however, approximately six in ten SD stakeholders, including participants, graduates, moderators, and facilitators, stated that little explanation about the Activity was provided when candidates received or were filling out their forms. Rather, some said they obtained clarification about it largely from friends, dormmates, or classmates who formerly participated.

In general, SD’s IPs used kick-off events for the Activity at each university to provide an orientation for applicants selected to participate. Nevertheless, the evaluation findings indicated that a lack of earlier awareness-raising during the application process was linked to several negative outcomes among approximately 20 percent of participants. These included, not being truly committed to the sessions, not having a good level of understanding of its objective, attending just for the refreshments, skipping sessions, or dropping out of their groups. Relatedly, the ET noted that other reasons were also provided by participants for missing sessions or dropping out such as preparing for exams, distances between campuses, or sessions being viewed as boring, but gaps in understanding of the objective of the Activity

¹⁷ Peace Forums are a government-created (MOP) body composed of students and university administration staff established at each public university in Ethiopia, including the five universities of the SD Activity. The organization was formed to address rising levels of violence within university campuses with a goal to institutionalize peace and resolve conflict amicably. Peace Forums at the five SD Universities were entrusted with the day-to-day management and operations of the SD Activity. Executive student members of the Peace Forums are SD participants and act as facilitators and moderators in the Activity.

¹⁸ LPI SD Activity 2018-2019 Annual Report.

when registering was mentioned prominently as well. *“I think students joining SD groups are not well oriented and some of them drop out quickly as they don’t understand the objectives,”* said a HU participant.

Appropriateness of SD Activity’s design for internal/group change on campus:

The selection process for students and moderators was largely seen as fair and inclusive. Most stakeholders¹⁹ saw the selection process for choosing participants for its SD dialogue sessions as fair and inclusive. All stakeholder groups engaged by the ET saw the dialogue sessions’ diversity as a strength of the Activity’s design, enabling students of different ethnic, religious, and geographic backgrounds to get to know each other and to build trust and empathy. Dialogue sessions were organized to be as representative as possible of Ethiopia’s numerous ethnicities, religions, and geographic regions and aimed to achieve a 50-50 gender balance, using strategies such as intentionally selecting a woman for one of the two moderator positions in each dialogue group. A small percentage of stakeholders (roughly 20 percent) as well as several IP staff stated that this diversity was at times diluted by facilitators and moderators replacing those who dropped out during the year with friends from their own ethnic group. Additionally, two interviewees from the USAID IPs, LPI and PDC, noted that the sessions’ diversity was impacted by certain universities’ populations that were not balanced ethnically, which affected recruitment and ultimately the diversity of dialogue session participants in some instances. *“When you ask for student applications for participation in the SD Activity, it might not produce the most diverse groups,”* one partner explained.

Some respondents felt the selection process favored ethnic minority groups. At both BDU and HU, ethnic majority students at each institution (two Amharas at BDU and eight Oromos at HU) felt the selection process for SD participation favored minority groups. As a result, Oromo groups at HU began pressuring Peace Forum leaders to include more Oromo students in SD groups, which in 2018-2019, started happening more regularly according to five key SD stakeholders interviewed at the university. An Oromo Cultural Club member at HU voiced a question asked by several non-SD Oromo students interviewed by the team: *“Unless it has political intentions, why is our inclusion limited?”* A participant that served as moderator in both 2017-2018 and 2018-2019 noticed that diversity began to be affected in 2018-2019 when she found herself moderating a group with more Oromo students; she said, *“As they assume that SD is affiliated with the government, they felt that it excluded local students purposely. Due to pressure on Peace Forum leaders, then students from the same ethnicity joined SD in a group. As the result, SD lost its aim. Such new entrants did not have the interest to commit and participate voluntarily.”* Several HU graduates participating in the Addis-based FGD also echoed this finding. *“[A]fter 2018/19, the group composition was ethnic focused to benefit some students... This is a problem of moderators, but the IP didn’t know this,”* said one HU graduate. Additionally, a HU graduate from 2018/19 also noted unfairness in recruitment that affected diversity. *“The design is very good, but I saw moderators inviting only friends into the process, this should have been corrected. This affected diversity and sense of the dialogue,”* said the graduate.

62 percent of students viewed moderators’ selection process as fair but required more oversight.

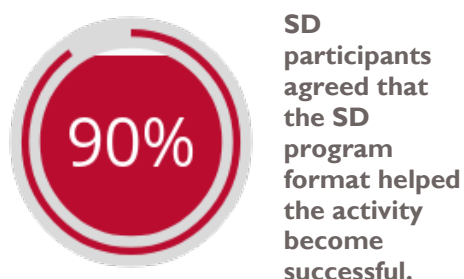
Almost one-third of interviewed SD participants at BDU, UoG, and HU stated that the moderators’ selection process needed greater oversight, as some provided less effective supervision/coordination of the dialogue sessions. *“I observed my friends’ SD session, they never met after the first session, and I feel that moderators are not active and committed in many groups,”* said one HU graduate, adding that the moderators had falsely filled out sign-in sheets as if all group members had attended the sessions. *“There is supervision*

¹⁹ 73 percent for the student participant selection process, 62 percent for moderators.

gap, I think,” the HU graduate concluded. Most students, moderators, facilitators, and graduates viewed the selection of moderators as appropriate; however, a few thought the process could be more transparent. “When moderators are assigned, motivation and desire must be taken into account too. If the project facilitators from Addis Ababa come regularly and increase their monitoring, they can simply see what gaps exist among moderators, but that didn’t happen,” said a separate HU student. Some viewed moderators as having skills gaps such as the ability to moderate sessions or speak Amharic fluently.

Design of SD dialogue sessions largely viewed favorably:

Figure 6: Survey Responses on SD Activity Format



- **Frequency:** Almost 72 percent of participants thought that meeting biweekly was appropriate, although several groups modified this schedule to meet weekly and suspended the sessions during exams, breaks, and other periods when needed. Sessions were also held more frequently (weekly) to make up for periods of conflict during which universities were shut down; this was done at three of the universities (Ambo University [AU], HU, and Jimma University [JU]) during the 2019/20 academic year when conflict delayed kickoff of the SD Activity.
- **Group Size:** Of the stakeholders who addressed group size during the KIs and FGDs, approximately 73 percent stated that the size of the SD dialogue sessions (10 participants plus two moderators) was good. They viewed this size as manageable, allowing sufficient participation by all; good for remembering personal details about other students and for building empathy; and small enough to work with students’ availability and to make students feel comfortable sharing their personal details. A small number of stakeholders (16 percent) that wanted bigger groups stated that this would be a good way to increase the total number of participating students on campus. A few respondents wanted smaller groups to allow more time for participants to speak.
- **Participation:** Approximately 88 percent of SD participants saw no issues in their groups with punctuality, attendance, or the skipping of sessions/dropout of participants. However, the other roughly 12 percent of students, moderators, and facilitators did raise these as issues, stating that they affected the flow of discussions and trust-building processes that were key design elements of the dialogue sessions. 23 SD stakeholders also noted that punctuality had been a problem among some moderators, as was effective coordination of the sessions by some moderators over the course of the academic year. Separately, at several of the supported universities, participants stated that finding sufficiently private venues for session meetings was an issue. At JU, for example, using the cafeteria of the university where other students also come for meal services at the time of the discussion was considered a hindrance for the dialogues. At AU, finding a very good venue both in quality and in size was a challenge.

Appropriateness of design for broader campus/campus-wide changes:

- **The number of dialogue groups viewed as too few:** The SD Activity budgeted for 600 students per university per year.²⁰ Most (93 percent) SD stakeholders who discussed the size of the Activity believed that the number of dialogue groups convened on campus each year over the life of the Activity was too small to significantly change student attitudes and behavior across the campus and support conflict mitigation efforts at the five universities, which ranged in size from several thousand (AU) up to 45,000 (BDU). They saw the current number as capable of changing attitudes and behavior, but mainly only those of the actual participants. The current size of the Activity limits its campus-wide recognition, its ability to reach the broader student population, and its capacity to mitigate conflict, they added. *“The impact was all limited to participants,”* said one UoG FGD participant. *“If it was done on bigger scale, it would have brought that broader impact.”* However, USAID/Ethiopia staff noted that the number of students targeted was a deliberate part of the Activity’s design. *“The hope was that if it was shown to be working, universities would take this up themselves,”* said one USAID staff member interviewed by the ET. *“The design was not meant to involve everyone.”*
- **Insufficient inclusion of non-student stakeholders:** There was near-universal agreement among USAID IPs, GOE representatives, and USAID staff that a more comprehensive approach involving dialogue not only with students but also with security staff, university administrative staff, professors and other non-student stakeholder groups on campus would have served the Activity better. *“[The Activity should] engage more closely with other groups at the universities, such as administration and management,”* said one GOE representative. *“[This] needs to be systemic to bring about structural change. These programs need to be mainstreamed from top to bottom – university presidents, teachers – they should also be part of [the] dialogue.”*
- **SD students request training in conflict mitigation:** The SD Activity provided training to relevant stakeholders to effectively implement dialogue sessions or understand the dialogue process. This training was generally reserved for moderators and facilitators, while other campus-based groups, such as Peace Forum representatives and university administration staff, were provided capacity building training to understand and eventually implement SD activities themselves once the USAID-supported activity ended. Student union and other club representatives were able to participate in short trainings. However, 64 percent of students did not feel they had been provided enough practical training as part of the dialogue session process, such as conflict mitigation training to effectively mediate broader campus-wide conflicts.

SD Peace Actions not being conducted frequently enough: Peace Action activities included visiting cultural places, running/walking for peace, coffee ceremonies, sport and art events, cleaning the towns/environment, tree planting, and panel discussions. Some of these activities such as walking for peace at HU and cleaning the towns at UoG and BDU aimed to positively impact the communities surrounding these universities, whereas the rest of the efforts focused primarily on addressing campus communities. While approximately 45 percent of SD participating students speaking of Peace Actions noted the utility of such events to bring large groups of students together to convey peace messaging (e.g., for plenary sessions) or to help other students apply to be SD participants the following year (e.g., during coffee

²⁰ 600 students account for one to two percent of the total student population per university (Bahir Dar is the largest and Gondar is the smallest university).

ceremonies), the remaining percentage noted that they were not being held frequently enough or that they were sometimes not conveying peace messaging directly enough.

Additional Peace Action activities, such as celebrating International Peace Day and reporting SD activities to the larger university community at JU and participating in ‘Ethiopiawinet’ or ‘Ethiopian Nationalism’ cultural event at UoG enabled participants to share with the wider campus community. However, Peace Action activities were only usually conducted twice per year (during kickoff and at the end of the school year), with roughly 55 percent of participants stating that these needed to be conducted more frequently to reach the wider student body. Additionally, they stated that some Peace Action activities did not convey SD’s peace messaging directly enough, such as during sporting events that assumed the gatherings themselves brought the university community closer together. For example, students participating in the Walk for Peace at HU conveyed peace messages to the community using banners and student t-shirts but felt this had little impact compared to events such as panel discussions, which conveyed SD’s message more effectively to a larger campus audience through topical themes and compelling, popular speakers.

Appropriateness of design for off-campus changes:

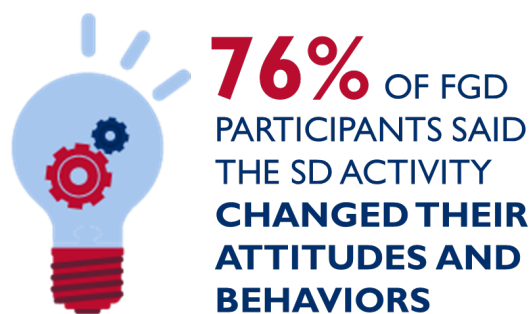
- **SD’s design provided limited ability to facilitate off-campus changes:** The EPMES ET found that SD’s peace incubation projects had less direct connection to the immediate conflict mitigation and peacebuilding needs of universities in the views of SD stakeholders. Most lacked familiarity with peace incubation projects because of the tiny number of students accepted to participate (One in 2018-2019, 10 in 2017-2018). These projects were provided small budgets, which limited their length and scope. The SD Activity did not design these projects primarily to be sustainable, but rather to demonstrate that incubation participants could convey SD’s message of dialogue to off-campus communities and positively affect conflict dynamics there. Nevertheless, the lack of focus on sustainability limited their impact in certain ways (*these are explored in the discussion on effectiveness under EQ2 below*). Additionally, several stakeholders familiar with the peace incubation project design thought the leaders of the towns and communities in which these projects were implemented were disconnected from the SD process and were concerned about the potential pitfalls of these projects. *“The local administrations are not very welcoming because engaging in conflict mitigation is very sensitive,”* said one SD stakeholder. *“Local leaders don’t sufficiently trust the SD Activity intervention; it may aggravate rather than help existing issues.”*
- **SD participants had limited engagement with off-campus communities:** As noted above, the peace incubation projects were the principal off-campus SD projects. However, 11 students and moderators (approximately 10 percent) described conducting off-campus charity work in towns surrounding their universities in conjunction with other campus groups, including the Peace Forums and student-run charity clubs. These activities included donations of money and clothing to the poor, providing school supplies to orphaned children, and visits to the elderly. These other campus groups frequently led or coordinated these activities.

EVALUATION QUESTION 2

To what extent has the SD Activity affected positive attitudinal and behavioral changes among SD participants, university communities, and non-university communities?

The SD Activity has significantly contributed to positive changes in attitudes and behavior among SD participants: A key component of the SD Activity’s theory of change states that young men and women participants who come together to engage in sustained dialogue on a regular basis through a safe and moderated discussion will overcome entrenched barriers and negative relational patterns to build mutual feelings of understanding, empathy, and trust. Through its dialogue sessions, the SD Activity facilitated such personal transformations among participants and validates its theory of change. The evaluation findings indicate that one of the most significant contributions of the SD Activity has been the attitudinal and behavioral transformation it has brought among its participants. Out of 182 FGD participants who took part in this evaluation, 76 percent of them mentioned the effectiveness of the Activity in changing their attitudes and behaviors.

Figure 7: FGD Responses on Behavior Change



These SD participants told the ET that their experience with the SD Activity had provided a regular and well-structured platform for them to have extended interactions, learn about the culture, language, and identity of others, and develop mutual understanding and positively reinforcing relations. The experience also enabled them to challenge their preconceived and entrenched stereotypes, prejudices, and misconceptions, and understand and start to appreciate the culture, language, and perspective of others.

These changes in attitudes in turn have led to the positive behavioral transformation of participants, which has resulted in increased cross-ethnic associations, friendships, mutual support, and academic and other collaborative efforts between participants. Additional results have included public socialization (e.g., sitting together in cafeterias, visiting each other’s dormitories), staying in touch via online groups (e.g., during the global COVID-19 pandemic, after graduation), and language learning.

At UoG, for example, a group of students from Gambelia were described as ‘secluded’ to the point that they only engaged with other Gambella students at a commonly identified place of congregation inside campus. Their involvement in SD, however, enabled them to start engaging with other students and even take the lead on SD sessions as moderators and facilitators.

Figure 8: Participant Behavior Changes Toward Others



67% of SD participants felt that the understanding and trust built within their dialogue sessions enabled them to co-exist with and befriend people of different ethnic and religious backgrounds

At AU, an SD participant from Gambella began dating an Oromo student, and when some of her kinsmen threatened her for crossing the ethnic boundary, she was protected by SD members. Two SD participants at JU, one from Oromia and the other from the South, got married and established a family after graduation. Women participants in particular often brought issues of concern such as sexual harassment and study difficulties to SD moderators and participants for help. Collective efforts and collaborative actions sometimes went beyond campus. At UoG for example, SD participants raised money and collected donations (blankets, clothes, shoes, etc.) to support people displaced because of the inter-communal violence between the Kimant and Amhara Ethnic groups. Some SD groups carried out other similar initiatives to support orphans or the elderly in nearby towns.

During periods of tensions on campus, SD members provided refuge, protection, and support for minority students who felt threatened. At AU, for example, SD participants described how they looked after the properties of Amhara students when they took refuge in the university hall and the town's Kidan Miheret church. SD members also provided food and other utilities for Amhara students. At JU, SD members, in association with the Peace Forum and the administration, traveled to churches and mosques to meet with Amhara students to offer security assurances and help them return them to campus. At UoG, an SD participant from Gondar town took 10 Oromo SD students to his family home. Similar stories of personal protection and financial support for minority students to help them travel back home and safeguarding of their properties are frequently cited.

Non-student stakeholders, including all University Presidents and Government Ministry representatives interviewed by the ET, also saw the value of the SD Activity's dialogue sessions in being able to bring students of different backgrounds together, overcome differences, and build ties that lasted beyond the sessions themselves. "Students have learned...how to resolve conflicts through dialogue...and it has started the culture of dialogue on campus," said one University President. A ministerial official familiar with the Activity added, "Dialogues were important for bringing different groups together and understand[ing] different perspectives. In that regard, it has contributed a lot."

SD Activity enabled major changes in participants' attitudes and behavior toward others, but small-scale changes among different university communities: The evaluation found that SD students spread peace messages to friends, room/dorm mates, classmates, and to those in their own ethnic group. A majority were able to cite examples of small-scale successes in this regard. Approximately 67 percent of SD-participating students across the five universities stated that the understanding and trust built within their dialogue sessions enabled them to accept, co-exist with, and even befriend those of different ethnic and religious backgrounds outside of these groups as well. Roughly half of interviewed SD students described being able to positively influence attitudes and behaviors amongst non-SD university communities once dormmates, classmates, and friends saw them engaging with students of different ethnic and religious backgrounds and became curious about the SD process themselves. Several spoke of conducting discussion sessions and debates within their dormitories, cafeterias, and other campus settings.

“We were able to make other students aware,” said one graduate of JU. “Within my dormitory, I discussed issues of sustained dialogue with my dormitory mates and there were also even debates on the issues.”

Participants have faced challenges attempting to change attitudes and behavior among broader campus communities: Just over half (53 percent) of SD-participating students stated that they shared what they had learned in their SD dialogue sessions with people outside of their SD groups, but this was only done informally, either through small discussions or in passing with friends, dormmates, or classmates. Reasons offered for this included being busy with schoolwork or the reluctance of others to discuss such sensitive issues. *“Yes, SD has impact on others, but students are not usually ready to talk about ethnicity since it is such a sensitive issue,”* stated a graduate of HU.

“[The SD Activity] was a platform where Oromiffa speakers learned Amharic and Amharic speakers learned Oromiffa. The cultural interactions were immense.”

– JU SD Facilitator

A common finding among most non-SD students was the belief that SD sessions had contributed to positive changes among session participants, but that they were unable to create this same change among others in the university due to a lack of awareness about the SD Activity on campus, lack of suitable platforms to reach other students, and a lack of training to apply skills gained during SD session. Several non-SD students told the ET that they recognized the genuine changes they saw take place in SD participants toward one another and others outside of the dialogue sessions, but that their efforts to bring about such changes among broader non-SD university communities required greater involvement and buy-in from ethnic, religious, government, and other strong campus groups that could more effectively influence broader campus populations. *“SD alone can’t bring significant attitude and behavioral changes, so other clubs should be incorporated into the effort. We know that SD tried a lot, but it is not enough,”* said an HU cultural club leader.”

While examples of broader campus-wide changes in attitudes and behaviors were rare, one exception linked to SD’s activities was the effort of the Oromo Cultural Club (GHUMI) at HU. Ethnic-based clubs such as GHUMI were sometimes known for mobilizing students during conflicts (and had even been suspended for a year in 2018-2019), according to Peace Forum leaders and non-SD participant students. However, both GHUMI and the Amhara student associations at HU stated – and the stakeholders corroborated – that they had played roles in mediating conflicts on campus by working with students from their own ethnic groups to ratchet down tensions, think through alternate solutions, and restrict them from engaging in conflicts. In particular, GHUMI played a significant role in lessening tensions, according to HU non-SD participants (student union, charity clubs, religious groups) and SD-participating students who were also members of GHUMI. Two factors that made this possible were Oromo students being the majority ethnic group at the university, which gives them influence with a significant percentage of the student body, and GHUMI members’ engagement in SD activities, which GHUMI members said gave them stronger peacemaking skills and made them able to build on the work that SD was performing on campus. *“I have been a member of GHUMI, which contributed its part with other clubs to resolve the conflict in 2018/2019,”* an SD moderator told the ET. *“When ethnic conflict is tense, it is somehow difficult for SD*

participants to resolve it unlike GHUMI.” However, both groups also felt that SD could have done more to establish formal working relationship with various clubs in the effort of conflict mediation.

Few changes in attitudes and behavior off-campus were linked to peace incubation activities:

The SD Activity’s peace incubation component was designed “to provide a space for innovation of young peacebuilding leaders after SD to spread the message of dialogue off campus ... and realize their ideas for promoting social cohesion”²¹ and, thus, positively influence the conflict dynamics in their local communities. In so doing, the peace incubation’s theory of change sought to increase the confidence of the SD participants as future leaders of peace and contribute to social cohesion and redressal of negative socialization patterns as an end goal. As summarized in the LPI project document, “By supporting the formulation and realization of ideas for peace, the incubator will contribute to young leaders and potentially unprecedented successful solutions to entrenched societal ills.”²²

The ET assessed nine incubation projects. In all cases, the projects aimed to make significant contributions towards the redressal of long-standing social and security problems, including cattle raiding, blood feuds, and religious and ethnic tensions. These are of course deep-rooted social problems with complex social and cultural roots, and any effort at progress, even if only determining that SD’s approach can positively influence local communities’ conflict dynamics, would require a “critical mass” of concerted and sustained intervention measures, a significant investment of resources, active participation of the public, and local government administrative support. The design and implementation of these incubation projects, however, did not fully taken these complexities and dynamics into account.

Except for two projects (Feresbet, Dega Damot in the Amhara Region, and Dodola town in Oromia), the other seven analyzed projects were conducted as one-off events involving an implementation period of one-to-three days. Additionally, the buy-in and cooperation from local government officials was weak. All incubatees except one identified lack of cooperation from local government officials as a major challenge in the implementation of their projects. One incubator from the Gambella region lamented:

“The level of support and cooperation from the local government administrators was not enough – they did not think that a young guy would do [the work]. I tried again and again, and it took me three days to communicate and convenience them about my project and get their approval and be able to use their hall. They were not enthusiastic and are just of thinking of the incentives.” Another added: *“I personally suffered to get local government support and cooperation...and the same challenge was faced by our colleagues in Adama. If government people at every level were involved well, that would have made our life easier during implementation.”*

²¹ LPI Project Document statement on Theory of Change for Peace Incubation

²² *ibid*

Figure 9: Challenges to Building Buy-in and Trust Among Local Leaders



In ET interviews with incubation project implementers as well as four local leaders involved with these projects, there were several challenges in incubatees' attempts to build trust and buy-in with local leaders, which are outlined in Figure 9 above. IPs also recognized this, identifying the local authorities' lack of recognition of the positive and critical role of young people as one of the critical challenges of the implementation peace incubation projects.²³

Additionally, the projects reached far fewer people than envisaged. The SD Activity set targets ranging from 500-5,000 people each year through the peace incubation projects.²⁴ The nine projects examined (out of 16 implemented) reached a total of 1,444 people, far below the established target over five years. This limited the reach of peace messages. In some cases, the participants were not from the desired populations. In a project on blood feud between two ethnic groups in the Gambela region, for example, only five representatives from each group attended; most of them were friends of the incubatee.

²³ Quarterly Narrative Report, October – December, 2019

²⁴ LPI Project Document

Table 3: Profile of Examined Peace Incubation Projects

Incubation Project	Region of Implementation	Issue Addressed	Duration	# Of People Reached
1	Oromia	Religious intolerance	1 month	54 youth
2	Oromia	Inter-ethnic Tensions	3 days	150 people ²⁵
3	Gambella	Blood Feud	3 days	35 people
4	Oromia	Inter-ethnic Tensions	2 days	100 people
5	Dire Dawa	Inter-ethnic Tensions	1 day	80 youth
6	SNNP	Transfer of Traditional Conflict Resolution Skills from Gamo Elders to the Youth	1 day	360 youth
7	Amhara	Blood Feud	2 months	600 people
8	Gambella	Consequences of Cattle Raiding	2 days	45 people
9	Beni Shangul Gumuz	Blood Feud	3 days	20 people

In almost all cases, the projects failed to take root and be sustained after implementation. From the nine projects analyzed by the ET, only one demonstrated continued existence of structures of peace, and another started an effort to sustain the initiatives by associating them with newly established community structures. In others, the structures created are no longer in place, and the local government offices had failed to take ownership of the initiatives.

Two longer-term peace incubation projects were effective in meeting community needs:

Two projects implemented over an extended period demonstrated greater effectiveness than others. One of these projects, implemented in the Amhara region, Dega Damot Woreda, made significant strides establishing a peace committee and contributing to minimizing incidents of blood feud. The project has undertaken successive and complementary Peace Actions, which increased its effectiveness. Interviewed local leaders positively rated the project and expressed interest in similar initiatives.

The peace incubation projects have also been found by the ET to be effective in starting a dialogue, creating awareness, sensitizing the youth, and building the peace leadership capacity of the incubatees. The projects brought people together to have a renewed dialogue on matters of concern and create awareness and sensitization of youth. All incubatees emphasized the importance of their projects in initiating a dialogue and raising the awareness of the participants. One of the incubatees noted, *“My projects over Tikur Dem (blood feud) have increased the community’s awareness on the issue, such as in schools, rural areas and religious communities, among elders, etc.). It has initiated a renewed dialogue on a matter which otherwise have been widely regarded as the way things are.”* All incubatees also appreciated the experience as being instrumental in enhancing their capacity for peace leadership. The preparation training was viewed as highly useful for implementation of the project and as life skills training for personal and professional applications.

Some Peace Action interventions included off-campus outreach to local communities: For example, one intervention had religious leaders from JU town attend panel discussions at the university.²⁶ Additionally, university Peace Forums organized some local off-campus efforts that SD participants took

²⁵ For the purposes of this table, “people” are considered both adults and youth.

²⁶ LPI SD Annual Report, 2018-2019

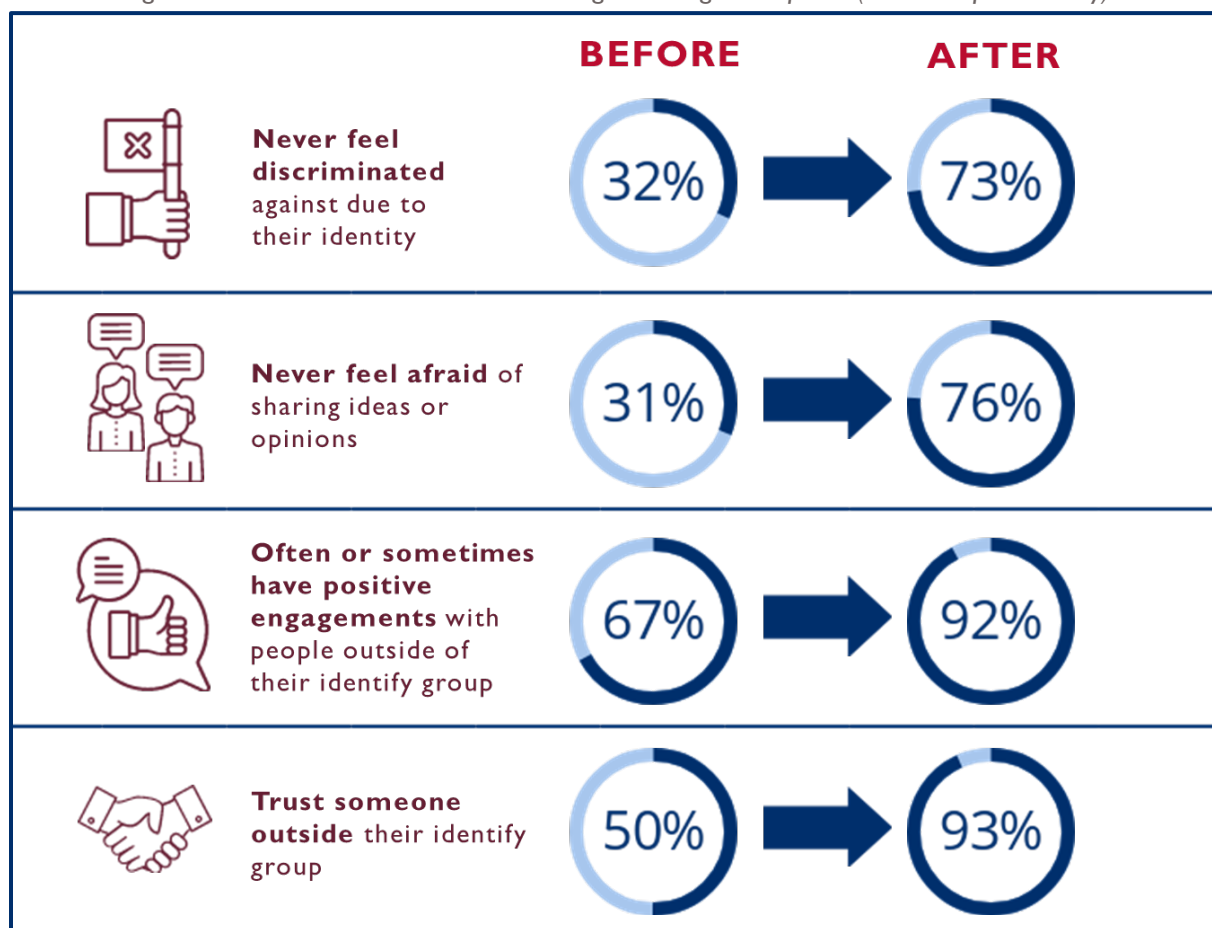
part in and sometimes helped coordinate. But the primary off-campus interventions of the SD Activity were the Peace Incubation activities.

Women were able to access and benefit from the SD Activity equally with men: Most respondents stated that women were equally or nearly equally represented in each dialogue session, and one moderator in every session was a woman. In terms of participation, LPI acknowledged that “female participation was challenging in the beginning” of the academic year,²⁷ and several moderators agreed with this assessment. They also stated that women participants contributed more openly and frequently as the year went on and gained confidence. A few noted that by the end of the year, women in their groups were contributing to the sessions more heavily than men were.

Participants from all different ethnic and religious groups and regions were able to equally access and benefit from the SD Activity: While minority participants in the SD groups were well represented in most of the groups on each campus, some respondents noted that this representation was not always consistently diverse and indicated that this was frequently because there were not always enough students on each campus from the different ethnic, religious, and geographic backgrounds sought to achieve the desired diversity in each and every group.

²⁷ LPI SD Annual Report. 2019-2020.

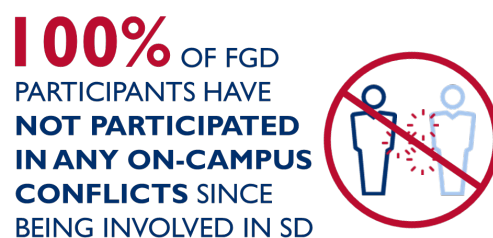
Figure 10: Attitudinal and Behavioral Changes Among Participants (SD Participant Survey)



EVALUATION QUESTION 3

To what extent has the SD Activity contributed to conflict mitigation and peacebuilding on and off campus?

Figure 11: FGD Responses on Conflict

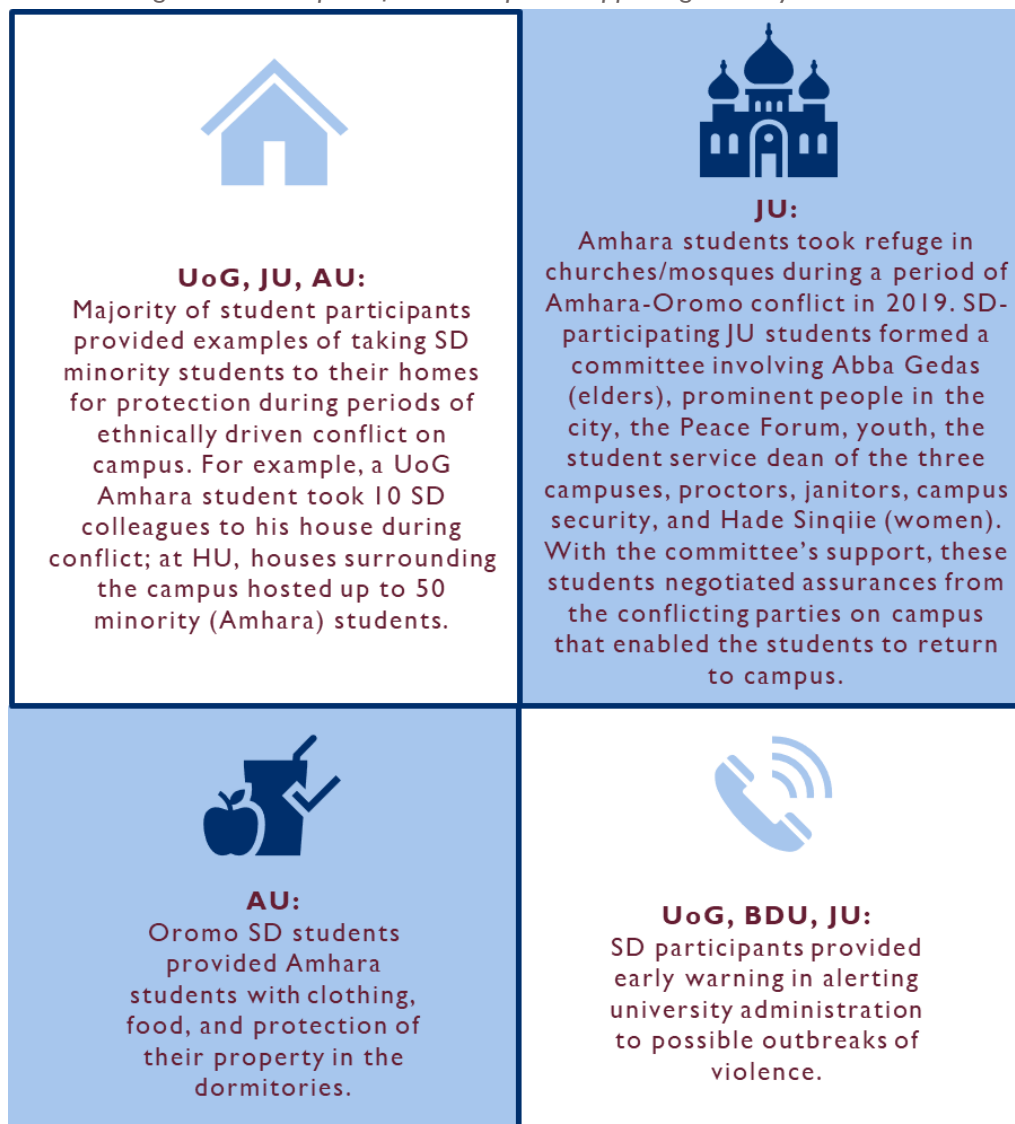


The SD Activity contributed to conflict mitigation and peacebuilding efforts between different groups on campus: All (100 percent) SD students/moderators in FGDs stated they have not participated in any on-campus conflicts since being involved in SD. Additionally, SD students were able to cite several examples of attempts to mitigate micro-level conflicts, including small, interpersonal conflicts that could have grown into larger ethnically driven ones if not addressed. More than half of SD participants from the five universities (53 percent) also mentioned examples of protecting minority students during periods of conflict. A JU vice president provided an example of SD helping to resolve a conflict between two students:

“There were two guys, one from Gondar (Amhara) and one from Wollega (Oromia). They had a personal disagreement and the confrontation between the two quickly morphed into an ethnic conflict. However, SD guys were quickly called, and they spoke to both and were able to resolve the conflict between them. The SD guys reconciled not only the two men, but they also met with the family of the guy from Gondar and gave them an assurance of security. The Wollega guys in the end were given the security responsibility of the student from Gondar.”

Additionally, during periods of tension between Oromo and Amhara on campus, significant numbers of SD students helped minority members of their dialogue groups – e.g., through protection, early warnings, and security guarantees. Examples of such support to minority students are included in Figure 12.

Figure 12: Examples of SD Participants Supporting Minority Students



Sustaining Dialogue stakeholders able to collaborate effectively with Peace Forum representatives on specific conflict-mitigation activities: The Peace Forum is a MOP-created body composed of both students and university administration staff that has been established at each public university in Ethiopia, including the five supported under the SD Activity. The Forums, along with the university administrations, oversee implementation of the SD Activity on the university side. There are varying amounts of overlap between the work of the Forums and the SD Activity on these campuses, and some SD participants have gone on to join Peace Forums as executive members while also playing leading roles as facilitators and moderators, according to SD stakeholders at several of the supported universities. One key informant at JU noted, “we cannot separate SD from the Peace Forum. The SD and the peace forum have similar objectives and the way they work is similar - SD came as a great support to the Peace Forum.” A representative from MOP agreed, noting that many Peace Forum members started as SD dialogue

session participants, which was *“important in the development of their leadership skills, tolerance, and ability to listen to others.”*

Overlapping of Peace Forum and SD roles has created both benefits and challenges. The Forum structure provided SD facilitators, moderators, and students the chance to partner with a university-backed organization that had similar objectives as the SD Activity and has enabled SD to use the network, recognition, and existing institutional capital of the forums to better carry out a range of on- and off-campus activities. One Peace Forum informant at AU said, *“SD has no formal organization here. The Peace Forum has been coordinating and managing the SD activities. I have seen a number of letters written for the facilitation for SD activities.”*

In turn, SD increased the credibility and reach of the Peace Forum with students, as well as its efficiency by enabling it to quickly reach SD’s 600 students on each campus through its network of facilitators and moderators. A key informant at JU noted that *“the arrival of SD, supported by a non-governmental organization, has increased the legitimacy and accessibility of the Peace Forum.”* Another JU informant agreed, stating:

“The SD activity has increased the reach and efficiency of the SD. Using the SD structure, the peace forum has been able to address 600 students at a time. You just communicate with moderators and the moderators communicate with their whole team. SD has helped us to better accomplish our responsibility of ensuring peace in campus. In fact, looking at this potential of the program to advance our mission has resulted in us deciding to include the SD as part of our organizational activity.”

The Forums, to varying extents and depending on the university, also coordinated peacebuilding and conflict mitigation activities with SD participants, and led to coordinated peacebuilding activities on all campuses, e.g., charity work in surrounding communities. In some cases, they helped the SD’s implementation during periods of conflict. For instance, during a recent period of conflict at UoG, Peace Forum leaders worked with the university administration and security staff to keep SD sessions going.

The SD-Peace Forum collaborations have also enabled SD to provide training to Peace Forum leaders (as well as other non-SD student organizations) at all university campuses on specific activities, which led to examples of Forum members contributing to conflict mitigation, such as the truce organized by UoG law students (see *“moot court” truce example below*).

The SD Activity’s association with the Peace Forums is not without its challenges. This partnership generated tensions with student unions – i.e., student governments – on all five campuses, according to Peace Forum, student union, and SD stakeholders interviewed by the ET at each university. To varying degrees, student union representatives objected to being left out of the management of SD activities, which they felt should be under their jurisdiction. This resulted in pushback from the Peace Forums and repercussions from student unions. One Peace Forum president explained the challenges they were facing:

“SD was seriously attacked by the student union. I was the Peace Forum President at that time, and because it had been expected to report to the President, but the union wanted us to report to the Student Union President. Because of this they created obstacles for students to not participate unless the union was able to engage in SD management and decision making. We faced a lot of challenges.”

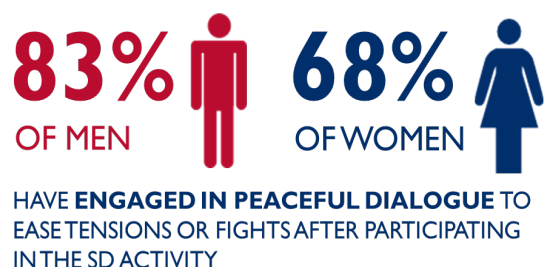
The tensions have remained throughout the SD Activity's period of performance at all universities, but at JU, the disagreement was strong enough to result in the disruption of SD activities, including removal of an SD banner and cancellation of the 2018-2019 SD kickoff program, according to three stakeholders interviewed by the ET. This issue ignited a broader debate, with stakeholders holding different perspectives about where future SD activities should be institutionalized and who should lead SD (please see relevant section under EQ4).

Figure 13: Survey Responses on Role in Conflict Mitigation



Few direct mitigation efforts by SD students during conflicts between campus groups: SD participants' role in the settlement of on-campus, ethnically driven intergroup conflicts has been low. The two most common explanations for this are the high intensity of the conflict and the lack of training and guidance on how to deal with inter-ethnic and intergroup conflicts. For example, one FGD participant from AU noted, "The role of SD in resolving and minimizing conflicts between different groups on campus level is very limited primarily because, most of the conflicts are rampant, ethnic, externally driven and beyond the control of SD participants." A JU key informant added, "the Inter-group conflicts on campus are externally driven. The drivers are outside, and the solutions also primarily lie outside. The conflicts were so intense that they were beyond the capacity of the students to resolve."

Figure 14: Survey Responses on Engaging in Peaceful Dialogue by Gender



Despite this sentiment in the qualitative interviews, 95 percent of SD participants agree that when they see interethnic conflict, they feel confident that they can personally play a role in mitigation. However, when disaggregated further to explore the experience of ethnic groups, this percentage decreases. Only 26 percent of Oromo students attending university in the Amhara region (BDU, UoG) agreed that they feel confident playing a role in mitigating conflict, while 68 percent of Amhara students at Oromo universities (AU, JU, HU) agreed.²⁸ Relatedly, 76 percent of participants report engaging in peaceful

²⁸ Note that this finding was not significant at the 95 percent level.

dialogue to ease tension or fights *after* participating in the SD Activity. *Before* the SD Activity, only 45 percent engaged in this way. Men are more likely to report engaging in peaceful dialogue to fight tensions, both before and after the SD Activity. 51 percent of men reported engaging in peaceful dialogue *before* participating in the SD Activity, while 83 percent of men report engaging in this way *after* participation. 38 percent of women reported engaging in peaceful dialogue *before* the SD Activity while 68 percent report engaging *after*. There is a 31 percent increase for both men and women *before* and *after* engaging in peaceful dialogue.

More in-depth analysis of these and other factors behind the low level of SD participants' intervention in mitigating ethnically driven conflicts on campus is outlined in Table 4 below:

Table 4: Factors Affecting SD Interventions in On-Campus Conflicts



Intensity of conflicts: Some conflicts were considered beyond the students' capacity to resolve. Examples included SD students potentially needing to confront people they knew. According to students, graduates, and non-SD participants, SD participants were able to deal with small-scale conflicts among individuals or small groups before they expanded and became tense. They were able to influence dorm mates, classmates, or students who came from the same region during such conflicts. However, they viewed ethnic-based conflicts across the universities as widespread, violent events fueled largely by emotional actors. Such conflicts were seen as beyond students' capacity to mitigate due to their sensitivity, scale, and risk, and were at times too difficult for even the government to manage quickly, according to university administration and Peace Forum stakeholders.



Focus of SD dialogue sessions: 76 percent of students noted that the dialogue sessions were excellent experiences for building trust and empathy for those of different ethnic or religious backgrounds. However, they also noted that these sessions did not include training in conflict mitigation and other "real world" skills that could be utilized during wider conflicts among campus-based groups. One key informant at JU similarly noted "*The trainings are not adequate – there has to be more trainings and the training should be expanded to both participants and non-participants.*"



Safety risks: Some students reported needing to leave campus during specific periods of violence. Several students at HU and AU universities acknowledged withdrawing from SD during the 2018-2019 academic year due to inter-ethnic conflicts on their campuses, voicing their concern that meeting as SD dialogue groups might make them a target for attack.²⁹



Lack symbols of validated authority: Students also stated they were limited in their ability to mitigate conflicts on campus because they did not possess identification badges or uniforms. "*If we were given some sort of acknowledgement as a peace maker and a clear assignment to accomplish, we may have done it,*" said one HU SD participant. This stood in contrast to formally recognized campus-based institutions such as the Peace Forums, which had both identifications and uniforms, and were backed by an Ethiopian Government agency, the MOP. Forum representatives could therefore intervene more easily in conflict situations. Separately, non-SD students told the ET that the lack of credentials, uniforms, or formal recognition of SD's

²⁹ SD Annual Report, 2018-2019.

authority left them confused about SD students' and moderators' status. One Amhara cultural club member at HU stated, "We see *Peace Forum* students wearing uniforms and try to settle conflicts, but the problem is that we don't know if SD students do the same, because they don't have uniform." Both the lack of skills in how to meet and organize actions in moments of crisis as well as the lack of recognized authority and credentials also made it challenging to coordinate with campus security forces present during emergencies – which did not allow any gatherings or meetings in such instances.

One promising initiative was the law students' "moot court" truce at the University of Gondar. In 2018-2019, a conflict between Amhara and Oromo students erupted in response to alleged violence perpetrated against Amhara students in Oromia that resulted in some casualties. As a result, classes were suspended, security forces took control of the campus, students were prevented from leaving UoG's campuses, and the tensions between the two groups escalated. The next evening, 40 senior students from both the Oromo and Amhara groups, many of them from the law school, took the initiative to meet in the school's moot court venue³⁰ to address their differences. This dialogue concluded with an agreement to stop the violence and protect each other, and a decision not to be used as "political instruments" of external forces. To demonstrate this reconciliation, the Oromo and Amhara students then walked to the cafeteria and dined together. This was followed by a campus-wide march in which organizers were joined by hundreds of other students. The deal, according to the organizers, resulted in the cessation of hostilities, resumption of classes, and a peaceful conclusion to the academic year.

Figure 15: SD Participants Enabled Moot Court Truce



Senior SD participants from UoG's law and social science schools are said to have taken a prominent role initiating, coordinating, and leading the process. The SD participants involved in the dialogue credited the Activity with enabling the development of the truce by providing inspiration and the ability to build relationships and invite other individuals to the dialogue. "The fact that we are in the SD system has helped us to know each other, establish relations, and build some trust. And when I was inviting people, I called upon SD members from both sides and they took part actively," stated a former law school student and SD participant credited with developing the truce.

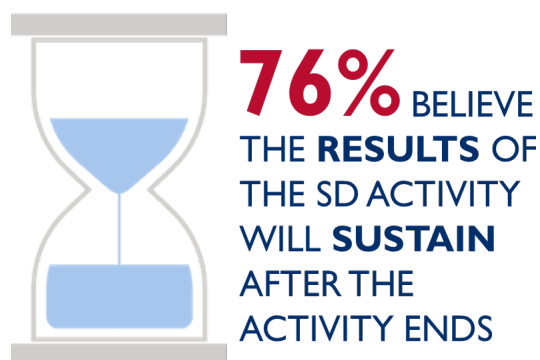
³⁰ The venue is a law school-based facility set up like a courtroom to enable law students to practice making arguments in a "real world" setting.

EVALUATION QUESTION 4

To what extent can SD activities be expected to continue and/or be scaled up by SD beneficiaries and university partners after the SD Activity ends? What evidence exists to demonstrate this sustainability?

Most SD-supported universities demonstrated commitment to continuing SD activities: In 2019-2020 (pre-COVID-19) in four out of the five targeted universities, the SD Activity was training administrative and Peace Forum staff to take over the SD Activity, and universities were using their own budgets to pilot dialogue sessions (with 180 students and 40 moderators) on their satellite campuses. However, COVID-19 significantly interrupted this process after all five universities were shut down in March 2020 due to pandemic risk. Both university officials and Peace Forum staff at the five universities see post-COVID-19 “refresher” training/support from the SD Activity as necessary. IPs said they plan on providing this training/support, but both IPs and university administration officials on these five campuses stated this would not begin until the start of 2021-2022 academic year.

Figure 16: Survey Responses Demonstrating Belief that the SD Activity Results Will Be Sustained



A majority (76 percent) of SD stakeholders think the Activity should or will continue at the universities but disagree on who should lead this effort. Despite the interruption and additional concerns voiced by some (see below), 77 percent of male survey respondents and 75 percent of female respondents agree that the SD Activity results will sustain. Similarly, 78 percent of respondents who identify as Oromo think results will sustain and 74 percent of Amhara agree.

While all supported the idea of the SD activities continuing, they disagreed on who should oversee SD’s implementation in the future. Four recommended options were identified regarding what leadership arrangement would best ensure SD’s sustainability: (1) continuing with the current Peace Forum management arrangement, (2) make SD a club under the jurisdiction of the Student Union, (3) place it under the administration, such as within the student services office, and (4) a hybrid administration arrangement involving support by the MOP and/or MOSHE.

These options have their own benefits and drawbacks, and each enjoys support from specific stakeholder groups – e.g., Peace Forum leaders preferred that SD remain an independent organization under its management, while administration officials supported “internalizing” the organization within the

university's student services office, or with the support of the MOP or MOSHE. Most of these respondents in favor of the MOP or MOSHE option stated that future ministerial control of the Activity would be the best way to ensure managerial consistency across all the universities, a dedicated budget, and greater credibility and recognition for SD among campus stakeholders. One moderator said: *"It is important that MOP takes ownership of the program. I think it can only be expanded and implemented throughout the universities when the MOP owns this program as one of its own."*

Ethiopian government representatives interviewed by the ET felt that greater involvement by key ministries in future SD activities could help to institutionalize SD's benefits more formally within Ethiopia's universities. For example, a MOSHE representative saw opportunities for closer collaboration with SD through two ministry-linked initiatives. The first was the recent incorporation of new peacebuilding themes into public university curricula for first-year students. SD's dialogue-focused approach would be a strong complement to these themes, which include peace education and building consensus on national identity, according to the representative. The second was the MOSHE-supported "Our House" program at BDU and UoG, which helps link minority university students with local families, who then provide them protection and housing during periods of tension and conflict. *"This partnership would help each program,"* said the representative. *"It would help SD reach more people off-campus."*

Four in 10 (40 percent) qualitative respondents said factors such as lack of administration-level political will or capacity could prevent the SD Activity from continuing: While more than three-quarters of stakeholders believe SD activities and results will continue, approximately 40 percent also felt that a lack of university administration support, political will, or sufficient training for university officials to take over the Activity – as key concerns in the Activity's sustainability.

At BDU, several stakeholders cited a university-supported pilot activity started at its Zenzelma campus that the university discontinued even before COVID-19 shut all public universities down, mainly because the university did not pay moderators/facilitators an agreed-upon incentive for six months. One moderator said: *"Facilitators and moderators were not paid for six months and they stopped working. Then COVID came and class closed. I tried to follow up - but there was no solution."*

Approximately 56 percent of FGD participants felt that the administration did not have the capacity to continue the activities, believing that the Activity needed closer monitoring and follow up. Several interviewed SD moderators and facilitators echoed this concern about what they perceived as insufficient capacity to manage the Activity by the administrations' SD coordinators. One issue identified with the coordinator role by these moderators and facilitators was that it was usually assigned to a relatively senior person within each university's administration, such as a head of the president's office or director of the university's student services, to be able to obtain buy-in and support at a high managerial level. However, they noted that the selected coordinators frequently had only limited time to devote to their SD roles because they also held full-time university administration positions. This meant they were not building the necessary institutional knowledge to effectively manage the Activity over its four-year period of performance, the moderators and facilitators stated. It also meant that those that did build up such expertise in the implementation of the Activity – i.e., moderators, facilitators, and student members of the Peace Forums were taking their institutional knowledge of the Activity with them when they graduated.

One exception to this was UoG's SD coordinator according to UoG's President and its Peace Forum and Student Union Chairpersons. They stated that UoG's SD coordinator served in that role during the Activity's entire period of performance and was viewed as having played a significant role in SD's

effectiveness by providing key oversight and decision-making support, as well as providing continuity when a new university administration was appointed.

All university SD coordinators and university administration staff fully agreed on the importance of continuing the SD Activity, which they viewed as highly relevant to conflict mitigation, violence reduction, and peacebuilding at their universities. They also believed that while the SD Activity played a crucial role in changing the attitudes and thinking of SD participants, it did not facilitate similar changes in the broader university community. Because of this, all (100 percent) interviewed coordinators and administration staff were keen to see the Activity continue in the future to reach non-SD participants.

Plans for future sustainable dialogue activities: SD's IPs told the ET that their recommended plans include conducting one-year “refresher” trainings with the current five universities to restart and reinforce the capacity building and handover work they did with these administrations and Peace Forums, especially during 2019-2020, the fourth and final year of the Activity. There is general agreement, however, that this will not happen until the start of the next academic year because students and administration officials are now too busy catching up academically due to the COVID-19 shutdown.

EVALUATION QUESTION 5

What are the lessons learned, best practices and most significant challenges to the success of the SD Activity?

Through FGDs and KIs with stakeholders involved in or knowledgeable of the SD Activity, the ET were able to identify and extract key lessons learned, best practices, and challenges to project implementation. Many of these key points focus on who and how many are involved in the SD Activity, knowledge sharing practices and training of project staff, the buy in of vital government stakeholders, and outside factors that affected overall implementation. These detailed findings inform the recommendations that follow in the next section.

LESSONS LEARNED



Both SD and non-SD students viewed the Activity as not sufficiently involving university administration or other non-SD groups (e.g., student unions) from the beginning (in the survey, 24 respondents specifically stated that more students need to be made aware of the SD program). This engagement improved toward the end of the Activity, as more of these groups were invited to participate.



More “real world” training on conflict mitigation is needed for participants to be better prepared when actual violence breaks out, according to both students and moderators.



SD stakeholders have only conducted limited sharing of their SD experiences among the five universities, although SD did hold a large exchange workshop in December 2018. More efforts like this – but smaller scale – are needed to enable the trading and “pooling” of stakeholders’ rich experiences regarding what has – and has not – made the SD Activity more effective on their campuses, to compare their experiences across each university’s unique ethnic, religious, and geographic context, and to enable individual stakeholder groups on different campuses – e.g., students, moderators, facilitators, SD coordinators – to learn from each other.



Language was an issue in early years of the SD Activity, with sessions being conducted in Amharic having the potential to alienate Oromiffa speakers, particularly in Oromia-based universities (AU/JU). However, SD adapted to this issue early (beginning in 2016-2017 and in 2018-2019) – once it realized this was an issue, and it is no longer viewed as a significant problem according to SD stakeholders interviewed during this evaluation. For example, materials are now provided in Oromiffa, and bi-lingual participants can provide translation support. Some students now view these sessions as venues for mutual language learning and exchange.

BEST PRACTICES

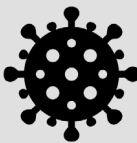


The SD Alumni organization, established by PDC in December 2018, is a promising start, but has not been very active since the university shut down in 2020 due to the COVID-19 pandemic. SD Alumni and their networks could be leveraged to take advantage of thousands who participated in the SD Activity, some who now work in government, for NGOs, and other influential organizations. As one facilitator from the UoG stated, the *“skilled and knowledgeable participants of SD whom the program had invested so much are graduated and currently stay outside the university campuses.”* Relatedly, more than 75 percent of students, graduates, and moderators mentioned the failure of not more broadly utilizing SD alumni as a central limitation of the SD Activity.



SD dialogue groups’ 50-50 gender balance and appointment of a woman moderator for every group facilitated female participation and confidence-building as sessions continued.

CHALLENGES



COVID-19 shut down universities across Ethiopia for a year beginning in March 2020 and halted all SD activities, including key university administration/Peace Forum capacity-building that was intended to ensure a smooth handover from IPs to universities and the continuation of university funding for SD activities.



On-campus conflict during SD implementation (2018-2019 in particular) resulted in dozens killed/injured, damage to property, universities temporarily closed, and students leaving campuses out of safety concerns. This delayed the kickoff of SD's sessions until December 2019 at four of the universities (and until February 2020 at HU).



Logistically, lost academic time from both COVID-19 shut-down and campus-based violence has forced returning students to take additional classes and has consequently pushed back the universities' reengagement on dialogue activities until the 2021-2022 academic year at the earliest. This heavier course load requirement has restricted student availability for dialogue sessions; forced moderators to hold sessions weekly, evenings, or weekends; resulted in participants missing some sessions; and sometimes compromised the quality of the sessions.



SD faced ongoing perceptions among non-participating students that the Activity had hidden political or religious aims, especially in the early years of the Activity. Students and facilitators from BDU stated that they faced hostility, and even in the case of one facilitator, an attack by students with knives and stones, due to perceptions that the SD Activity was working through its panel discussions and dialogue sessions to undermine ethnic federalism.³¹



Participating students, non-SD participating students, and some university administration officials have expressed ongoing concern over the political and financial commitment and ability of universities to continue SD without potential Ethiopian government support, such as through MOSHE or the MOP.



No dedicated website or other central online social media platform to promote the SD Activity's successes, enable ongoing communication among current and previous Activity participants, or counter misperceptions about its goals or activities. The only existing SD-related social media channels are Telegram groups established informally by some pro-active moderators for their dialogue sessions, as well as a Telegram group and email list for founding members of the SD alumni group founded at the end of 2018 (however, this group has not been very active due to peoples' work schedules and COVID-19, according to one IP respondent).



Not all SD facilitators and moderators effectively discharged their responsibilities. Day-to-day supervision and operation of the SD activities was assigned to facilitators. Based on KIs and FGDs at several of the five SD-supported universities, at least seven facilitators had not discharged their responsibilities effectively. One moderator at the AU stated: *"After a couple of sessions, some of the moderators simply forget their roles and responsibilities because there is no follow up and guidance. The same thing has been observed with facilitators – I only observed two facilitators who are hard working. The rest do not know what they are doing – they do not look*

³¹ This was the system institutionalized in the country's 1994 constitution that defined the country's structure as a multicultural federation of nine regional ethnic states and two federally administered city-states based on ethno-national representation (The Trouble with Ethiopia's Ethnic Federalism. New York Times, Jan. 3, 2019).

at the report we submit to them; they do not come to visit and supervise the sessions. They do not provide the guidance which we expect. There is a need for more close supervision and follow up.”

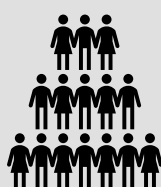
Facilitators reportedly failed to properly guide, follow up, and take corrective remedial actions when necessary. Additionally, several stakeholders stated facilitators placed their friends and acquaintances in SD dialogue sessions when other participants dropped out of the Activity. Due to this gap, some moderators failed to undertake SD sessions with all the requirements in place, e.g., convening at least eight people, and having the sessions last for two hours. In some instances, moderators reportedly even convened people who were not SD participants and simply spent time eating and drinking the refreshments. AU's SD Coordinator visited the university's dialogue sessions and revealed such gaps and inconsistencies, which were reported to the PDC. At AU, these concerns prompted a meeting during the 2019-2020 academic year to discuss implementation gaps and the way forward. The meeting resulted in the identification of seven facilitators who were falling short in their duties, and letters of warning signed by the PDC were given to some of these individuals, according to two AU key informants.

Relatedly, follow-up with university-based stakeholders from the IPs in Addis was also viewed as “inadequate” by stakeholders. The SD team in Addis made visits to the universities on three occasions, mainly, during the kickoff, in the middle for executing payments and during Peace Actions at the end of the year. One moderator described these visits as “too few” and “insufficient.” Another key informant at AU added: *“The PDC people do not often come, mostly only during the Peace Actions. It is important to increase their visits and supervision of the activities.”*

RECOMMENDATIONS

Key findings and conclusions from qualitative and quantitative data analysis informed the following recommendations. These recommendations focus on factors that the EPMES ET believes would help enhance the implementation of the SD Activity and similar future conflict mitigation projects on Ethiopian university campuses. Recommendations include the importance of community outreach and involvement, the need to expand the project's reach and include more participants, the benefits of increasing their social media presence and leveraging the Activity's alumni network, and building a clearer understanding of project initiatives by improving initial communication of the Activity's purpose during the application period and enhancing methods of interactions and learning amongst SD participants in all campus locations.

RECOMMENDATIONS



Reach more students on campus: Increase the number of dialogue groups to boost the number of participating students. These increases could be implemented each year of future SD activities and be based on the capacity of the university SD coordinators, Peace Forums, and university administrations to sufficiently manage these larger numbers of groups. An important consideration is to ensure that with the increased number of groups, the universities maintain their ethnic, religious, gender and geographic diversity.



Boost visibility of the SD Activity on campus:

- Future SD activities should conduct more frequent Peace Actions throughout the academic year. These could include convening panel discussions with influential/popular speakers to boost awareness of the SD Activity. These could also build on the micro-Peace Actions that participants started undertaking at specific universities after three dialogue sessions, such as the “peace park” started at JU University that enabled students to initiate individual actions, such as planting trees or writing down quotes or proverbs.
- Future SD activities should organize meetings between all SD dialogue groups on campus in addition to the all-participant events (i.e., kickoff, Peace Actions) near the beginning and end of the academic year. For example, all groups could meet in the middle of the year to evaluate accomplishments – the equivalent of a “half-way” session.



Increase engagement with local, off-campus communities: This could include strengthening ties with local leaders and direct assistance efforts that build foundations for future, dialogue-based work beyond the university campuses. These could continue to build on the cooperative ventures between university Peace Forums and SD participants in surrounding communities. One such example is in Bahir Dar town, where Peace Forum-led interventions were joined by SD participants to clear the town of garbage and support the poor by raising money, donating clothes, and visiting the elderly.



Increase SD participants' capacity to mitigate conflict: Future SD activities should add more practical, “real world” training in conflict mitigation, including scenarios that allow students to learn and practice de-escalation and other mitigation techniques. SD participants who have completed the conflict mitigation training, should be provided with credentials and authority to work alongside designated Peace Forum or student union leaders so they are recognized on campus as peacekeepers during periods of tension or conflict.



Integrate other university groups into the SD process: Dialogue sessions were conducted twice a month but could be held more frequently when necessary, such as when tensions increase on campus. During such periods, increased sessions could be held not only with current participants, but also with representatives of specific ethnic groups that might be more likely to instigate violence. Sessions could differ from the standard, incremental, year-long model to accommodate the urgency and dynamics of a tense university situation e.g., by conducting conversations with ethnic or religious group leaders. While such groups might be reluctant to engage in dialogues, reaching out would demonstrate inclusivity and potentially bring them into the dialogue process. Additionally, future SD activities should consider bringing other non-student university populations into the dialogue process, such as administrators, security personnel, and academic staff.



Increase use of social media for communication and coordination: Facebook and Telegram channels are the most commonly used means of communication on Ethiopian university campuses. While such channels have been set up and utilized by some SD moderators to communicate with members, the SD program currently does not have a centrally managed and administered social media account or a dedicated program website. The ET recommends establishing a dedicated SD website, which would enable future SD Administrators to provide accurate information about the Activity, establish and maintain inter-group and inter-university communication, and enable sharing of SD experiences and achievements.



Leverage SD's extensive alumni network: The ET recommends that implementers of future SD activities expand and strengthen its nascent alumni network. Specifically, it should strengthen linkages to and between alumni, which will enable SD to maintain contact among graduates and potentially enhance organization of peacebuilding events. The use of these graduates could also potentially support local peacebuilding processes and local administrative structures to realize the off-campus objectives of the SD Activity more effectively.



Increase the use of art and music in SD activities: Art and music are powerful instruments of social learning and peacebuilding for youth and were used as part of the SD Activity's kickoffs, Peace Action days and peace incubation projects' implementation. SD's use of art, however, has not been as consistent, collaborative or organized as it could be. Interviewed art club leaders at UoG, for example, suggested that collaborations with SD would be both logical and beneficial because the art club organize similar events aimed at creating greater awareness of cultural and social diversity and coexistence on campus. The SD Activity should, therefore, maximize the potential role art can play in peacebuilding. Fortunately for potential future SD activities, a considerable number of universities in Ethiopia today have art, music, literature, and theater departments, as well as student clubs that focus on these disciplines. To make use of art's peacebuilding

potential, the SD program should work in collaboration with these university departments and clubs, such as the Ken Deal Student Association and *KE-BE-MA* (Student's Cultural Group) at the UoG. Such platforms can complement SD's existing dialogue session and Peace Action components, creating informal, relaxed environments for spreading the peace messaging and positively affecting people's attitudes.



Strengthen monitoring and oversight capacity of campus-based actors:

Monitoring implementation of the SD Activity should be strengthened by engaging more intensively with and building the capacity of key campus-based actors. More training on M&E could be given to facilitators, university SD coordinators, and the Peace Forum. Individuals who assume the role of facilitators could also be trained on time management, and strategic prioritization of tasks. University SD coordinators should also be supported and guided to take a more proactive role in monitoring. These could include periodic engagements and dialogue with facilitators to oversee progress, conducting personal visits, observations and other onsite interactions and communication with moderators and participants. In addition, other steps, such creating a platform for seasonal evaluations of the SD Activity, or employing a local full-time SD coordinator, should be considered.

ANNEX I: EVALUATION SCOPE OF WORK

STATEMENT OF WORK: PERFORMANCE EVALUATION

SUPPORT TO SUSTAINING DIALOGUE ON ETHIOPIAN CAMPUSES (SD), CONTRACT NUMBER AID-663-A-16-00009

I. PURPOSE AND USE OF THE EVALUATION

USAID/Ethiopia Democracy & Governance (DG) Office intends to conduct a performance evaluation of the Sustaining Dialogue in Ethiopian Campuses (SD) Activity being implemented by Life and Peace Institute under the Cooperative Agreement No. AID-663-A-16-00009. The evaluation looks at the design and implementation of the SD activity as well as results achieved. This evaluation will:

1. Examine the overall progress of the SD activity in meeting the project goal and objectives specifically how it affected behavior in and outside the university campus
2. Review, analyze and evaluate the design, effectiveness, and sustainability of the SD Activity
3. Provide specific recommendations for future activities and directions that the Mission may wish to explore regarding peacebuilding/conflict mitigation and management in Ethiopian universities.

The findings, analysis and recommendations are intended to inform future similar project/activity design and implementation. More specifically, the findings of this evaluation are expected to the Mission's conflict and peacebuilding activity design in 2021. The primary users of this evaluation are USAID, Life and Peace Initiative (LPI) and Peace and Development Center (PDC). As the Implementing Partner is closely working with University Administration, Universities are also expected to benefit from the evaluation findings.

II. SUMMARY INFORMATION

Activity Name	Sustaining Dialogue on Ethiopian Campuses (SD)
Implementing partner	Life and Peace Institute (LPI)
Cooperative Agreement	AID-663-A-16-00009
Total Estimated Cost	\$1,591,070
Life of Activity	10/03/2016 – 01/31/2021
Mission DO	SpO
USAID Office	Democracy and Governance
Activity AOR	Tessema Mebratu

III. BACKGROUND

A. Problem and Theory of Change

The university campus is a pivotal space in Ethiopian society, beginning movements and setting trends, while also being highly influenced by national, regional, and international dynamics. Ethiopian campuses are characterized as places of intense intergroup competition, mistrust, and misunderstanding, where students

arrive socialized with ideas of ‘us’ and ‘them’ that are then solidified by informal socialization processes on campus. This is exemplified in the Oromia and Amhara Regions where identity-based social groups quickly mobilize in response to a range of triggers that tap into historical grievances or root causes of the competition and divisions. As divisions in campuses replicate and exacerbate tensions from the larger Ethiopian society, conflict escalates from interpersonal disputes or knowledge of events external to the campus and sometimes surrounding communities. Critically, such unhealthy cultures on campuses not only occasionally explode in violence and result in a loss of life, but also consistently produce graduates who return to lead their communities and the nation more hardened towards other groups than before their arrival at the university campus.

Hence, there is a need to continue to spread and institutionalize processes for intergroup sustained dialogue in university campuses. A strategic peacebuilding approach recognizes the role that university students play in Ethiopian society as change agents in their home communities, on campuses, and in the national scene. Accordingly, in October 2016, USAID awarded LPI the SD project. Over the course of a four-year intervention, LPI has been implementing the SD project in the 5 universities of the country, namely, Ambo, Bahir Dar, Gondar, Haramaya, and Jimma in partnership with PDC. The project focuses on supporting local stakeholders to establish a sustained dialogue process that seeks to contribute to a shift in campus culture across the selected Ethiopian universities. The intervention seeks not only to change attitudes and behavior of dialogue participants, but also to position key young men and women to have a catalytic multiplier effect to reach more people in on and off campus communities. The Activity aims to contribute to efforts towards transforming the Ethiopian university campus from a place of hyper, and sometimes violent, inter-group competition to a space for trust building, dialogue, and cooperation needs to address deeper relational issues.

Theories of Change

The overall theory of change for this activity is “if Ethiopian universities institutionalize sustained dialogue projects on campuses, cumulating to cultures of dialogue, trust and understanding in universities, then this will reduce the reinforcing of negative relational patterns and prevent violence on campuses that can spread to the country overall, thus influencing the future of the country in communal and national contexts, because changing culture on campus will produce broad-minded future leaders and the university will become an institution for inter-group collaboration and exchange rather than further divisive competition.”

1. Start with partners, key for the sustainability of SD on Ethiopian Universities

If PDC receives critical support to build relationships with universities and initiate new and continue ongoing SD projects with amplified action components, **Then** PDC will be able to ensure the quality of the SD process and continue to build partnerships with universities, and positive results will ensure universities to ultimately take up the support of SD projects, **Because** the positive project results will convince university administrations that dialogue works, to the extent that university administrators will invest in the process long-term, sustaining efforts over time that have the ability to become campus-wide culture.

2. Engage students as SD participants to facilitate personal transformation – and make sure

they are the people other people listen to.

If young men and women, including opinion leaders, from conflicting identity groups on campus are engaged to come together on a regular basis and discuss issues of difference that affect them, **Then**, over time, they will build mutual understanding and trust, **Because** prolonged interaction with safe and moderated discussion facilitates the possibility of overcoming entrenched barriers (e.g., divisive narratives, distrust, fear, misunderstanding, stereotyping).

3. To shift campus culture, support change agents to amplify the message of dialogue, mutual understanding and trust.

If SD participants, especially opinion leaders, are supported and accompanied to collaborate for Peace Action on campus to share an alternative, positive narrative of collaborating with other groups, **Then** the collaborative efforts will further reinforce trust and understanding among SD participants and will have a multiplier effect that spreads a culture of trust and understanding among more people on campus, **Because**, as key actors, the students are respected, listened to and influence how followers think and behave.

4. Provide a space for innovation of young peacebuilding leaders after SD to spread the message of dialogue off campus.

If SD participants are accompanied to realize their ideas for promoting social cohesion, **Then** their efforts will increase their confidence as future leaders for peace and may contribute to social cohesion and address negative socialization patterns, **Because** they experienced personal transformation that they want to share “back home” and will have a safe space, resources, time and technical accompaniment to develop their own ideas for action to reach off campus communities.

Hypothesizing impact on peace writ large in Ethiopia: Overtime, **if** Ethiopian universities with PDC support institutionalize SD projects on campuses, cumulating to cultures of dialogue on universities, **then** this will reduce the reinforcing of negative relational patterns and prevent violence on campuses that can spread to the country overall, thus influencing the future of the country in communal and national contexts, **because** changing culture on campus will produce broad-minded future leaders and the university will become an institution for inter-group collaboration and exchange rather than further divisive competition.

B. Activity Goal and Objectives

The overall goal of the Activity is to establish a culture of trust and collaboration on selected Ethiopian university campuses and facilitate increased resilience to triggers, produces more broad-minded graduates, and reduce negative relational social patterns and inter-group violence.

Objectives of the SD Activity are:

1. Institutional capacity changes (PDC and Universities): PDC in collaboration with university staff and students launch and accompany processes of sustained dialogue on university campuses.
2. Individual changes: Young men and women participants in the SD process are transformed to trust, understanding, and collaborate with ‘others’, and become confident in their abilities to catalyze multiplier effects for peace.

3. Community level changes: Collaborative and innovative actions by SD participants spread a message of trust and understanding that make young women and men of different ethnic and faith groups question their own negative predispositions and stereotypes.

Major activities of the project are:

- Technical Support and capacity building to PDC
- Year-long students dialogue sessions
- Incubation support for viable student peace projects
- Campus wide collaborative action by SD groups

IV. EVALUATION QUESTIONS

Design

1. To what extent has the SD Activity been appropriate and relevant for conflict mitigation and peacebuilding in universities? In terms of appropriateness and relevance, the evaluation team should review how well the design of the activity and its theory of change corresponded to the needs of the universities with respect to student attitudes and behaviors.

Effectiveness

2. To what extent has the SD Activity affected positive attitudinal and behavioral changes among SD participants, university communities, and non-university communities? *(To address this question, the team should first assess the efforts or approaches used to affect attitudes and behavior, and then assess how the SD activity affected these attitudes and behavior.)*
3. To what extent has the SD activity contributed to conflict mitigation and peacebuilding on and off campus? *(To address this question, the evaluation team must assess whether SD alumni / participants actively sought to be peacemakers during incidents of inter-ethnic tension or violence on campus or at home.)*

Sustainability

4. To what extent can SD activities be expected to continue and/or be scaled up by SD beneficiaries and university partners after the SD activity's phaseout? What evidence exists to demonstrate this sustainability?

Other

5. What are the lessons learned, best practices and most significant challenges to SD success?

V. EVALUATION DESIGN AND METHODOLOGY

A. Evaluation Design

The evaluation team will be responsible for developing an evaluation strategy and methodologies that include a mix of qualitative and quantitative data collection and analysis. The team should review the evaluation questions matrix presented in this SOW and present a revised one with any other relevant additions showing the source of data, method of data collection and also the tools to be used to answer each of the evaluation questions. Depending on COVID-19 related restrictions and safety measures at the

time of data collection, the data may be collected virtually. Hence, the evaluation design should detail the virtual evaluation methodology and any limitations. The methodology will be presented as part of the work plan as outlined in the deliverables below and included in the final report. The evaluation team will have available for their analysis a variety of program implementation documents and reports. Methodology strengths and weaknesses should be identified as well as measures taken to address those weaknesses should be identified and discussed.

The evaluation should take gender and intersectionality perspectives into account throughout all stages of the evaluation, including in design (evaluation questions), data collection (including ensuring diversity of gender, age, ethnicity and geographical origin) & data analysis (including analyzing data for sub-groups of evaluation participants to identify patterns & significant differences between groups).

B. Methodology

(i) Data Collection and Sources

The evaluation will utilize a mixed-methods approach of qualitative and quantitative methods.

- A qualitative approach should include, but not be limited to, project document and literature review, (including a review of performance monitoring data), key informant interviews, focus group discussions with beneficiaries, and direct observation (if possible given COVID-19 context). The most appropriate respondents are former and current students who participated in the SD sessions, Peace Actions and peace incubation; university administration (especially the university SD coordinators); USAID; LPI; and PDC staff.
- The quantitative approach should include a survey of former and current students. The evaluator will be required to propose sampling and administration approaches that will yield reliable information while protecting the safety of respondents.

(ii) Data Analysis

While developing the work plan, the Contractor is expected to submit an Inception Report that outlines Evaluation Questions and how they will be answered, including the full set of data collection approaches inclusive of sample designs, field protocols, and draft instruments, and analysis plans for each type of data. The Contractor will be responsible for synthesizing these approaches into an Evaluation Design Table (Figure 1). As this evaluation mainly collects qualitative data, the Contractor must employ an appropriate analysis tool for qualitative data to categorize, rank and rate the responses of the interviewees and discussants. Very insightful or special descriptions of interviewees and discussants should be quoted as appropriate to highlight findings. All data collected and presented in the evaluation report must be disaggregated, as appropriate, by sex and geographic areas.

Figure 1. Evaluation Design Table

Questions	Suggested Data Sources	Suggested Data Collection Methods	Suggested Data Analysis Methods
Design	Project documents, mid-term evaluation report, annual and	Document review, KIs,	Trend analysis, comparative

1. To what extent has the SD Activity been appropriate and relevant for conflict mitigation and peacebuilding in universities? In terms of appropriateness and relevance, the evaluation team should review how well the design of the activity and its theory of change corresponded to the needs of the universities with respect to student behaviors and attitudes.	quarterly reports, annual baseline and endline reports, and other relevant project documents and literature as needed. Beneficiaries such as SD participants, and university administration, LPI and PDC staff, USAID DG staff, students and other stakeholders as appropriate.	FGDs, survey	analysis, content analysis <i>[final methods to be determined by evaluation team in inception report]</i>
Effectiveness 2. To what extent has the SD Activity affected positive attitudinal and behavioral changes among SD participants, university communities, and non-university communities? <i>(To address this question, the team should first assess the efforts or approaches used to affect attitudes and behavior, and then assess how the SD activity affected these attitudes and behavior.)</i> 3. To what extent has the SD activity contributed to conflict mitigation and peacebuilding on and off campus? To address this question, the evaluation team must assess whether SD alumni/participants actively sought to be peacemakers during incidents of inter-ethnic tension or violence on campus or at home.	Project documents, mid-term evaluation report, annual and quarterly reports, annual baseline and endline reports, and other relevant project documents and literature as needed. Beneficiaries such as SD participants, and university administration, LPI and PDC staff, USAID DG staff, students and other stakeholders as appropriate.	Document review, KIs, FGDs, survey	Trend analysis, comparative analysis, content analysis <i>[final methods to be determined by evaluation team in inception report]</i>
Sustainability 4. To what extent can SD activities be expected to continue and/or be scaled up by SD beneficiaries and university partners after the SD activity's phaseout? What evidence exists to demonstrate this sustainability?	Project documents, mid-term evaluation report, annual and quarterly reports, annual baseline and endline reports, and other relevant project documents and literature as needed. Beneficiaries such as SD participants, and university administration, LPI and PDC staff, USAID DG staff, students and other stakeholders as appropriate.	Document review, KIs, FGDs, survey	Trend analysis, comparative analysis, content analysis <i>[final methods to be determined by evaluation team in inception report]</i>

Other: 5. What are the lessons learned, best practices and most significant challenges to SD success?	Project documents, mid-term evaluation report, annual and quarterly reports, annual baseline and endline reports, and other relevant project documents and literature as needed. Beneficiaries such as SD participants, and university administration, LPI and PDC staff, USAID DG staff, students and other stakeholders as appropriate.	Document review, KIIs, FGDs, survey	<i>Methods to be determined by evaluation team in inception report</i>
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VI. DELIVERABLES and REPORTING REQUIREMENTS

1. **In-briefing:** Within two working days of the availability (consulting / STTA agreements fully signed) of the full evaluation team in EPMES's Contractor Office, the evaluation team will have an in-brief meeting with USAID/Ethiopia's Program Office and DG Office for introductions; presentation of the team's understanding of the assignment and initial assumptions.
2. **Evaluation Inception Report / Work Plan:** Within 12 working days following the in-brief meeting, the Contractor shall submit the Evaluation Inception Report to USAID/Ethiopia's Program Office and DG Office. This Inception Report will include:
 - (a) the overall evaluation design, including the proposed methodology, data collection plan (inclusive of sample design and draft instruments), and an analysis plan;
 - (b) a list of the Evaluation Team members and their primary contact details while in-country, including the e-mail address and mobile phone number for the Team Leader;
 - (c) the Evaluation Team's proposed schedule for the evaluation; and
 - (d) the estimated cost for the evaluation.

Timing of Inception Report / Work Plan Review:

 - USAID offices and relevant stakeholders are asked to take up to three working days to review and consolidate comments through the EPMES COR.
 - Once the Evaluation Team receives the consolidated USAID comments on the Inception Report / Work Plan Report, they are expected to return with a revised Inception Report within five working days. The Inception Report shall include the list of potential interviewees and sites to be visited.
 - USAID Offices will send their final comments on the Contractor's re-submitted Inception Report within two working days of receipt of revised Inception Report from the Contractor.
3. **Progress Updates:** The Evaluation Team or the Contractor is expected to provide the COR for EPMES and the AOR for the SD activity with weekly briefings by phone to provide updates on field progress and any problems encountered.
4. **Preliminary Findings Presentation** Five (5) working days after the Evaluation Team's completion of the fieldwork, the Evaluation Team shall provide a debrief to USAID to discuss / extract lessons from field level data collection experiences as well as the evaluation team members' preliminary impression on evaluation findings.

5. **Draft Evaluation Report:** The content of the Draft Evaluation Report is outlined in **Annex A** below, and all formatting shall be consistent with the USAID branding guidelines. The focus of the Evaluation Report is to answer the evaluation questions, provide recommendations for future interventions, and may include factors the Evaluation Team considers relevant to the objectives of the evaluation.
- The Contractor will submit the draft evaluation report to the Program Office within 15 working days after the Preliminary Findings Presentation.
 - USAID's Program Office, DG Office and other partners will have up to 10 working days to review and comment on the draft report and the Program Office will submit consolidated comments to the Contractor.
 - The Contractor will then have up to 10 working days to make appropriate edits and revisions to the draft and re-submit the revised final draft report to USAID.
6. **Final Evaluation Report** will incorporate final comments provided by the Program Office. The length of the final evaluation report should not be more than 30 pages, not including Annexes and Executive Summary. The Contractor should submit the Final Report to the Program Office within 10 days of receipt of the consolidated comments from the COR. The Final Evaluation Report submission should also include not more than a **Two-page Briefer** on key qualitative and quantitative findings and conclusions relative to the evaluation questions—to be given to the appropriate government counterpart(s) so that they have the opportunity to review evaluation findings and share them with the larger community. The two-page briefer should also incorporate a summary of the recommendations supported by each major finding for future programming.
7. 10 working days following the submission of the Final Evaluation Report, all project data and records will be submitted in full and shall be in electronic form in easily readable format; organized and fully documented for use by those not fully familiar with the project or evaluation; and owned by USAID and made available to the public, barring rare exceptions, on the USAID Development Experience Clearinghouse (<http://dec.usaid.gov>).

VII. EVALUATION TEAM COMPOSITION, ROLES AND RESPONSIBILITIES OF MEMBERS

The Evaluation Team shall consist of a Team Leader (expat) and three other local experts all with high level experience in evaluation, peacebuilding, and conflict mitigation/management. The international expert must be fluent in English and have strong writing skills. The Ethiopian experts should have experience with dialogue processes, peacebuilding and conflict prevention and management in Ethiopia and monitoring and evaluation. The Ethiopian experts should also be proficient in English and Amharic.

USAID may propose internal staff members from USAID/Washington or other Missions to accompany the team during site visits or participate in key parts of the evaluation (specific event participation to be determined in conjunction with the contractor and the team leader), and they are expected to provide written inputs to the draft report.

A statement of potential bias or conflict of interest (or lack thereof) is required of each team member.

Team Member Qualification and Specific Responsibilities

- 1. Team Leader (one - LOE: 74 days):** The **International** team leader should have a minimum of a Master's degree in Peace & Security Studies, Conflict Resolution, Political Science, Law or relevant social science field. S/he should have at least 8 years work experience in peacebuilding and conflict mitigation in Ethiopia or other African countries and led at least two similar evaluations. The team leader should have experience with youth-led processes or youth as agents for change in peace processes. The evaluation team leader must have strong team management skills, and sufficient experience with evaluation standards and practices to ensure a credible product. The team leader must also be fluent in English and have strong writing skills. The evaluation team leader, in consultation with other team members, will be responsible for team coordination and performance and for ensuring the timeliness and quality of deliverables. The team leader is also responsible to ensure that the evaluation report meets USAID Evaluation Standards (see Annex A.)
- 2. Local Ethiopian Experts (two - LOE: 76 days):** The local experts should have a minimum of a Master's degree in Peace & Security Studies, Conflict Resolution, Political Science, Law or relevant social science field. S/he should have at least 5 years work experience in dialogue processes, peacebuilding or conflict mitigation in Ethiopia and conducted at least two similar evaluations. The local expert should have experience with youth-led dialogue processes or youth as agents for change in peace processes at the local level. S/he must have knowledge and practical experience in conflict analysis, conflict drivers and interventions on the major causes of conflict with students in Ethiopian universities as well as understanding of Ethiopia's conflict management policies, strategies, and priorities. The local expert must have strong communication skills, and sufficient experience with evaluation standards and practices to ensure a credible product. The Ethiopian experts should also be proficient in English and fluent in Amharic. Fluency/proficiency in other widely spoken Ethiopian languages is strongly desired. The local experts, in consultation with the team leader and the evaluation specialist, will be responsible for conducting the evaluation, ensuring the timeliness and quality of deliverables. The local experts' responsibilities include but is not limited to desk review of project materials, design of the evaluation's methodology, development of evaluation instruments and tools, data collection, data analysis and report as well as presentation of the evaluation report.
- 3. Local Ethiopian Mid-Level Evaluation Specialist (one -LOE: 76 days):** The Ethiopian Mid-Level Evaluation or Survey Specialist with at least 5 years work experience should have a solid understanding of project cycle management, evaluation techniques, survey coordination, and youth issues in Ethiopia. This specialist should also have practical experience in at least two evaluation activities preferably related to USAID projects, peacebuilding, dialogue processes or youth issues. Evaluation experience of USAID projects or peacebuilding projects is considered a merit. The Evaluation Specialist should also be proficient in English and fluent in Amharic. Fluency/proficiency in other widely spoken Ethiopian languages strongly desired. In addition, good computer skills such as Microsoft office is required and other quantitative software (such as SPSS) and qualitative software desired. The Specialist's responsibilities include but are not limited to desk review of project materials, supporting the design of the evaluation's methodology, and supporting development of evaluation instruments and tools, data collection, data analysis and report as well as presentation of the evaluation report. Strong writing and analytical skills required.

4. **Project Manager (one - LOE: 33 days):** Mid-level HQ Manager who will manage implementation of the evaluation's workplan on a day-to-day basis, coordinate regular updates with the Evaluation Team, the COP and the Mission and ensure evaluation team members are meeting the requirements and deadlines approved by USAID in the workplan. Provide management and budget support to the Evaluation Team. Provide programmatic and technical support on deliverables to ensure submission of high-quality products.
5. **Project Assistant (one –LOE: 25 days):** Junior level HQ staff with experience supporting USAID contracts. Backstops the Evaluation Team through management and technical support, takes and generates internal Evaluation Team meeting minutes, takes and generates EPMES presentation minutes, supports the graphics and formatting of EPMES evaluation high-quality deliverables.

VIII. EVALUATION SCHEDULE

The estimated period of performance for undertaking this evaluation is approximately 110-120 working days (roughly 5.5 - 6 months), which includes the Evaluation Team LOE (see following page for details), plus additional days for USAID review of all key deliverables, up to 10 working days after submission of the Final Report (for submission of all project data and records), and several Ethiopian and / or U.S.A. holidays during the Evaluation period of performance.

The Evaluation Team is required to work six days a week, but with no premium payment for the sixth day. The Evaluation Team is required to travel to the five universities where program activities are being implemented, depending on the COVID 19 situation in Ethiopia. The evaluation team will prepare an interim findings briefing and presentation, which it will deliver to USAID staff and other stakeholders as appropriate following the evaluation's data collection and data analysis stages. If travel is not possible, the consultants will conduct interviews virtually with project staff, government partners, and project beneficiaries and hence, briefings and presentations will also be conducted virtually.

Following this briefing, the consultants will put together the draft report. USAID and other stakeholders such as the implementing partner will have up to 2 weeks to provide comments and suggestions to the report. Comments from USAID and stakeholders will be incorporated before the submission of the final draft. The Final Evaluation Report is estimated to be available by June 8, 2021. The findings from this Final Evaluation Report will be used in the design of the USAID conflict and peacebuilding activity.

Evaluation Timeline

TASK OR DELIVERABLE	TASK HOLDER	SUBMISSION DATE	REVISED SUBMISSION DATE ³²
Phase I: Management & Start-Up			
Approval of evaluation team members	USAID	January 13, 2021	
Contracting of evaluation team members	EPMES	January 21, 2021	
Phase II: Evaluation Design & Planning			
Desk review of documents and secondary data	EPMES	January 25-29, 2021	
Introductory/Kickoff meeting with USAID/Ethiopia	USAID, EPMES	February 2, 2021	
Finalize SOW (following discussion during Kickoff meeting)	EPMES	February 3-4, 2021	
USAID approval of Evaluation SOW	USAID	February 5, 2021	
Introductory meeting with SD IPs	EPMES	February 5, 2021	
Draft Inception Report and sample data collection instruments. Plan logistics for data collection.	EPMES	February 2-18, 2021	
Draft Inception Report/Work Plan to USAID	EPMES	February 19, 2021	
USAID feedback on Draft Inception Report	USAID	March 3, 2021	
Finalize Inception Report	EPMES	March 4-10, 2021	
Final Inception Report/Work Plan to USAID	EPMES	March 10, 2021	
USAID approval of Final Inception Report	USAID	March 16, 2021	
Phase III: Data Collection & Analysis			
Data collection (in-person or virtual data collection dependent on COVID-19 situation in Ethiopia)	EPMES	March 17-April 8, 2021	March 17-April 13, 2021
Data analysis & preliminary findings presentation prep	EPMES	April 9-15, 2021	April 14-20, 2021
Preliminary Findings Presentation to USAID	EPMES	April 20, 2021	April 28, 2021
Preliminary Findings Presentation to IPs	EPMES	April 21, 2021	May 7, 2021
Phase IV: Report & Presentation Development			

³² On March 11, USAID approved the Inception Report, which includes the timeline as shown in this table to accommodate additional qualitative protocols. On May 10, 2021, USAID approved a revised timeline for Phase IV and the IP preliminary findings presentation. This approval included the following dates: the IP presentation occurred on May 14. The Draft Evaluation was submitted on May 25. The Final Evaluation and 2-pager will be submitted on June 15.

Compile draft Evaluation Report	EPMES	April 16-May 6, 2021	April 21-May 18, 2021
Draft Evaluation Report to USAID	EPMES	May 6, 2021	May 18, 2021
<i>USAID feedback on Draft Evaluation Report</i>	<i>USAID</i>	<i>May 20, 2021</i>	<i>June 1, 2021</i>
Evaluation Team revises draft Evaluation Report based on USAID feedback	EPMES	May 21-27, 2021	June 1-8, 2021
Final Evaluation Report with 2-page Brief to USAID	EPMES	May 27, 2021	June 8, 2021

Level of Effort (LOE) in person days:

Activity	Expat Team Leader [1]	Ethiopian Experts [2]	Mid-Level Ethiopian Evaluation Specialist [1]	Project Manager [1]	Project Assistant [1]
Desk review of documents and secondary data	5	10	5	2	
Introductory meeting with USAID	1	2	1	1	1
Introductory meeting with Implementing Partner(s)	1	2	2	1	1
Draft evaluation inception report / work plan and data collection instruments; plan logistics	10	20	9	2	2
Presentation to USAID of the Inception Report & Work Plan (virtual or in-person)	1	2	2	1	1
Evaluation Team finalizes (following USAID feedback) and submits evaluation inception report / work plan (including design, methodology & data collection tools; logistics) to USAID	5	10	4	3	2
Virtual Data Collection (includes any data collection tool test). Depending on the COVID-related situation, data collection in Addis Ababa and other areas might be collected in person.	20	48	24	3	
Data analysis & coding, preliminary findings presentation preparation	9	14	9	8	9
Preliminary Findings Presentation to USAID	1	2	1	1	1
Preliminary Findings Presentation to IPs	1	2	1	1	1
Draft Evaluation Report (includes two rounds of USAID reviews)	15	30	13	5	4

Final Evaluation Report (including not more than a Two-page Briefer) following USAID feedback	5	10	5	5	3
Total LOE	74	152	76	33	25

IX. MANAGEMENT

Social Impact, Inc., the Contractor managing the Ethiopia Monitoring and Evaluation Service (EPMES) activity will identify and hire the evaluation team, pending the Contracting Officer's Representatives (COR's) and relevant technical office's concurrence and CO approval for the rate, assist in facilitating the work plan, and arrange meetings with key stakeholders identified prior to the initiation of the fieldwork. The evaluation team will organize other meetings as identified during the course of the evaluation, in consultation with EPMES's Contractor and USAID/Ethiopia. The EPMES Contractor is responsible for all logistical support required for the evaluation team, including arranging accommodation, security, office space (virtual data collection platforms), computers, Internet access, printing, communication, and transportation.

The evaluation team will officially report to the Ethiopia Monitoring and Evaluation Service (EPMES) Contractor, Social Impact, Inc. The EPMES Contractor is responsible for all direct coordination with the USAID/Ethiopia Program Office through the EPMES COR. From a technical management perspective, the evaluation team will work closely with Mahider Mulugeta, the AOR of the SD Activity. To maintain objectivity, all final decisions about the evaluation will be made by the Program Office.

X. LOGISTICS

The contractor will be responsible for all travel and logistics associated with conducting the evaluation.

The SD Activity's Implementing Partner/s may also be asked to provide logistical support to the contractor/evaluation team as needed and appropriate, for instance, in locating operational areas, introducing beneficiaries or key stakeholders to the contractor's evaluation team, etc.

ANNEX II: FULL METHODOLOGY

DATA COLLECTION

The EPMES Evaluation Team (ET) used a mixed-methods design for this evaluation that collected both qualitative and quantitative data to address the EQs and used the data collection methods which included document review, key informant interviews (KIs), focus group discussions (FGDs), and a remote Computer-Assisted Telephone Interviewing (CATI) survey.

DOCUMENT REVIEW

The ET undertook a review of documents produced by and relevant to the SD Activity to better understand its design and implementation, extract findings relevant to the EQs, and inform development of the evaluation's data collection protocols so that instruments appropriately supplement or cross-check against information in the background documents. The ET reviewed a range of Activity documents, including SD's annual and quarterly reports; annual work plans; MEL Plan; baseline and endline reports; mid-term evaluation; and scoping studies. For example, the review of the SD Activity indicators within its Monitoring, Evaluation, and Learning (MEL) Plan, work plan, and quarterly and annual reports, enabled the ET to identify progress (or the lack thereof) toward indicator targets. This was triangulated with the data extracted from the KIs, FGD, and surveys to assess the extent to which the SD Activity was able to positively affect attitudinal and behavioral changes among participants and university/non-university communities (EQ2), as well as contribute to conflict mitigation and peacebuilding on and off campus (EQ3). Please see Annex V for a full list of documents reviewed for this evaluation.

SITE VISITS

The ET's three local team members conducted in-person KIs and FGDs at the five targeted universities. To enable the ET to conduct KIs and FGDs with more SD stakeholders, the team divided the data collection and university visits between them, with two team members forming one sub-team and the other team member working with locally hired notetakers to support the FGDs conducted at each university visited. These university-based notetakers served a key supporting role, enabling the team member to focus fully on facilitating the FGD while the notetaker recorded content from the FGDs. These individuals were recruited by the ET and possessed strong English-language skills (for note translation support). The two-person sub-team visited Ambo, Gondar, and Jimma Universities, while the third team member, with the supporting notetakers, visited Bahir Dar and Haramaya Universities. The third team member also conducted several FGDs in Addis, where EPMES staff members and a locally hired notetaker provided notetaking support.

KEY INFORMANT INTERVIEWS

KIs were conducted through a mix of in-person, virtual, and phone-based interviews, with the communications method dependent on the stakeholder group and/or the quality of the key informant's Internet connection. The in-person KIs were conducted on an individual basis or in small groups of two or three with key campus-based target groups. These groups included: 1) SD Activity University Coordinators (and other University Administrators such as Academic Deans), 2) Peace forum leaders/representatives, 3) current students who participated in and implemented SD peace incubation

projects;³³ and 4) students that did not participate in the SD Activity, drawn from student unions, clubs, and ethnic groups on campus.³⁴

The ET's local specialists conducted off-campus interviews with 1) university graduates who participated in and implemented SD peace incubation projects; and 2) local government/community leaders from the towns or cities in which the incubation projects were conducted. The ET conducted most of these interviews by phone, with few interviews in-person in select locations which depended on schedule availability.

Additionally, the ET conducted interviews with Addis-based staff from USAID, implementing partners LPI and PDC, Ethiopian Government representatives (Ministry of Peace [MOP], Ministry of Science and Higher Education [MOSHE]), and other English-speaking stakeholders, which were held remotely and led by the Team Leader (TL). Remote KIIs were conducted using Microsoft Teams. In total, the ET conducted 69 KIIs with 142 SD Activity stakeholders.

The ET developed semi-structured data collection protocols that delineated appropriate, conflict-sensitive questions for each of the targeted groups, established the highest possible range of comparability among interviewed stakeholders, and ensured that questions and responses were recorded. The protocols consist of interview questions that address and derive from the EQs, as well as from the ET's document review, its discussions with USAID staff, and its evaluation design knowledge. KIIs combined both closed-ended questions (to permit rapid aggregation of basic respondent data) and open-ended questions (to preserve the richness of the qualitative interview approach), allowing the ET to follow up with relevant questions when the opportunity or need arose.

The KIIs lasted approximately 45–60 minutes (depending on whether interviews were conducted with one individual or a small group). The KII process included a consent script that asked for respondent's permission to proceed after providing key details regarding the confidentiality of their responses,³⁵ sufficient context behind why they were being interviewed, and what the respondent should expect from the KII. To ensure that COVID-19 safety precautions, the ET conducted KIIs in pre-identified outdoor safe spaces on campus to allow social distancing between interviewee and informant (at least two meters) – and followed all necessary safety measures during the KII, including mandatory mask use.

FOCUS GROUP DISCUSSIONS

The ET conducted FGDs on the five campuses as well as in Addis Ababa. FGDs were conducted with: 1) students that have participated in a minimum of the SD Activity dialogue sessions (as well as possibly its Peace Action and peace incubation projects); and 2) student moderators who have led these sessions; and 3) a sample of 2016-2017, 2017-2018, and 2018-2019 graduates of these universities now living in Addis that participated in or moderated these SD Activity groups while they were students. The ET selected students, moderators, and graduates for its FGDs from all four years of the Activity's period of

³³ The ET conducted KIIs with these stakeholders rather than FGDs because its data collection benefited from in-depth conversations with such stakeholders. Peace Action

³⁴ The ET engaged with non-SD participating students through KIIs as opposed to FGDs because it would have been difficult to mix non-SD participating students of different ethnic, religious and/or political groups in an FGD and get open/honest responses to us and dialogue between them).

³⁵ See "Ethical Considerations" below for more on this.

performance,³⁶ and from among the multiple dialogue groups formed on each campus during each of those years. It will attempt to reassemble participants of specific dialogue groups as FGDs to preserve not just the religious, ethnic, geographic diversity, and gender balance of each group, but also the cohesiveness, trust, and rapport established within each group, which will allow for a more open, comfortable discussion between participants. If it is not possible to reassemble a complete SD group into an FGD due to insufficient numbers, the ET will instead combine the members of two or more SD groups into one FGD.

The ET also conducted FGDs with graduates of these universities that participated in the SD Activity and are now residing in Addis.³⁷ For each university, the EPMES ET conducted at least four student-based FGDs and one moderator-based FGD on campus (for current students) or in Addis (for graduates). The ET conducted 25 FGDs overall, each consisting of between four and nine participants, for a rough sample size of 176 students, moderators, and graduates.

The ET developed semi-structured protocols for the campus based FGDs to establish the highest possible range of comparability among stakeholders, delineate appropriate questions for each target group, and ensured that questions and responses are consistently recorded. FGDs combined both closed-ended questions to permit rapid aggregation of basic respondent data and open-ended questions to preserve the richness of the qualitative discussion. This encouraged respondents to engage with each other and give more robust responses. The ET ensured that FGDs are scheduled at convenient times and in accessible locations on campus to facilitate participation by both students and moderators. FGDs lasted 1.5–2 hours depending on the size of the FGD. As with the KIs, the FGD process included a consent script that asks for their permission to proceed after providing key details regarding the confidentiality of their responses, sufficient context behind why they are being asked to participate, and what the respondent should expect from the FGD. To ensure that COVID-19 safety precautions are followed, the ET conducted FGDs in pre-identified outdoor safe spaces on campus. In Addis Ababa, the ET conducted FGDs in a large hotel event space to enable two-meter social distancing and had open windows. All necessary safety measures were practiced including mandatory mask use and sufficient spacing (at least two meters) between FGD participants.

SURVEY

The ET conducted a quantitative Computer-Assisted Telephone Interviewing (CATI) survey targeting the SD student participants. The survey was a close-ended series of 20–30³⁸ questions on all EQs, with special focus on EQs 2 and 3 – assessing students’ and moderators’ attitudes and behaviors and their engagement

³⁶ In selecting FGD participants from all four years of the SD Activity, the ET included students from its final year, 2019-2020. During this year, the SD Activity was delayed in starting due to political instability that interrupted classes and caused some students to leave the campuses for their home areas. It was also cut short on its back end when COVID-19 forced the closure of Ethiopian universities in March 2020. While perspectives of the 2019-2020 students participating in the FGDs was not informed by the full SD Activity experience, they nevertheless provided valuable input on the effectiveness of SD programming when “real world” factors affected its full implementation. The ET also included students from the completed years of SD Activity implementation (2016-2017, 2017-2018, and 2018-2019) to speak with students and moderators that experienced the full cycle of SD interventions – i.e., the SD dialogue sessions, Peace Action projects, and peace incubation projects.

³⁷ Due to the relatively smaller number of participating students left on campus from the SD Activity’s earlier years (i.e., 2016-2017, 2017-2018, and 2018-2019), the ET leveraged the relatively large number of participating graduates now residing in the capital and conducted a number of FGDs there.

³⁸ Depending on how participants respond, the survey length will vary.

in conflict mitigation and peacebuilding. Questions focused on the participants' experiences prior to and after the SD Activity.³⁹

The ET surveyed a representative sample of the 11,153 SD participant population. This surveyed sample, clustered by university and cohort year, achieved a 2 percent margin of error at a 95 percent confidence interval. This sample ensured that the data collected was representative of the entire SD population (by university, cohort year, and sex) and sufficient to detect a minimum change in proportions within 2 percentage points at a 95 percent level of confidence.

The survey was built using Open Data Kit (ODK) on SurveyCTO, a popular platform to conduct surveys and commonly used in Ethiopia. The ET hired a local data collection firm, Green Professional Services, that was experienced in conducting CATI surveys in Ethiopia. Enumerators communicated with respondents via telephone calls. The enumerators asked the survey questions to the participant and filled out the survey on a tablet. The data was recorded in SurveyCTO's encrypted server and only the ET accessed the data. The ET provided a list of phone numbers to the enumerators in an order by which to contact the respondents.

The ET programmed the survey, conducted a virtual training with the enumerators, and actively monitored the incoming data using data quality assurance analysis. The data quality assurance mechanisms included but are not limited to: (1) backchecks in which respondents are recontacted and asked a brief series of questions about the quality of their interview, (2) time-checks to ensure that enumerators spent reasonable time on each question, and (3) audio-checks built into the survey and recorded the enumerator at specific intervals to make sure questions were asked appropriately. The ET conducted a two-day pilot with the enumerators using a small sample. Prior to the pilot, the ET conducted internal rigorous pretests to test survey logic flows. The pilot tested the enumerators' understanding of the questions and the reliability and validity of the instrument. The ET conducted analysis on the pilot data to further test the instrument reliability and enumerator understanding. This analysis checked enumerator call logs, survey duration, response rate, attrition rate, invalid phone numbers, and logic flows. The ET also conducted representativeness analysis throughout the survey to identify and flag any issues in response rate or attrition within a subset of demographics.

SAMPLING

The ET's conducted 69 KIIs with a total of 142 key SD Activity stakeholders,⁴⁰ and 25 FGDs composed of 176 current students and graduates of the Activity's five targeted universities. On the quantitative side, the ET surveyed a representative sample of 2,187 SD student participants clustered by university and cohort year. Rationales, breakdowns, and other key details for both its qualitative and quantitative samples follow below.

Qualitative Sample: The ET chose FGD and KII sample sizes to maximize both the breadth and depth of data it will collect from SD Activity stakeholders. FGDs enable team members to prioritize and more efficiently collect data from a broader number of students than through KIIs alone during the evaluation's

³⁹ Due to the research design, the quantitative survey assessed correlation between the SD Activity and the related survey questions. It did not determine if the SD Activity caused any changes because the research design does not have a counterfactual.

⁴⁰ KII stakeholders included USAID/Ethiopia and implementing partner (LPI & PDC) staff, university SD coordinators, peace forum leaders, non-SD participating students, and student/graduate peace incubation project implementers and local leaders.

fieldwork phase. KIIs on the other hand allowed the ET to maximize the selection of different stakeholder groups (and knowledgeable stakeholders within those groups) that have supported, implemented, or benefitted from the SD Activity. These samples were purposively chosen by the ET to enable: 1) the FGDs' composition to mirror the ethnic, religious, geographic, and gender diversity of the SD Activity's dialogue groups as much as possible; and 2) selection of key informants for KIIs best positioned to speak to the design, effectiveness, and sustainability of the SD Activity.

Table I below demonstrates the breakdown of these KIIs and FGDs by university and stakeholder type. These KIIs and FGDs were conducted by the local ET and Team Leader between March 17 and April 13.

SD Activity Sample and Distribution of KIIs

	Bahir Dar	Jimma	Haramaya	Gondar	Ambo	Off Campus⁴¹	Total
KIIs							
USAID/Ethiopia	--	--	--	--	--	2	2
Implementing Partners	--	--	--	--	--	8	8
SD University Coordinators/Administrators	2	4	1	3	3	--	13
Peace Forum leaders	2	2	3	1	4	--	12
Facilitators	3	4	3	4	4	--	18
Local community & government leaders	--	--	--	--	--	5	5
Peace Incubators ⁴²	--	--	--	--	--	7	7
Non-SD Students ⁴³	18	15	13	14	15	--	75
Ethiopian Government (MOP, MOSHE)	--	--	--	--	--	2	2
Total	25	25	20	22	26	24	142

⁴¹ Total number of KIIs for stakeholders at the five universities. FGDs: Number of FGDs conducted in Addis with graduates of these universities that participated in the SD Activity.

⁴² Selected from both current SD participant students and SD participant graduates.

⁴³ Non-SD Students included representatives from student unions, clubs and ethnic groups.

SD Activity Sample and Distribution of FGDs

	Bahir Dar	Jimma	Haramaya	Gondar	Ambo	Addis Ababa ⁴⁴	Total
FGDs							
Students	21 (3) ⁴⁵	24 (3)	21 (4)	22 (3)	15 (2)	--	103 (15)
Graduates	--	--	--	--	--	33 (5) ⁴⁶	33 (5)
Moderators	9 (1)	7 (1)	7 (1)	8 (1)	9 (1)	--	40 (5)
Total	30 (4)	31 (4)	28 (5)	30 (4)	24 (3)	33 (5)	176 (25)

Quantitative Sample: To achieve a representative sample of the 11,153 SD participant population, the ET gather surveys from 2,187 SD participants. In order to achieve this sample, enumerators contacted 4,900 students based on the assumption that 40 percent will respond. The sample was randomly selected using an Excel-based randomizer function. Specifically, the sample will be clustered by university, cohort year, and sex and randomized within these clusters. By doing so, the ET ensured that the university, cohort year, and sex are represented in the sample for data collection. The ET provided the randomized list, in the order the participant should be contacted to ensure that the correct proportions of each demographic are contacted.⁴⁷

ETHICAL CONSIDERATIONS

The EPMES ET followed rigorous protocols to ensure respondents' privacy and security are maintained. Prior to data collection, relevant evaluation instruments underwent an Institutional Review Board (IRB) review and was approved. During data collection, the ET collected consent from all evaluation participants. Prior to beginning the KIIs, FGDs, and the survey, participants were asked to provide electronic written consent or verbal consent. Evaluation tools were the shortest possible length that still allows for capture of necessary data so as not to cause undue time burdens on participants.

The EPMES Activity process for respecting respondent privacy during data collection, transfer, storage, analysis, disposal, and dissemination is governed by SI's data security guidelines. Data was collected and stored on password protected devices and audio transcription and analysis platforms. Only ET members have access to the data. Raw qualitative data is stored in project specific folders on SI's password protected intranet, SharePoint, quantitative data will be in STATA format and stored in on SharePoint as well.

When sharing data files internally, the ET used a secure file transfer system. During reporting and dissemination, the ET only shared aggregate results so as not to identify individual respondents. Full data access is limited to the ET's management and technical staff to limit those who have access to the full range of data captured and utilized throughout the execution of the contract. ET reports include only aggregate data, with quotes attributed to a respondent category rather than an individual.

Following analysis and reporting, the ET prepared a de-identified version of the final survey dataset to submit to USAID using SI's de-identification process. SI follows standardized de-identification protocols to remove Personally Identifiable Information (PII) from a dataset so that individual data cannot be linked

⁴⁴ Number of FGDs to be conducted in Addis with graduates of these universities that participated in SD Activity.

⁴⁵ The first number represents the total number of participants anticipated to take part in FGDs based on an estimated 8 people per FGD; the number in parenthesis is the expected number of FGDs.

⁴⁶ Approximately five FGDs will be conducted with graduates of each of the targeted universities in Addis.

⁴⁷ The data was analyzed daily and checked for representation of each of these clusters.

with specific individuals. De-identification was conducted to protect respondents while allowing the ET to share data that contributes to research transparency and facilitates additional analysis by secondary users. The de-identified dataset was reviewed by SI's IRB prior to submission to USAID.

ANALYSIS

Qualitative Data – The ET took notes during KII and FGDs with SD Activity stakeholders in real-time. The ET cleaned and synthesized electronic summaries on a rolling basis after each interview or focus group. Data was uploaded daily to the secure EPMES SharePoint data management platform. Only the ET and select EPMES staff have access to these files. The ET conducted internal online working sessions to identify and discuss emerging findings and themes, and categorized conclusions and recommendations by EQ. Data analysis methods such as content and comparative analyses (see more on these below) were used to identify response categories and patterns and to elucidate emergent themes and contextual factors among qualitative data. In turn, the ET used these discussions to inform completion of the internal preliminary Findings, Conclusions, and Recommendations (FCR) matrix, which was developed, revised, and added to during the data collection process, then finalized during the data analysis phase. The FCR matrix: i) ensured that the ET collected data that systematically and thoroughly answers each EQ, ii) verified that preliminary analysis accounts for gender and social dimensions, iii) identified gaps where additional clarification or analysis may be necessary, iv) ensured that each recommendation is supported by evidence, and v) served as the basis for the interim findings presentation and the Draft Evaluation Report.

Additionally, the ET used the aforementioned emergent themes to generate a coding structure and systematically code all qualitative data summary notes using Dedoose, a robust qualitative data analysis application. This served as the team's key analytical tool for its qualitative data, enabling the categorization, ranking, and rating of its collected KII and FGD data. For this coded data, the ET ensured that its results are disaggregated and analyzed through comparisons of the data by SD Activity objective, location (i.e., university or off-campus peace incubation site), stakeholder type, and sex.

Quantitative Data – During data collection, the ET monitored incoming survey responses daily to verify that the survey operated as expected, flagged completion rates or suspected burnout, and detected additional preliminary data collection concerns if present. No major issues were detected during data collection.

The ET conducted a final cleaning process before analysis to review potential data quality concerns in the final dataset. Quantitative analysis was conducted on Stata 15, a statistics software. All data was weighted by gender to ensure representativeness. The survey, designed as a performance evaluation, is a brief series of *before-after* styled questions. Respondents self-report and recall their experience or opinions of the SD Activity *before* and *after* their participation in the SD Activity. These responses are compared at a 2 percent margin of error and 95 percent level of confidence. Thereby, the responses are within 2-percentage points, with a 95 percent level of confidence, of how the SD participant population of 11,153 would respond. All data was disaggregated by gender, university, cohort year, and ethnic group. These disaggregations were analyzed with chi-squared statistically significant testing and when significant, are presented in the findings.

DATA ANALYSIS METHODS

The ET employed several qualitative and quantitative data analysis methods to identify key findings from the collected data, as well as to draw conclusions and make recommendations. The type of analyses depend on the specific data assessed. Employed analytic methods include the following:

1. **Trend Analysis** – Trend analysis enabled the ET to examine different SD Activity indicators annually over its 2016–2020 period of performance to identify patterns of convergence or divergence of output- and outcome-level results toward the SD Activity’s strategic objectives. This included the study of results from the SD Activity’s annual baseline and endline surveys to assess changes, for example, in student participants’ levels of trust of and empathy for people from other ethnic groups and religious backgrounds.
2. **Comparative Analysis** – The ET compared results across the different data collection methods employed, and across different stakeholder groups (e.g., students, graduates, peace forum members) to assess convergence or divergence in perspectives.
3. **Content Analysis** – Content analysis entailed the ET’s intensive review of collected KII and FGD data to identify and highlight notable examples of the SD Activity’s effectiveness (or lack of effectiveness) that contributed to (or inhibited) conflict-mitigation and peacebuilding efforts both on and off campus, as well as changes in attitudes and behavior among stakeholders.
4. **Crosstabulations and Significance Testing** – Utilizing the quantitative survey, the ET conducted significance testing where applicable. The ET used chi-squared tests to assess if certain responses have any statistically significant difference. This enabled the ET to determine if a relationship exists between the two variables and if the difference in the numbers is not a result of chance. The ET employed a number of methods to collapse or disaggregate data to assess variations in responses. The ET disaggregated all data by sex, region of origin, religion, university, and cohort year. Note that, when disaggregated, it was not always possible to conduct significance testing.

To augment its ability to analyze data, the ET used methodological triangulation, a strategy in which data from different sources are analyzed independently, then in parallel, and then cross-verified for validity. The ET used this strategy to conduct a comparative analysis of findings from its SD Activity document review (including its indicator results), its coded qualitative KII and FGD data, and quantitative survey results to validate findings across all data sources. This method was supported by the ET’s development of parallel data collection protocols for its KIIs, FGDs, and survey containing similar questions to facilitate effective comparative analysis of the data. Each of these data collection protocols addressed sub-sets of the same EQs, allowing the ET to identify points of convergence and divergence across these different data collection methods.

GENDER AND SOCIAL ANALYSIS PLAN

USAID’s Automated Directives System (ADS) 201 and 205 requires integration of gender into evaluation design and implementation. SI takes this guidance several steps further through its proprietary Evaluation Quality, Use, and Impact (EQUI®) system, which uses gender analysis frameworks to inform sampling strategies, gender-sensitive data collection protocols, sex-disaggregated data collection, and the

consideration of gender and social dimensions in data analysis and reporting. All ET members completed SI's internal training in use and understanding of the EQUI® system prior to data collection. Additionally, EQUI®'s Quality Assurance (QA) checkpoints ensured that gender relations and social dimensions are integrated into each stage of the SD Activity's evaluation process as appropriate and as they relate to each evaluation question. Through this system, the ET's design incorporated the following gender-sensitive and social-inclusion components:

- Incorporation of gender-sensitive approaches for data collection instruments, interviewing strategies, and outreach methods. Instruments, for example, included questions that assess the extent to which women were included in and benefitted from SD Activity interventions, and what role gender played in SD Activity processes and outcomes.
- Obtaining gender parity as much as possible among interview, FGD and survey respondents.
- Incorporation of questions that determined the extent to which participating students from all key Ethiopian ethnic, religious, and geographic groups were equally represented.
- Disaggregation of data by sex and by ethnic, religious, and/or geographic groups wherever appropriate.⁴⁸

LIMITATIONS AND BIASES

5. **Recall Bias** – Due to COVID-19, the most recent student cohort of SD participants were involved roughly one year prior to the evaluation – i.e. March 2020 – because SD Activity interventions were suspended when universities closed. The evaluation's quantitative survey enabled the ET to address recall bias by ensuring a larger number of respondents, thus mitigating individual challenges with recall. Primary data collection was also triangulated with the SD Activity's desk review documents.
6. **Selection Bias** – The ET purposively selected students and moderators at each of the five universities – as well as graduates in Addis and other off-campus stakeholders – who were available to meet within a specific timeframe to accommodate the ET's data collection timeline, while also maintaining a gender balance and diversity among ethnic, religious, and geographic groups. Such selection was necessary but may lead to bias. The ET effectively selected a balanced FGD participant group by ensuring balance in gender, ethnicity, religion, and university. For the quantitative survey, the ET randomly selected respondents clustered by university, cohort year, and gender. The final sample was analyzed for balance. The total proportions of university, cohort year, and gender equaled that of the total SD population indicating a representative sample.
7. **Response Bias** – The ET mitigated the risk of response bias (ex. a stakeholder withheld a negative response because they believed their response may affect future support of the SD Activity) by utilizing data triangulation to note discrepancies in responses through different data sources (desk review, survey, FGDs, KIIs) and prepared follow-up questions for KII and FGD respondents that encouraged more specific responses.
8. **Effects of COVID-19 and Instability** – Both COVID-19 and recent political instability had several implications for the ET's data collection and sampling for this evaluation. COVID-19 forced

⁴⁸ All SD participant data will be disaggregated by demographic characteristics of sex, religion, ethnicity, and geography based on the data provided to EPMES. When the relationship is statistically significant to the demographic characteristics, this data and significance will be noted in analysis.

the government-mandated closure in March 2020 of all higher-learning institutions in Ethiopia, including the five targeted universities under the SD Activity, thus halting implementation of the SD Activity.

- Political instability during 2018-2019 delayed the start of the 2019-2020 SD Activity dialogue sessions until December 2019 at four of the universities and until February 2020 at Haramaya University, which further shortened the duration of the student/moderator experience during the 2019-2020 dialogue cycle. This instability also interrupted classes and caused some students to leave the campuses for their home areas, preventing the convening of regular dialogue sessions for several weeks. This interruption in the SD dialogue cycle caused by COVID-19 and political instability resulted in the 2019-2020 student sample only experiencing roughly half of the dialogue sessions (less in the case of Haramaya) and none of the culminating, year-end events (e.g., Peace Action exercises) that the 2016-2017, 2017-2018, and 2018-2019 student cohorts did. The ET compensated for this by ensuring that most students and graduates in its FGD sample consisted of those from these first three years of the SD Activity – i.e., those who experienced the full SD programming cycle. This did not skew the ET's FGD sample in any way, as a balanced sample has roughly three out of four students and graduates drawn from the first three years of the SD Activity.
- The COVID-19 interruption of the 2019-2020 academic year decreased the available pool of on-campus students that have participated in the SD Activity. For example, of the last cohort to have participated in the full, year-long SD dialogue cycle (2018-2019), all but first-year students from this cohort have already graduated, because most students at the five universities were enrolled in three-year academic programs. The ET compensated by seeking out these students with longer programs (i.e. four to six year programs) in order to create a viable FGD sample. The ET also conducted FGDs in Addis with graduates of the five universities from 2016-2017, 2017-2018, and 2018-2019 that participated in the SD activity.
- Finally, even though students returned to the five campuses during February 2021, their class load/frequency increased in an effort to make up for the lost class time over the last year; this made it more challenging for students to make time for interviews or FGDs. The ET addressed this by designing the data collection schedule to maximize flexibility, allowing KIs and FGDs to be scheduled in the evenings or on weekends.

DISSEMINATION AND UTILIZATION

In keeping with EPMES' commitment to **Utilization-Focused Evaluation**, the ET generated clear and actionable recommendations in the evaluation report that identify the issue, action, responsibility, and timeline for implementation. Before submission to USAID, the ET completed rigorous quality assurance reviews based on SI's EQUI® approach. A preliminary findings briefing conducted virtually via Google Meet was conducted on April 28, 2021 with USAID, and subsequently with the SD Activity Implementing Partners, on May 14, 2021 once USAID approved the evaluation presentation content. As a part of the post-evaluation dissemination and utilization process, EPMES will also distribute the final approved evaluation report to IPs with USAID/Ethiopia's approval, as well as other stakeholders at the discretion of the Mission. EPMES will upload the final approved evaluation report to the Development Experience Clearinghouse (DEC) for public access and adapt and re-format findings for different audiences, as

requested by USAID. Finally, EPMES will develop a utilization plan with primary intended users and conduct a client satisfaction survey, if requested.

ANNEX III: DATA COLLECTION TOOLS

SD ACTIVITY EVALUATION – CONSENT FORM, DATA COLLECTION PROTOCOLS

Sustaining Dialogue Evaluation: KII/FGD Consent Form

Note to evaluator: *You must read the consent script in full and aloud to the respondent exactly as written.*

Introduction: Thank you for taking the time to meet with us today. We are researchers from Social Impact (SI), and we have been contracted by USAID (the US government) to evaluate the Sustaining Dialogue (SD) on Ethiopian Campuses Activity, an Activity funded by USAID/Ethiopia and implemented by LPI and PDC. Our team is composed of independent evaluators who are not part of USAID or the SD Activity. We will ask you questions related to SD’s design and structure, its overall effectiveness, sustainability of individual interventions, and any lessons that may be applicable to future programming. Today’s interview is expected to last approximately *45-60 minutes*.

Content [Students and Moderators ONLY]: The interview will include questions about your experience during the SD Activity and experiences related to inter-ethnic and/or religious tension or conflict. At any point, you are welcome to skip questions, take a break, or end the interview.

Reporting and Confidentiality: The information that you and others provide will be used to write an evaluation report, which will be shared with USAID and made public. However, your responses in this interview will be kept in confidence by the evaluation team. Only the evaluation team – nobody else – will have access to the notes that are taken. Although we will report our evaluation findings in aggregate in the report, your name, position, or other personally identifying information will not appear in our notes or any of our reporting. Interview notes that do not contain any personal identifying information (such as your name) may be given to USAID, if requested.

Voluntary Participation: Your participation is voluntary. If you do not want to participate or answer specific questions, you do not have to. Should you choose to participate, please know that you may change your mind and stop the interview at any point. There will be no consequences if you choose not to participate.

Risks and Benefits: We do not anticipate that your participation in this interview will result in any risks or direct benefits to you, but your inputs may lead to recommendations that benefit future USAID programs in Ethiopia, and therefore, the general public.

COVID-19 Risks [IN-PERSON ONLY]: Because this is an in-person discussion, the risk of COVID-19 transmission exists. We have taken all precautions available to mitigate this risk, including mask-wearing, hand-sanitizing, and 6-feet distancing. If you feel uncomfortable or concerned about the risk of transmission, you are free to end the interview at any time. Your health and safety are our priority.

Contact: If you have any concerns or questions about the evaluation, you may contact the Social Impact’s Institutional Review Board at “irb@socialimpact.com”, or the evaluation Team Leader, Adam Reisman, at areisman@socialimpact.com. You can also contact USAID/Ethiopia directly by Tessema Mebratu, at tmebratu@usaid.gov.

- Do you have any questions for us before we get started?
[Evaluator to answer any questions]
- Are you comfortable if we record this interview?
[Participant to provide answer to team interviewers, which they will document on paper]
_____ Yes _____ No
- Do you voluntarily agree to participate in this interview?
[Participant to provide answer to team interviewers, which they will document on paper]
_____ Yes _____ No
- **[If yes to consent, if in-person]** Per our COVID-19 protocols, we are required to collect contact information from all participants to contact you in case of possible COVID-19 exposure. These phone numbers will be kept separately from our notes and only utilized if we, or a participant, tests positive to COVID-19. [Notetaker to take down each person's phone number on a separate paper]

SD ACTIVITY EVALUATION – PERSONAL DATA, DATA COLLECTION PROTOCOLS

KII PROTOCOL FOR THE SUSTAINING DIALOGUE ACTIVITY EVALUATION

GENERAL INFORMATION

Name of interviewer:	
Date of interview:	____ March 2021 ____ April 2021
Respondent code of person interviewed	

ADDITIONAL INFORMATION (NOTE: ET should already have and be able to fill in this info prior to start of KII; only ask interviewee about these if confirmation needed)

Location of person interviewed	University: Off Campus (list region/zone/woreda/kebele):
Respondent sex:	• Male • Female
SD Stakeholder Type:	• Student (current) • Student (graduate) • SD University Coordinator • Peace Forum Leader • Local government/community leaders • Moderators • PDC/LPI staff • USAID staff • Other _____ (please specify)
Graduation Year (if Student or Moderator)	

#1: SD ACTIVITY EVALUATION – USAID/ETHIOPIA, KII PROTOCOL

1. Can you tell us about your involvement with the SD Activity?

Design

EQ1: To what extent has the SD Activity been appropriate and relevant for conflict mitigation and peacebuilding in universities? (In terms of appropriateness and relevance, the Evaluation Team should review how well the design of the SD Activity and its theory of change corresponded to the needs of the universities with respect to student attitudes and behaviors.)

2. Were you involved in the design of any particular SD Activity interventions?
 - a. If yes, please specify your role in the design.
3. To what extent do you think the SD Activity's design process was participatory?
4. To what extent was there sufficient coordination among stakeholders during the design and implementation of the Activity?
5. To what extent do you think the SD Activity's design was appropriate for the particular conflict mitigation and peacebuilding needs of the universities? For example, design of its dialogue sessions, Peace Action projects?
 - a. **Probe:** The need to change attitudes and behaviors of students on campus?
 - b. **Probe:** The need to help students to play personal roles in mitigating inter-ethnic tensions and violence on campus?
 - c. **Probe:** Should there have been more/fewer dialogue sessions during the year? Should the size or mix of your group have been different?
 - d. **Probe:** Design of Peace Action interventions?
6. To what extent was the SD Activity's design and structure sufficiently flexible and adaptive to enable it to modify its activity approach (if/when needed) during implementation?
 - a. **Probe:** Were there processes put in place for reviewing/learning from/acting on, challenges, needs, etc? If yes, what were examples of this?
 - b. **Probe:** Did the Activity revisit/modify any of its programmatic priorities: strategic objectives, indicators, implementation areas, actors? If yes, what were examples of this?

Effectiveness

EQ2: To what extent has the SD Activity affected positive attitudinal and behavioral changes among SD participants, university communities, and non-university communities? (To address this question, the Evaluation Team should first assess the efforts or approaches used to affect attitudes and behavior, and then assess how the SD Activity affected these attitudes and behavior.)

7. What are the major SD activities being implemented to transform students' attitude and behavior at this university as you understand them?
8. To what extent do you think that these SD activities contributed to:
 - a. Any tangible changes in participating students' attitudes and behavior toward each other? In what way?
 - i. **Probe:** Better understanding of and empathy for other groups' values and concerns; improved interaction and relationships with other groups; perceptions of increased respect for one's own group.
 - b. Any tangible changes in attitudes and behavior in different university communities (and/or university wide)? In what way?
 - i. **Probe:** Non-SD participant campus students, faculty, administration, support staff, such as campus police and guards?
 - c. Any tangible changes in attitudes and behavior off campus? In what way?
 - i. **Probe:** Areas near campus (e.g., Jimma town); students' home communities?
9. Of these changes in attitudes and behavior, which change(s) did you think were most significant? Why?

Effectiveness

EQ3: To what extent has the SD Activity contributed to conflict mitigation and peacebuilding on and off campus? (To address this question, the Evaluation Team must assess whether SD alumni/participants actively sought to be peacemakers during incidents of inter-ethnic tension or violence on campus or at home.)

10. To what extent has the SD Activity enabled SD participants to play active roles in lessening tensions or violence **between different groups on campus?**
 - a. **Probe:** What type of tensions/conflict (e.g., ethnic, religious, regional)?
 - b. **Probe:** What specific role do you think they played?
11. To what extent has the SD Activity enabled SD participants to play an active role in lessening tensions or violence **between different groups in their own communities or hometown?**
 - a. **Probe:** What type of tensions/conflict (e.g., ethnic, religious, regional)?

- b. **Probe:** What specific role do you think they played?
- c. **Probe:** Did you have a peace idea (or incubation project) that PDC approved and you implemented in your hometown/community?

Sustainability

EQ4: To what extent can SD activities be expected to continue and/or be scaled up by SD beneficiaries and university partners after the SD Activity ends? What evidence exists to demonstrate this sustainability?

- 12. To what extent do you believe the SD activities will continue or expand once the Activity ends?
 - a. **Probe:** What is your evidence if you think they will be sustainable?
 - b. **Probe:** What will be sustainable: Partnerships with universities; relationships with peace forum leaders; establishment of an SD alumni network; peace incubation (i.e., off-campus) activities; government support – but not co-optation (e.g., Ministry of Peace, Ministry of Science and Higher Education).
- 13. Are there any SD initiatives that will be more difficult to continue? If so, why?
- 14. To what extent have any external factors affected the chances for the long-term sustainability of the SD Activity after it ends? In what way?
 - a. **Probe:** New laws, tensions/violence on/off campus, Internet shutdowns, political developments, COVID-19? Have SD Activity implementers been able to change the Activity to take advantage of new opportunities or adapt to new constraints?

Other

EQ5: What are the lessons learned, best practices, and most significant challenges to the success of the SD Activity?

- 15. What are the most significant lessons USAID has learned in implementation of the SD Activity?
 - a. **Probe:** In retrospect, is there anything that you would have been done differently in implementing the SD Activity?
- 16. Are there any practices from the SD Activity that you think should be replicated and shared in different settings with different audiences on- or off-campus?
 - a. **Probe:** On-campus: Student government, university administration?
 - b. **Probe:** Off-campus: Local communities close to universities (community officials, youth leaders, activists, women, elders).

17. What are the most significant challenges USAID has faced in the implementation of SD activities?
- a. **Probe:** *Campus-based and national stability issues interrupting SD activity.*
 - b. **Probe:** *COVID-19 and shut down of the university.*
 - c. **Probe:** *Identifying and engaging opinion leaders and following up their contribution.*
 - d. **Probe:** *Can the understanding and empathy created as part of the SD process be sustained after students go home, where historic rivalries and deep-seated grievances continue to thrive amidst ongoing political instability – e.g., civil conflict in Tigray?*
-

18. Do you have any additional comments?

#2: SD ACTIVITY EVALUATION – IMPLEMENTING PARTNERS, KII PROTOCOL

1. Can you tell us about your involvement with the SD Activity?

Design

EQ1: To what extent has the SD Activity been appropriate and relevant for conflict mitigation and peacebuilding in universities? (In terms of appropriateness and relevance, the Evaluation Team should review how well the design of the SD Activity and its theory of change corresponded to the needs of the universities with respect to student attitudes and behaviors.)

2. Were you involved in the design of the overall SD Activity or any of its particular components?
3. What were the challenges Ethiopia's universities faced with inter-ethnic tensions and conflict in 2016?
4. Do you think the SD Activity's design was appropriate for addressing these challenges and the specific needs of the universities? For example, its dialogue sessions, Peace Action Projects, and peace incubations, for multiplier effects.
 - a. **Probe:** The need to change attitudes and behaviors of students on campus?
 - b. **Probe:** The need to help students to play personal roles in mitigating inter-ethnic tensions and violence on campus?
 - c. **Probe:** Should there have been more/fewer dialogue sessions during the year? Should the size or mix of your group have been different? Should student recruitment procedures have been different?
 - d. **Probe:** Different design of Peace Action interventions?
 - f. **Probe:** Was the selection process of SD participants and moderators appropriate or should it have been done differently?
5. If not, in what ways could the activities have been better designed to address the challenges you just identified?
6. SD Activity's overall justification: "If Ethiopian universities institutionalize sustained dialogue projects on campuses, cumulating to cultures of dialogue, trust and understanding in universities, then reinforcement of negative relational patterns will decrease & violence will be prevented on campuses, which can in turn spread to the country overall, thus influencing the future of the country in communal & national contexts."
 - a. Do you think the SD Activity's justification included all of the necessary assumptions?
 - b. Does its justification, including its assumptions, still hold true now that the Activity is ending?
7. Was the SD Activity's design and structure sufficiently flexible and adaptive to enable it to modify its activity approach (if/when needed) during implementation?

- a. **Probe:** Ability to revisit/modify programmatic priorities: strategic objectives, indicators, implementation areas, actors.
 - b. **Probe:** Processes for reviewing/learning from/acting on, challenges, needs, etc.
8. To what extent do you think the MEL systems put in place for monitoring key changes in the SD Activity's progress toward shifting attitudes and behavior and mitigating conflict have been sufficient?
- a. MEL Plan
 - b. Indicators
 - c. Monitoring Tools – e.g., baseline/endline survey reports
 - d. Learning timetables/events

Effectiveness

EQ2: To what extent has the SD Activity affected positive attitudinal and behavioral changes among SD participants, university communities, and non-university communities? (To address this question, the Evaluation Team should first assess the efforts or approaches used to affect attitudes and behavior, and then assess how the SD Activity affected these attitudes and behavior.)

9. What are the major SD activities being implemented to transform students' attitude and behavior at this university as you understand them?
10. To what extent do you think that these SD activities contributed to:
- a. Any tangible changes in participating students' attitudes and behavior toward each other? In what way?
 - i. **Probe:** Better understanding of and empathy for other groups' values and concerns; improved interaction and relationships with other groups; perceptions of increased respect for one's own group.
 - b. Any tangible changes in attitudes and behavior in different university communities (and/or university wide)? In what way?
 - i. **Probe:** Non-SD participant campus students, faculty, administration, support staff, such as campus police and guards?
 - c. Any tangible changes in attitudes and behavior off campus? In what way?
 - i. **Probe:** Areas near campus (e.g., Jimma town); students' home communities?
11. Of these changes in attitudes and behavior, which change(s) did you think were most significant? Why?
12. Do you think women have been able to access/benefit from the SD Activity to the same degree that men have? If not, why not?

13. Do you think people from all different ethnic and religious groups and regions have been able to equally access/benefit from the SD Activity at this university? If not, which groups were not able to benefit, and why not?

Effectiveness

EQ3: To what extent has the SD Activity contributed to conflict mitigation and peacebuilding on and off campus? (To address this question, the Evaluation Team must assess whether SD alumni/participants actively sought to be peacemakers during incidents of inter-ethnic tension or violence on campus or at home.)

14. To what extent has the SD activity enabled SD participants to play active roles in lessening tensions or violence **between different groups on campus?**
- Probe:** What type of tensions/conflict (e.g., ethnic, religious, regional)?
 - Probe:** What specific role do you think they played?
15. To what extent has the SD activity enabled participants to play an active role in lessening tensions or violence **between different groups in their own communities or hometown?**
- Probe:** What type of tensions/conflict (e.g., ethnic, religious, regional)?
 - Probe:** What specific role do you think they played?
16. In your observation, can anything be done in future university-based conflict mitigation and peacebuilding programs to enhance students' roles:
- In bringing students' attitudinal/behavioral change and mitigating violence?
 - As mediators/peacemakers in mediating incidents of tension or violence on campus?
 - In providing a "multiplier effect" on campus and peace incubation contributions back home?

Sustainability

EQ4: To what extent can SD activities be expected to continue and/or be scaled up by SD beneficiaries and university partners after the SD Activity ends? What evidence exists to demonstrate this sustainability?

17. To what extent do you believe the SD activities will continue or be expanded once USAID support to the Activity ends?
- Probe:** What is your evidence if you think they will be sustainable? Any specific actions that are already taken?
 - Probe:** What will be sustainable: Partnerships with universities; relationships with peace forum leaders; establishment of an SD alumni network; sustained dialogue sessions, Peace Actions, peace-incubation (i.e., off-campus) activities; government support – but not co-optation (e.g., Ministry of Peace, Ministry of Science and Higher Education).

18. Are there any SD initiatives that will be more difficult to continue? If so, why?
19. To what extent have any external factors affected the chances for the long-term sustainability of the SD Activity after it ends? In what way?
- Probe:** *new laws, tensions/violence on/off campus, Internet shutdowns, political developments, COVID-19)? Have SD Activity implementers been able to change the Activity to take advantage of new opportunities or adapt to new constraints?*

Other

EQ5: What are the lessons learned, best practices, and most significant challenges to the success of the SD Activity?

20. In retrospect, is there anything that you would have done differently in implementing the SD Activity to positively affect students' attitudes or behavior?
- Probe:** What are the most significant lessons you have learned in implementation of the SD Activity – e.g., in its MEL systems?
21. Are there any practices from the SD Activity that you think should be replicated and shared in different settings with different audiences on- or off-campus?
- Probe:** *On-campus: Student government, university administration?*
 - Probe:** *Off-campus: Local communities close to universities (community officials, youth leaders, activists, women, elders), government offices, other universities.*
22. What are the most significant challenges [LPI or PDC] has faced in the implementation of SD activities?
- Probe:** *Campus-based and national stability issues interrupting SD activity?*
 - Probe:** *COVID-19 and shut down of the university?*
 - Probe:** *Identifying and engaging opinion leaders and following up their contribution?*
-
23. Do you have any additional comments?

#3: SD ACTIVITY EVALUATION – SD UNIVERSITY COORDINATORS/ADMINISTRATORS, KII PROTOCOL

Design

EQ1: To what extent has the SD Activity been appropriate and relevant for conflict mitigation and peacebuilding in universities? (In terms of appropriateness and relevance, the Evaluation Team should review how well the design of the SD Activity and its theory of change corresponded to the needs of the universities with respect to student attitudes and behaviors.)

1. Tell us your roles and responsibilities as SD Activity coordinator at this university and how long you worked here.
 - a. **Probe:** Contributions to the design of SD activities.
 - b. **Probe:** Coordinating, planning and preparation toward the five stages of SD processes.
 - c. **Probe:** Supervising activities, supporting, monitoring and evaluation, etc.
 - d. **Probe:** Was the selection process of SD participants and moderators appropriate or should it have been done differently?
2. To what extent do you think the design of the SD Activity was appropriate for the particular conflict-mitigation and peacebuilding needs of this university?
 - a. If yes, how?
 - b. If not, why were these activities not appropriate?
 - c. Have these activities been appropriate to change attitudes or prevent violence off campus?
3. SD Activity's overall justification: "If Ethiopian universities institutionalize sustained dialogue projects on campuses, cumulating to cultures of dialogue, trust and understanding in universities, then reinforcement of negative relational patterns will decrease & violence will be prevented on campuses, which can in turn spread to the country overall, thus influencing the future of the country in communal & national contexts."
 - a. Do you think the SD Activity's justification included all of the necessary assumptions?
 - b. Does the justification, including its assumptions, still hold true now that the Activity is ending?
4. Have these activities been appropriate for the purposes of:
 - a. Changing attitudes and behaviors of students on campus?
 - b. Helping students to mitigate conflict and launch peacebuilding efforts on campus?
 - i. **Probe:** The extent to which students have been personally involved as "peacemakers" in incidents of ethnic, religious and/or language tensions and violence on campus).
5. Do you suggest any improvement or modification on the design of the Activity?
 - a. **Probe:** Nature and set of activities.

- b. **Probe:** The approach, steps and ways of implementation of existing activities, how - e.g., more/fewer dialogue sessions during the year?
- c. **Probe:** More or less stakeholder engagement reconsideration, whom to include/exclude?

Effectiveness

EQ2: To what extent has the SD Activity affected positive attitudinal and behavioral changes among SD participants, university communities, and non-university communities? (To address this question, the Evaluation Team should first assess the efforts or approaches used to affect attitudes and behavior, and then assess how the SD Activity affected these attitudes and behavior.)

6. What are the major SD activities being implemented to transform students' attitude and behavior at this university as you understand them?
7. From your experience and observation so far, to what extent do you think that these SD activities contributed to:
 - a. Any tangible changes in students' attitude and behavior toward others? Examples?
 - i. **Probe:** Better understanding of and empathy for other groups' values and concerns; perceptions of increased respect for one's own group; intergroup relationships and interactions improved, which contributed to better on-campus stability.
 - b. Any tangible changes in attitudes and behavior in the wider university community (such as non-SD participant campus students, faculty, administration, support staff, such as campus police and guards)? Examples?
 - i. **Probe:** About art and sport events for peace, coffee ceremony, panel discussions, planting tree for peace as part of Peace Actions?
8. If you have observed such changes in students' attitudes and behavior, which SD activities are most responsible for the changes?
9. Of the tangible changes you have observed, which do you think were most significant?
 - a. **Probe:** Better understanding of out-group's values and concerns.
 - b. **Probe:** Empathy for out group members, improved interaction and relationship.
 - c. **Probe:** Improved tolerance and reduced tension and conflict.
 - d. **Probe:** University administration faculty and support staffs contributed positively and carefully before and during incidents.
10. Do you have any comment or suggestion in improving the SD dialogue sessions in the future? Please, reason out on your suggestions
 - a. **Probe:** Engaging more or less students in a group.
 - b. **Probe:** Expanding or diminishing the number of SD groups in the year-long SD dialogue.
 - c. **Probe:** Editing on the contents of the dialogue.
 - d. **Probe:** Changes on the way sessions are moderated, frequency of sessions or any other.

11. To what extent do you think the SD Activity's peace incubation efforts have contributed to positive changes off campus (nearby and in students' home communities)?
12. Have you had a chance to support these peace incubation ideas? If yes,
- Probe:** What ideas selected and how?
 - Probe:** Any prior sensitivity and effectiveness analysis?
 - Probe:** What support and to what extent enabled student implementers?
 - Probe:** Any lesson, challenge, and gap in this peace incubation activity?
 - Probe:** How is activity monitored and reported from home community?
13. To what extent were you able to provide equal opportunities in the SD Activity to female students?
- Probe:** As SD participants, moderators, facilitators and SD action organizers etc.
14. To what extent were you able to provide different ethnic and religious groups and regions equal access/benefit from the SD Activity at this university? If not, which groups were not able to benefit, and why not?

Effectiveness

EQ3: To what extent has the SD activity contributed to conflict mitigation and peacebuilding on and off campus? (To address this question, the Evaluation Team must assess whether SD alumni/participants actively sought to be peacemakers during incidents of inter-ethnic tension or violence on campus or at home.)

15. To what extent has the SD Activity enabled SD participants to play active roles in lessening tensions or violence between different groups on campus?
- Probe:** Can you tell us how you built their capacity on this (Training, SD sessions itself, providing guiding materials)?
16. To what extent have you witnessed any incidents of tension/conflict in which SD participants attempted to intervene positively or mediate?
- Probe:** What type of tensions/conflict (e.g., ethnic, religious, regional)?
 - Probe:** What specific role did they play in lessening these tensions/conflicts or building understanding/tolerance?
17. In your observation, what else could be done to enhance students' roles:
- As mediators/peacemakers in mediating incidents of tension or violence on campus?
 - In providing a multiplier effect on campus and peace incubation contribution back home?

Sustainability

EQ4: To what extent can SD activities be expected to continue and/or be scaled up by SD beneficiaries and university partners after the SD Activity ends? What evidence exists to demonstrate this sustainability?

18. As SD coordinator, to what extent do you think that adequate efforts have been made throughout the SD Activity implementation period to ensure sustainability?
- Probe:** What are these efforts?
 - Probe:** What more would you have liked to be done?
19. To what extent do you think that the SD activities will continue or be expanded after the activity ends?
- Probe:** University administration and peace forums owned it and have the capacity (how confident are you on this)?
 - Probe:** The SD alumni network is taking action to sustain it (any example)?
 - Probe:** Support – but not co-optation of the Activity - from government (Ministry of Peace, Ministry of Science and Higher Education, other) any initiative here?
20. Are there any SD initiatives that will be more difficult to continue? If so, why?
21. To what extent did any factors, including external ones, affect the chances for the long-term sustainability of the SD activities after the SD Activity ends? In what way?
- Probe:** New laws, tensions/violence on/off campus, Internet shutdowns, political developments, COVID-19)? Have SD Activity implementers been able to change the Activity to take advantage of new opportunities or adapt to new constraints?

Other

EQ5: What are the lessons learned, best practices, and most significant challenges to the success of the SD Activity?

22. In your coordination experiences so far, what are the most significant challenges you have faced in the implementation of SD activities?
- Probe:** Campus based and national stability issues interrupting SD activity.
 - Probe:** COVID-19 and shut down of the university.
 - Probe:** Identifying and engaging opinion leaders and following up their contribution.
 - Probe:** Ensuring good participation of SD session due to various factors.

23. What comments can you share about the way LPI and PDC coordinated SD activities as partners and the support they provided?

a. **Probe:** *Any gap and challenges in this regard for future improvement.*

24. What are the most significant lessons you have learned as coordinator of the SD Activity that would be relevant for future similar endeavors?

25. Are there any best practices from the SD Activity that you think should be replicated and shared in different settings with different audiences on- or off-campus?

a. **Probe:** *On-campus: Student government, university administration?*

b. **Probe:** *Off-campus: Local communities close to universities (community officials, youth leaders, activists, women, elders).*

26. Do you have any additional comments?

#4: SD ACTIVITY EVALUATION – PEACE FORUM LEADERS, KII PROTOCOL

Design

EQ1: To what extent has the SD Activity been appropriate and relevant for conflict mitigation and peacebuilding in universities? (In terms of appropriateness and relevance, the Evaluation Team should review how well the design of the SD Activity and its theory of change corresponded to the needs of the universities with respect to student attitudes and behaviors.)

1. Tell us your roles and responsibilities as a peace forum member at this university and how long you have been a member? How does your work intersect with that of the SD Activity?
 - a. **Probe:** Contribution in the design of SD activities?
 - b. **Probe:** Support in the establishment of SD campus network?
 - c. **Probe:** Coordination and responsibilities in integrating the five stages of SD processes?
2. To what extent do you think the design of the SD Activity was appropriate for the particular peacebuilding and conflict mitigation needs of this university?
 - a. **Probe:** What is the role of SD in promoting peaceful co-existence, mutual respect and trust among university community as well as the host community?
3. Have these activities been appropriate for the purposes of:
 - a. Changing attitudes and behaviors of students on campus?
 - b. Helping students to mitigate conflict and launch peacebuilding efforts on campus?
 - i. **Probe:** The extent to which students have become personally involved as “peacemakers” in incidents of ethnic, religious and/or language tensions and violence on campus).
4. Do you suggest any improvement or modification in the design of the activity?
 - a. **Probe:** the approach, steps and ways of implementation of existing activities, such as more/fewer dialogue sessions during the year?
 - b. **Probe:** Aim/purpose and target audiences for SD identified and stated well, how?

Effectiveness

EQ2: To what extent has the SD Activity affected positive attitudinal and behavioral changes among SD participants, university communities, and non-university communities? (To address this question, the Evaluation Team should first assess the efforts or approaches used to affect attitudes and behavior, and then assess how the SD Activity affected these attitudes and behavior.)

5. What are the major SD activities implemented to transform students' attitude and behavior at this university as you understand them?
 - a. **Probe:** *How SD support students to neutralize negative perceptions and nurture positive attitudes and behaviors?*
6. From your experience and observation so far, to what extent do you think that these SD activities contributed to:
 - a. Any changes in students' attitudes and behavior toward others?
 - i. **Probe:** *Examples in which intergroup relationships and interaction improved which contributed to better on campus stability?*
 - ii. **Probe:** *Please explain your response.*
7. If you have observed such changes in students' attitudes and behavior, which SD activities are most responsible for the changes?
8. To what extent do you think of the SD Activity's Peace Actions and multiplier effects are leading to any changes in attitudes and behavior in the wider university community?
 - a. **Probe:** *Such as Peace Forum members, non-SD participant campus students, faculty, support staff such as campus police and guards)?*
 - b. **Probe:** *In terms of peacebuilding and conflict mitigation through the establishment of coordinated networks on campus.*
9. To what extent have you observed tangible positive changes on campus as a result of SD activities? Which changes do you think were most significant?
 - a. **Probe:** *Better understanding of value of peace and resolving miss understandings/conflict through sustained dialogue?*
 - b. **Probe:** *Developed trust and compassion?*
 - c. **Probe:** *Empathy for group members, improved interaction and relationship?*
 - d. **Probe:** *University administration faculty and support staffs contributed positively and carefully before and during incidents?*
10. Do you have any suggestions for improving SD dialogue sessions in the future? Please elaborate on your suggestions
 - a. **Probe:** *Improving inclusion of different actors (university administrations, different clubs, etc.)?*
 - b. **Probe:** *Engaging more or less students in a group?*
 - c. **Probe:** *Expanding or diminishing the number of SD groups in a given year-long SD dialogue?*
 - d. **Probe:** *Changes on the way sessions are moderated, frequency of sessions or any other?*
11. To what extent do you think the SD Activity's peace incubation efforts have contributed to positive changes off campus (nearby and in students' home communities)?
 - a. **Probe:** *How SD trainings and skills have expanded to off-campus communities?*

12. Have you had a chance to support these peace incubation ideas? If yes,
 - a. **Probe:** *What support and to what extent have you enabled student implementers*
 - b. **Probe:** *Any lessons, challenges, and gaps in the peace incubation project design process.*

13. To what extent have you been able to provide equal opportunities in the SD Activity for to female students?
 - a. **Probe:** *As SD participants, as a peace forum member, facilitators, and SD action organizers etc.*

14. To what extent were you able to provide different ethnic and religious groups and regions equal access/benefit from the SD Activity at this university? If not, which groups were not able to benefit, and why not?

Effectiveness

EQ3: To what extent has the SD activity contributed to conflict mitigation and peacebuilding on and off campus? (To address this question, the Evaluation Team must assess whether SD alumni/participants actively sought to be peacemakers during incidents of inter-ethnic tension or violence on campus or at home.)

15. To what extent has the SD activity enabled SD participants to play active roles in lessening tensions or violence between different groups on campus?
 - a. **Probe:** *Can you tell us how you built their capacity on peacebuilding trainings, SD session and facilitation, peer mediation...etc.*

16. To what extent have you witnessed any incidents of tension/conflict in which SD participants attempted to intervene positively or mediate?
 - a. **Probe:** *What kind of conflict drivers at universities mitigated by SD participants?*
 - b. **Probe:** *What type of tensions/conflict (e.g., ethnic, religious, regional)?*
 - c. **Probe:** *What specific role did they play in lessening these tensions/conflicts or building understanding/tolerance?*

17. In your observation as a peace forum member, what else could be done to enhance students' roles:
 - a. As mediators/peacemakers in mediating incidents of tension or violence on campus?
 - b. In providing a multiplier effect on campus and peace incubation contribution back home?

Sustainability

EQ4: To what extent can SD activities be expected to continue and/or be scaled up by SD beneficiaries and university partners after the SD Activity ends? What evidence exists to demonstrate this sustainability?

18. As a peace forum and SD member, to what extent do you think that adequate efforts have been made throughout the SD Activity implementation period to ensure sustainability?
- Probe:** What are these efforts?
 - Probe:** What more would you have liked to be done?
19. To what extent do you think that the SD activities will continue or be expanded after the activity ends?
- Probe:** What do you think is the current level of support from students, the peace forum and university administrations?
 - Probe:** support – but not co-optation of the Activity - from government (Ministry of Peace (MoP), Ministry of Science and Higher Education, Peace and security administrations and other) any initiative here?
20. Are there any SD initiatives that will be more difficult to continue? If so, why?

Other

EQ5: What are the lessons learned, best practices, and most significant challenges to the success of the SD Activity?

21. In your experiences so far, what are the most significant challenges you have faced in the implementation of SD activities?
- Probe:** What are the challenges of SD in peacebuilding and conflict mitigation at universities?
 - Probe:** Conflict and national security issues interrupting SD activity?
 - Probe:** COVID-19 and shut down of the university?
22. What is your reflection on the way implementing partners LPI and PDC coordinated SD activities and the support they provided?
- Probe:** List any gap and challenges.
23. What are the most significant lessons you have learned as a peace forum member of the SD Activity that would be relevant for future similar endeavors?

24. Are there any best practices from the SD activity that you think should be replicated and shared in different settings with different audiences on- or off-campus?
- a. **Probe:** *On-campus: Student government, university administration?*
 - b. **Probe:** *Off-campus: Local communities close to universities (community officials, youth leaders, activists, women, elders).*
-

25. Do you have any additional comments?

#5: SD ACTIVITY EVALUATION – LOCAL GOVERNMENT/COMMUNITY LEADERS, KII PROTOCOL

Design

EQ1: To what extent has the SD Activity been appropriate and relevant for conflict mitigation and peacebuilding in universities? (In terms of appropriateness and relevance, the Evaluation Team should review how well the design of the SD Activity and its theory of change corresponded to the needs of the universities with respect to student attitudes and behaviors.)

1. What do you consider the current key challenges to mitigating conflict and peacebuilding in your community?
2. Could you please tell us how you know about the Sustained Dialogue Activity and its peace incubation projects?
 - a. **Probe:** Be prepared to describe the specific intervention(s) implemented in their town/area through the support of the peace incubation project?
3. To what extent do you think the peace incubation intervention you were involved in/familiar with was designed appropriately to support changes in your community with regard to attitudes/behavior and conflict mitigation and peacebuilding?
 - a. **Probe:** Was the project fine-tuned to social context and problems on the ground?
 - b. **Probe:** Were the activities designed to effectively address pertinent issues of local concern. Should they have been designed differently?
 - c. **Probe:** Was the project participatory – were all of the necessary people involved?
 - d. **Probe:** Did the incubation project implementer have the appropriate attitudes, skills and behavior?
4. Do you think the peace incubation project and its set of activities were sufficient to change attitudes, solve social problems and mitigate conflicts in your locality/community?
 - a. If yes, how?
 - b. If not, why were these activities not sufficient?
 - c. Have these activities been sufficient to expand the culture of dialogue, solve social problems or improve relationships?

Effectiveness

EQ2: To what extent has the SD Activity affected positive attitudinal and behavioral changes among SD participants, university communities, and non-university communities? (To address this question, the Evaluation Team should first assess the efforts or approaches used to affect attitudes and behavior, and then assess how the SD Activity affected these attitudes and behavior.)

5. What are the major SD activities being implemented to transform students' attitude and behavior at this university as you understand them?
6. To what extent do you think the SD peace incubation project contributed to:
 - a. Any change in attitudes and behavior locally?
 - i. **Probe:** *Instigating and spreading the culture of dialogue off campus, conflict mitigation, improving or transforming local community relationships?*
 - b. Any change in the peacebuilding knowledge and skills of youth or other specific groups in your community?
 - c. Any change in strengthening the peace leadership capacity of the participants?
7. To what extent have positive changes in attitudes and behavior taken place in your locality as a result of the SD peace incubation activity? If such changes have happened, which change(s) do you think were most significant? Why?
8. Were women able to access/benefit from the peace incubation SD activity to the same degree that men were? If not, why not?
9. Were people from all different ethnic and religious groups and regions able to equally access/benefit from peace incubation activity? If not, which groups were not able to benefit, and why not?
10. What, if anything, could have been done differently to further maximize the benefits of the peace incubation activity?

Effectiveness

EQ3: To what extent has the SD activity contributed to conflict mitigation and peacebuilding on and off campus? (To address this question, the Evaluation Team must assess whether SD alumni/participants actively sought to be peacemakers during incidents of inter-ethnic tension or violence on campus or at home.)

11. To what extent do you think the SD peace incubation project contributed to:
 - a. Any lessening of tensions or conflict between different groups in your community?
12. To what extent have positive changes in the lessening of tensions or conflict between different groups in your community taken place as a result of the SD peace incubation activity? If such changes have happened, which change(s) do you think were most significant? Why?

Sustainability

EQ4. To what extent can SD activities be expected to continue and/or be scaled up by SD beneficiaries and university partners after the SD Activity ends? What evidence exists to demonstrate this sustainability?

- I3. Will any changes from this project be sustainable in your community? Could any other organizations provide future support to maintain/expand these changes?

Other

EQ5: What are the lessons learned, best practices, and most significant challenges to the success of the SD Activity?

- I4. If more peace incubation projects were to be conducted in the future, what is the most significant aspect of the intervention that you would want to see maintained or strengthened?

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- I5. Do you have any additional comments?

#6: SD ACTIVITY EVALUATION – PEACE INCUBATORS, KII PROTOCOL

- I. Can you please tell us about your experience in the SD Activity, and specifically your involvement in the peace incubation component of the Activity?

Design

EQ1: To what extent has the SD Activity been appropriate and relevant for conflict mitigation and peacebuilding in universities? (In terms of appropriateness and relevance, the Evaluation Team should review how well the design of the SD Activity and its theory of change corresponded to the needs of the universities with respect to student attitudes and behaviors.)

Current Students & Graduates

2. To what extent were the SD Activity's dialogue session and Peace Action phases designed appropriately to support conflict mitigation and peacebuilding efforts on campus?
 - a. **Probe:** Was the five-stage SD process an appropriate approach for the Activity or should it have focused on something else (or more on any particular stage)?
 - b. **Probe:** Should there have been more/fewer dialogue sessions during the year?
 - c. **Probe:** Should the size or mix of your group have been different?
 - d. **Probe:** Was the selection process of SD participants and moderators appropriate or should it have been done differently?
3. To what extent was the overall peace incubation project process designed appropriately for what you needed to be an effective peacebuilder in your local community – e.g., to enable you to begin changing attitudes/behaviors, effectively implement conflict-mitigation projects in your local community?
 - a. **Probe:** Was the orientation, the competition and the selection process sufficient? What do you think could have been improved or done differently?
 - b. **Probe:** Was the training provided to help you develop your peace idea/project sufficient (e.g., two weeks of training on conflict sensitivity, do no harm, etc.? Mentoring/management support? What do you think could have been differently, if anything?
 - c. **Probe:** Networking/connecting with relevant CSO/govt stakeholders? Were the partnerships created with these relevant local stakeholders sufficient to help implement your project? Could more have been done to develop/expand these partnerships?
4. Do you think the SD activities you have participated in – e.g., dialogue sessions, Peace Actions – have been sufficient to change attitudes or prevent violence on campus?
 - a. If yes, how?
 - b. If not, why were these activities not sufficient?

5. Do you think the peace incubation aspect of the SD Activity has been appropriate to change attitudes, raise peacebuilding knowledge, spread the culture of dialogue, transform relationships and mitigate local violent conflicts in your home community?
 - a. If yes, how?
 - b. If not, why was it not sufficient?

SD Activity's overall justification (TOC) "If Ethiopian universities institutionalize sustained dialogue projects on campuses, cumulating to cultures of dialogue, trust and understanding in universities, then reinforcement of negative relational patterns will decrease and violence will be prevented on campuses, which can in turn spread to the country overall, thus influencing the future of the country in communal and national contexts.

Effectiveness

EQ2: To what extent has the SD Activity affected positive attitudinal and behavioral changes among SD participants, university communities, and non-university communities? (To address this question, the team should first assess the efforts or approaches used to affect attitudes and behavior, and then assess how the SD Activity affected these attitudes and behavior.)

Current Students & Graduates:

6. To what extent did the overall SD Activity contribute to:
 - a. Any changes in your attitudes and behavior toward others? In what way?
 - b. Any changes in attitudes and behavior in different university communities (and/or university wide) as a result of Peace Actions and multiplier effects by you? In what way?
 - c. Any changes off-campus? In what way? Probe: Nearby area? Your home community?
7. Were women able to access/benefit from the:
 - a. On-campus SD Activity interventions to the same degree that men were? If not, why not?
 - b. Peace incubation project intervention in your community to the same degree that men were? If not, why not?
8. Were people from all different relevant ethnic and religious groups in your community able to equally access/benefit from your peace incubation project? If not, which groups were not able to benefit, and why not?

Current Students:

9. What are the key social problems driving interethnic/religious tension and conflict back home in your community? To what extent do you think your peace incubation project:
 - a. Provided a practical platform for beginning to solve these social problems in your community? In what way? Could these projects be expanded in the future?

10. What positive changes happened on campus as a result of the SD Activity? Which change(s) did you think were most significant? Why?

Graduates:

11. What are the key social problems driving interethnic/religious tension and conflict in your community? To what extent do you think your peace incubation project has contributed to longer-term solutions to mitigating conflict, such as:
- Contributing to spreading the culture of dialogue among the group(s) you focused on in your project. In what way?
 - Probe:** *Better understanding and empathy, trust, confidence and relationship building with students from different identity group*
 - Contributing to changing the peacebuilding capabilities of youth or other specific target groups in your community? How?
 - Providing a platform for youth to express themselves and develop their leadership capacity?
12. To what extent do you think the peace incubation project you implemented contributed to development of your own capacity as a peacebuilding leader off-campus. If yes, how? If not, why not?
- Probe:** *Your ability to develop new, innovative ideas to address local problems.*
13. What positive changes have happened in your community as a result of your incubation intervention? Which of these change(s) do you think were most significant? Why?

Effectiveness

EQ3: To what extent has the SD activity contributed to conflict mitigation and peacebuilding on and off campus? (To address this question, the Evaluation Team must assess whether SD alumni/participants actively sought to be peacemakers during incidents of inter-ethnic tension or violence on campus or at home.)

Current Students & Graduates:

14. To what extent did the SD Activity enable you to play an active role in lessening tensions or violence **between different groups on campus**? Can you provide examples of this?
- Probe:** *What type of tensions/conflict (e.g., ethnic, religious, regional)?*
 - Probe:** *What specific role did you play?*
15. To what extent did the peace incubation project you implemented enable you to mitigate or lesson violent conflicts **in your community**?
- Probe:** *What type of tensions/conflict (e.g., ethnic, religious, regional)?*
 - Probe:** *In what way your peace incubation project has helped?*

16. What, if anything, could have been done to strengthen your effectiveness as a peace incubator?

Graduates:

17. Now that you have graduated, to what extent has the peace incubation project you implemented continued to mitigate or lessen violent conflicts in your community?

Sustainability

EQ4: To what extent can SD activities be expected to continue and/or be scaled up by SD beneficiaries and university partners after the SD Activity ends? What evidence exists to demonstrate this sustainability?

Current Students

18. Do you think any changes from your incubation project will be sustainable in your community? Will/could your project continue in the future? Which stakeholders are/could be providing future support?

Graduates

19. As a graduate, do you think any changes from your incubation project in your community have been maintained or expanded? Has any part of your project continued? Have any stakeholders provided additional support?

Other

EQ5: What are the lessons learned, best practices, and most significant challenges to the success of the SD Activity?

Current Students and Graduates

20. In retrospect, is there anything that you would have been done differently to strengthen the quality of your experience:

- a. With the campus-based elements of the SD Activity?
- b. With the peace incubation project you implemented in your community?

21. What are the most significant lessons you have learned from your participation in the peace incubation activity and the SD in general?

22. Do you have any additional comments?

#7: SD ACTIVITY EVALUATION – NON-SD PARTICIPATING STUDENTS, KII PROTOCOL

1. Are you familiar with the SD Activity? If so, how?

Design

EQ1: To what extent has the SD Activity been appropriate and relevant for conflict mitigation and peacebuilding in universities? (In terms of appropriateness and relevance, the Evaluation Team should review how well the design of the SD Activity and its theory of change corresponded to the needs of the universities with respect to student attitudes and behaviors.)

2. What are the key tensions or conflicts you have observed at your university?
3. From your knowledge of the SD Activity, to what extent do you think it was designed appropriately to support conflict mitigation and peacebuilding efforts on campus?
4. Of the SD activities you are aware of – e.g., dialogue sessions, Peace Actions, incubation activities – to what extent have they been sufficient to change attitudes or prevent violence on campus?
 - a. If yes, how?
 - b. If not, why have these activities not been sufficient?
 - c. Have these activities been sufficient to change attitudes or prevent violence off campus?

SD Activity's overall justification (TOC): "If Ethiopian universities institutionalize sustained dialogue projects on campuses, cumulating to cultures of dialogue, trust and understanding in universities, then reinforcement of negative relational patterns will decrease & violence will be prevented on campuses, which can in turn spread to the country overall, thus influencing the future of the country in communal & national contexts."

Effectiveness

EQ2: To what extent has the SD Activity affected positive attitudinal and behavioral changes among SD participants, university communities, and non-university communities? (To address this question, the Evaluation Team should first assess the efforts or approaches used to affect attitudes and behavior, and then assess how the SD Activity affected these attitudes and behavior.)

5. To what extent do you think the SD Activity has contributed to:
 - a. Any changes in students' attitudes and behavior toward others? In what way?
 - b. Any changes off-campus? In what way?

6. To what extent do you think positive changes have happened on campus as a result of the SD Activity? If you believe changes have happened, which change(s) did you think were most significant? Why?
7. Do you think women were able to access/benefit from the SD Activity to the same degree that men were? If not, why not?
8. Were people from all different ethnic and religious groups and regions able to equally access/benefit from the SD Activity at this university? If not, which groups were not able to benefit, and why not?

Effectiveness

EQ3: To what extent has the SD activity contributed to conflict mitigation and peacebuilding on and off campus? (To address this question, the evaluation team must assess whether SD alumni/participants actively sought to be peacemakers during incidents of inter-ethnic tension or violence on campus or at home.)

9. To what extent do you believe the SD Activity has enabled its participants to play an active role in lessening tensions or violence **between different groups on campus?** Can you provide examples of this?
 - c. **Probe:** What type of tensions/conflict (e.g., ethnic, religious, regional)?
 - d. **Probe:** What specific role did you play?

Sustainability

EQ4: To what extent can SD activities be expected to continue and/or be scaled up by SD beneficiaries and university partners after the SD Activity ends? What evidence exists to demonstrate this sustainability?

10. To what extent do you believe the SD activities will continue or be expanded once the Activity ends? Why do you think they will continue?
 - a. **Probe:** What is your evidence if you think they will be sustainable?
 - b. **Probe:** Partnerships with universities; relationships with peace forum leaders; establishment of an SD alumni network; peace-incubation (i.e., off-campus) activities; government support (e.g., Ministry of Peace, Ministry of Science and Higher Education).
11. Will any parts of the SD Activity you are aware of be more difficult to continue? If so, why?
12. To what extent did any factors, including external ones, affect chances for the long-term sustainability of SD Activity interventions? In what way?

- a. **Probe:** New laws, tensions/violence on/off campus, Internet shutdowns, political developments, COVID-19)?

Other

EQ5: What are the lessons learned, best practices and most significant challenges to the success of the SD Activity?

- I3. In retrospect, is there anything that could have been done differently to strengthen the quality of the SD Activity?
- I4. If given the opportunity now, would you participate in the SD Activity? If yes, why? If not, why not?
- I5. Are there any practices from the SD Activity that should be replicated and shared in different settings with different audiences on- or off-campus?
 - a. **Probe:** On-campus: Student government, university administration?
 - b. **Probe:** Off-campus: Local communities close to universities (community officials, youth leaders, activists, women, elders).

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- I6. Do you have any additional comments?

#8: SD ACTIVITY EVALUATION – GOVERNMENT OF ETHIOPIA (MINISTRY OF PEACE, MINISTRY OF SCIENCE AND HIGHER EDUCATION), KII PROTOCOL

1. In what ways has your Ministry worked with the SD Activity?

Design

EQ1: To what extent has the SD Activity been appropriate and relevant for conflict mitigation and peacebuilding in universities? (In terms of appropriateness and relevance, the Evaluation Team should review how well the design of the SD Activity and its theory of change corresponded to the needs of the universities with respect to student attitudes and behaviors.)

2. What do you see as the key tensions or conflicts currently affecting Ethiopia's universities?
3. To what extent do you think the SD Activity was designed appropriately to address these tensions or conflicts? For example, its conflict mitigation and peacebuilding efforts, such as its dialogue sessions, Peace Action Projects, and peace incubation interventions?
 - a. **Probe:** Do you think the Activity has helped to produce a “multiplier effect” effect – e.g., enabling participants to engage different communities on campus as well as local communities off campus?
4. To what extent was the SD Activity's level of coordination with your Ministry sufficient for you:
 - a. to understand what the Activity was doing – e.g., communications from implementing partners, access to meetings, events, planning, materials?
 - b. to support this work?
5. Do you think the SD activities – e.g., dialogue sessions, Peace Actions, peace incubation activities – have been sufficient to change attitudes or prevent violence on these five campus?
 - a. If yes, how?
 - b. If not, why were these activities not sufficient?
 - c. Do you think these activities been sufficient to change attitudes or prevent violence off campus?

SD Activity's overall justification (TOC): “If Ethiopian universities institutionalize sustained dialogue projects on campuses, cumulating to cultures of dialogue, trust and understanding in universities, then reinforcement of negative relational patterns will decrease & violence will be prevented on campuses, which can in turn spread to the country overall, thus influencing the future of the country in communal & national contexts.”

Effectiveness

EQ2: To what extent has the SD Activity affected positive attitudinal and behavioral changes among SD participants, university communities, and non-university communities? (To address this question, the Evaluation Team should first assess the efforts or approaches used to affect attitudes and behavior, and then assess how the SD Activity affected these attitudes and behavior.)

6. What are the major SD activities being implemented to transform students' attitude and behavior at these universities as you understand them?
 - a. To what extent do you think the SD Activity contributed to: Any changes in students' attitudes and behavior toward others? In what way?
 - b. Any changes in attitudes and behavior in different university communities (and/or university wide) as a result of Peace Actions and multiplier effects by students? In what way?
 - c. Any changes off-campus? In what way? **Probe:** *Nearby area? Your home community?*
7. What positive changes have happened on or off campus as a result of the SD Activity? Which change(s) did you think were most significant? Why?

Effectiveness

EQ3: To what extent has the SD activity contributed to conflict mitigation and peacebuilding on and off campus? (To address this question, the evaluation team must assess whether SD alumni/participants actively sought to be peacemakers during incidents of inter-ethnic tension or violence on campus or at home.)

8. To what extent do you think the SD Activity enabled students to play an active role in lessening tensions or violence **between different groups on these five campus?** Can you provide examples?
 - a. **Probe:** *What type of tensions/conflict (e.g., ethnic, religious, regional)?*
 - b. **Probe:** *What tools/techniques were they able to apply?*
 - c. **Probe:** *Did SD participants play any role in:*
 - i. *Reducing ethnic-based welcome programs for freshman students?*
 - ii. *Reducing ethnic-based dormitory grouping arrangements?*
 - iii. *Minimizing ethnic-based and polarized political messages written on library reading boxes?*
9. To what extent do you think the SD Activity enabled students to play an active role in lessening tensions or violence **between different groups in their own community or hometown?** Can you provide examples?
 - a. **Probe:** *What type of tensions/conflict (e.g., ethnic, religious, regional)?*
 - b. **Probe:** *What tools/techniques were they able to apply?*

- c. **Probe:** Any peace incubation projects?

Sustainability

EQ4: To what extent can SD activities be expected to continue and/or be scaled up by SD beneficiaries and university partners after the SD Activity ends? What evidence exists to demonstrate this sustainability?

10. To what extent do you believe the SD activities can continue or be expanded now that the Activity is ending? What would be examples of such activities? What would you consider the most effective approaches for maintaining or expanding similar interventions to other universities in the future?
11. Are you aware of examples of stakeholders providing support to the continuation of SD activities? Can you provide examples? If not, which stakeholders do you think would be best positioned to provide such support in the future, government or otherwise? Why?
12. **For Ministry of Peace:** To what extent have you engaged with SD Activity implementing partners (LPI/PDC) to support the continuation of SD activities in the future? Have you had any further discussions on potential support for future peace incubation projects during their implementation?
13. **For Ministry of Science & Higher Education:** Have you worked on or discussed integrating any aspects of SD activities into these universities' curricula? Introducing SD activities to other Ethiopian public universities? If yes, what has been the result of these? If not, are there other coordination opportunities you have engaged in with SD?
14. Are there any SD initiatives that you feel will be more difficult to continue? If so, why?
15. To what extent have any factors, including external ones, affected chances for the long-term sustainability of SD activities? In what way?
- a. **Probe:** New laws, tensions/violence on/off campus, Internet shutdowns, political developments, COVID-19? Have SD Activity implementers been able to change the Activity to take advantage of new opportunities or adapt to new constraints?

Other

EQ5: What are the lessons learned, best practices and most significant challenges to the success of the SD Activity?

16. In retrospect, is there anything that you would have wanted the SD Activity to do differently that would have improved its ability to support conflict-mitigation or peacebuilding efforts:

- a. On campus?
- b. Off campus?

17. Are there any practices or approaches from the SD Activity that you think should be replicated and shared in different settings with different audiences on- or off-campus in the future?

- a. On campus? **Probe:** *Student government, university administration?*
- b. Off-campus? **Probe:** *Local communities close to universities (community officials, youth leaders, activists, women, elders).*

18. Do you have any additional comments?

#9: SD ACTIVITY EVALUATION – STUDENT/GRADUATE, FGD PROTOCOL

1. How did you become involved in the SD Activity?

Design

EQ1: To what extent has the SD Activity been appropriate and relevant for conflict mitigation and peacebuilding in universities? (In terms of appropriateness and relevance, the Evaluation Team should review how well the design of the SD Activity and its theory of change corresponded to the needs of the universities with respect to student attitudes and behaviors.)

2. What are the key tensions or conflicts you have observed at your university?
3. What do you consider the current key challenges to mitigating conflict at your university?
4. To what extent do you think the SD Activity was designed appropriately to support conflict mitigation and peacebuilding efforts on campus. For example, its dialogue sessions, Peace Action Projects, and peace incubations, for multiplier effects.
 - a. **Probe:** Was the five-stage SD process an appropriate approach for the Activity or should it have focused on something else (or more on any particular stage)? (1.) Deciding to Engage (Kickoff); 2.) Mapping and Naming; 3.) Probing Problems and Relationships; 4.) Scenario building; 5.) Individual and Collective Action)
 - b. **Probe:** Should there have been more/fewer dialogue sessions during the year?
 - c. **Probe:** Should the size or mix of your group have been different?
 - d. **Probe:** Was the selection process of SD participants and moderators appropriate or should it have been done differently?
5. Do you think the SD activities you have participated in – e.g., dialogue sessions, Peace Actions, peace incubation activities – have been sufficient to change attitudes or prevent violence on campus? **Probe:**
 - d. If yes, how?
 - e. If not, why were these activities not sufficient?
 - f. Have these activities been sufficient to change attitudes or prevent violence off campus?

SD Activity's overall justification (TOC): "If Ethiopian universities institutionalize sustained dialogue projects on campuses, cumulating to cultures of dialogue, trust and understanding in universities, then reinforcement of negative relational patterns will decrease & violence will be prevented on campuses, which can in turn spread to the country overall, thus influencing the future of the country in communal & national contexts."

Effectiveness

EQ2: To what extent has the SD Activity affected positive attitudinal and behavioral changes among SD participants, university communities, and non-university communities? (To address this question, the Evaluation Team should first assess the efforts or approaches used to affect attitudes and behavior, and then assess how the SD Activity affected these attitudes and behavior.)

6. What are the major SD activities being implemented to transform students' attitude and behavior at this university as you understand them?
7. To what extent has the SD Activity contributed to:
 - d. Any changes in your attitudes and behavior toward others? In what way?
 - e. Any changes in attitudes and behavior in different university communities (and/or university wide) as a result of Peace Actions and multiplier effects by you? In what way?
 - f. Any changes off-campus? In what way? **Probe:** *Nearby area? Your home community?*
8. What positive changes have happened on campus as a result of the SD Activity? Which change(s) did you think were most significant? Why?
9. Were women able to access/benefit from the SD Activity to the same degree that men were? If not, why not?
10. Were people from all different ethnic and religious groups and regions able to equally access/benefit from the SD Activity at this university? If not, which groups were not able to benefit, and why not?

Effectiveness

EQ3: To what extent has the SD activity contributed to conflict mitigation and peacebuilding on and off campus? (To address this question, the evaluation team must assess whether SD alumni/participants actively sought to be peacemakers during incidents of inter-ethnic tension or violence on campus or at home.)

11. To what extent has the SD Activity enabled you to play an active role in lessening tensions or violence **between different groups on campus?** Can you provide examples of this?
 - d. **Probe:** *What type of tensions/conflict (e.g., ethnic, religious, regional)?*
 - e. **Probe:** *What specific role did you play?*
12. To what extent has the SD Activity also enabled you to play an active role in lessening tensions or violence **between different groups in your own community or hometown?**

- d. **Probe:** What type of tensions/conflict (e.g., ethnic, religious, regional)?
- e. **Probe:** What specific role did you play?
- f. **Probe:** Did you have a peace idea (or incubation project) that LPI approved and you implemented in your hometown/community?

13. What, if anything, could have been done to strengthen your effectiveness as a mediator/peacemaker during incidents of tension or violence in your community or hometown?

- a. **Probe:** If you had a peace idea that PDC approved/supported that you implemented, what could have been done to make it a more effective project?

Sustainability

EQ4: To what extent can SD activities be expected to continue and/or be scaled up by SD beneficiaries and university partners after the SD Activity ends? What evidence exists to demonstrate this sustainability?

14. To what extent do you believe the SD activities will continue or be expanded once the Activity ends? Why do you think they will continue?

- a. **Probe:** What is your evidence if you think they will be sustainable?
- b. **Probe:** Partnerships with universities; relationships with peace forum leaders; establishment of an SD alumni network; peace-incubation (i.e., off-campus) activities; government support (e.g., Ministry of Peace, Ministry of Science and Higher Education).

15. Are there any SD initiatives that will be more difficult to continue? If so, why?

16. To what extent did any factors, including external ones, affect chances for the long-term sustainability of activities you have been involved with after the SD Activity ends? In what way?

- a. **Probe:** New laws, tensions/violence on/off campus, Internet shutdowns, political developments, COVID-19)? Have SD Activity implementers been able to change the Activity to take advantage of new opportunities or adapt to new constraints?

Other

EQ5: What are the lessons learned, best practices and most significant challenges to the success of the SD Activity?

17. In retrospect, is there anything that you would have wanted the SD Activity to do differently that would have improved its ability to change attitudes or behavior? To strengthen the quality of your experience with the SD Activity?

- a. **Probe:** More sessions during the year?

18. What are the most significant lessons you have learned from your participation? How are you applying those lessons in your life off campus:

- a. **Probe:** As a *student*?
- b. **Probe:** As a *graduate*?

18. Are there any practices from the SD Activity that should be replicated and shared in different settings with different audiences on- or off-campus?

- c. **Probe:** On-campus: *Student government, university administration?*
- d. **Probe:** Off-campus: *Local communities close to universities (community officials, youth leaders, activists, women, elders).*

19. Do you have any additional comments?

#10: SD ACTIVITY EVALUATION – SD MODERATORS, FGD PROTOCOL

Design

EQ1: To what extent has the SD Activity been appropriate and relevant for conflict mitigation and peacebuilding in universities? (In terms of appropriateness and relevance, the Evaluation Team should review how well the design of the SD Activity and its theory of change corresponded to the needs of the universities with respect to student attitudes and behaviors.)

1. To what extent do you think the SD Activity was designed appropriately to support changes in attitudes/behavior and conflict mitigation and peacebuilding efforts on campus?
 - a. **Probe:** Was the five-stage SD process an appropriate approach for the Activity, or should it have focused on something else (or more on any particular stage);
 - b. **Probe:** Should the size or mix of your group have been different?
 - c. **Probe:** Should there have been more or fewer dialogue sessions during the year?
 - d. **Probe:** Was the selection process of SD participants and moderators appropriate or should it have been done differently?
 - e. **Probe:** Was the orientation and facilitation skills trainings provided relevant/adequate or should they had focused on something else?
2. Do you think the SD activities you have moderated have been sufficient to enable your group members to change attitudes or prevent violence on campus? **Probe:**
 - a. If yes, how?
 - b. If not, why were these activities not sufficient?
 - c. Have these activities been sufficient to change attitudes or prevent violence off campus?

Effectiveness

EQ2: To what extent has the SD Activity affected positive attitudinal and behavioral changes among SD participants, university communities, and non-university communities? (To address this question, the Evaluation Team should first assess the efforts or approaches used to affect attitudes and behavior, and then assess how the SD Activity affected these attitudes and behavior.)

3. What are the major SD activities being implemented to transform students' attitude and behavior at this university as you understand them?
4. To what extent do you think the SD activities you have moderated enabled your group's members to contribute to:
 - a. Any changes in attitudes and behavior toward others? In what way?

- i. **Probe:** *Better understanding and empathy, trust, confidence and relationship building with students from different identity group*
 - b. Any changes in attitudes and behavior on campus?
 - c. Any changes you have seen/reported off campus?
- 5. To what extent have positive changes taken place on campus as a result of the SD Activity? If such changes have happened, which change(s) do you think were most significant? Why?
- 6. Were women able to access/benefit from SD Activity as much as men were? If not, why not?
- 7. Were people from all different ethnic and religious groups and regions able to equally access/benefit from the SD Activity? If not, which groups were not able to benefit, and why not?

Effectiveness

EQ3: To what extent has the SD activity contributed to conflict mitigation and peacebuilding on and off campus? (To address this question, the Evaluation Team must assess whether SD alumni/participants actively sought to be peacemakers during incidents of inter-ethnic tension or violence on campus or at home.)

- 8. To what extent has the SD Activity enabled both you and your group participants in general to play an active role in lessening tensions or violence **between different groups on campus?** Can you provide examples of this?
 - a. **Probe:** *What type of tensions/conflict (e.g., ethnic, religious, regional)?*
 - b. **Probe:** *Successful stories, best practices of conflict mitigation (Heard, reported) (Mutual protection, mediation, Non-alignment, Humanitarian Relief)*
- 9. To what extent has the SD Activity enabled you specifically and your group participants in general to play an active role in lessening tensions or violence **in your own community or hometown?**
 - a. **Probe:** *What type of tensions/conflict (e.g., ethnic, religious, regional)?*
 - b. **Probe:** *Successful stories, best practices (expanding the culture of dialogue, peace conferences, peace incubation)*
- 10. What, if anything, could have been done to strengthen SD participants as a mediator/peacemaker during incidents of tension or violence in your community or hometown?

Sustainability

EQ4. To what extent can SD activities be expected to continue and/or be scaled up by SD beneficiaries and university partners after the SD Activity ends? What evidence exists to demonstrate this sustainability?

11. To what extent do you believe the SD interventions (dialogue sessions, Peace Actions, peace incubation projects) will continue or be expanded once the Activity ends? Why do you think they will continue?
- Probe:** What is your evidence if you think they will be sustainable?
 - Probe:** Ongoing partnerships with universities; relationships with peace forum/student government leaders; sustainability of the SD alumni network; increased local government (town/woreda) support for peace-incubation (i.e., off-campus) activities; government support (e.g., Ministry of Peace, Ministry of Science and Higher Education).
12. Are there any SD initiatives that will be more difficult to continue? If so, why?
13. To what extent did any factors, including external ones, affect the chances for the long-term sustainability of the SD activities after the SD Activity ends? In what way?
- Probe:** new laws, tensions/violence on/off campus, Internet shutdowns, political developments, COVID-19? Have SD Activity implementers been able to change the Activity to take advantage of new opportunities or adapt to new constraints?

Other

EQ5: What are the lessons learned, best practices, and most significant challenges to the success of the SD Activity?

14. In retrospect, is there anything that you would have wanted the SD Activity to do differently that would have improved its ability to change students' attitudes or behavior?
- Probe:** That would have improved the quality of your/ group experience with the SD Activity?
15. What are the most significant lessons you have learned from your participation and moderation of the SD Activity?
16. Are there any practices from the SD Activity that you think should be replicated and shared in different settings with different audiences on- or off-campus?
- Probe:** On-campus: Student government, university administration?
 - Probe:** Off-campus: Local communities close to universities (community officials, youth leaders, activists, women, elders).

17. Do you have any additional comments?

#11: SD ACTIVITY EVALUATION - STUDENT & MODERATOR, QUANTITATIVE SURVEY

The survey will be read aloud by trained enumerators to respondents via telephone.

- **Introduction:** Hello, my name is [ENUMERATOR NAME]. I am calling on behalf of Social Impact regarding the Sustaining Dialogue Activity implemented by USAID. Are you [Respondent Name preloaded in dataset]?
- **If yes:** Go to scheduling/consent
- **If not respondent named:** Do you know [respondent name preloaded in dataset]?
 - Yes
 - No
- **If not respondent named:** Do you have a different phone number where we can contact [respondent name preloaded in dataset]?
 - Phone number
- **If not respondent named:** Did you participate in the Sustaining Dialogue Activity?
 - Yes
 - No
- **If yes, did participate, but not the named respondent:** Go to scheduling/consent
- **If not respondent named/did not participate in the SD Activity:** Thanks for your time.
End Call

Scheduling

- **Are you available for 20 minutes to take a survey?**
 - Yes → Go to consent
 - No
- **If no, what is a good time for you to reschedule?**
 - **Record time/date**

Introduction Consent:

Note to enumerator: You must read the consent script in full and aloud to the respondent exactly as written.

Note to enumerator: The survey will be available in English and Amharic. Request the respondents' language preference.

I am calling to ask you a short series of questions about your experience with the Sustaining Dialogue (SD) Activity. We have been hired by Social Impact (SI), and we have been contracted by USAID (the US government) to evaluate the Sustaining SD on Ethiopian Campuses Activity, an Activity funded by USAID/Ethiopia and implemented by Life and Peace Institute and Peace and Development Center. Our team is composed of independent evaluators who are not part of USAID or the SD Activity. We would like to ask you questions related your experience with SD. We expect this to last no longer than 20 minutes. If you are not available for this time now, please let us know a different time and we will call back. If you are available now, we will proceed.

If request a call back, enumerator notes follow-up time and ends call. If the respondent is available now, the enumerator will read the remainder of the script and survey.

The interview will include questions about your experience during the SD Activity and experiences related to inter-ethnic and/or religious tension or conflict. At any point, you are welcome to skip questions, take a break, or end the interview.

Reporting and Confidentiality: The information that you and others provide will be used to write an evaluation report, which will be shared with USAID and made public. However, your responses in this interview will be kept in confidence by the evaluation team. Only the evaluation team will have access to any identifying information. After removing any information that could identify you, the data we collect will be combined with other study participants' data and shared publicly or with USAID for future research purposes. Although we will report our evaluation findings in aggregate in the report, your name, position, or other personally identifying information will not appear in any reporting.

Voluntary Participation: Your participation is voluntary. If you do not want to participate or answer specific questions, you do not have to. Should you choose to participate, please know that you may change your mind and stop the interview at any point. There will be no consequences if you choose not to participate.

Risks and Benefits: We do not anticipate that your participation in this interview will result in any risks or direct benefits to you, but your inputs may lead to recommendations that benefit future USAID programs in Ethiopia, and therefore, the general public.

Contact: If you have any concerns or questions about the evaluation, you may contact the Social Impact's Institutional Review Board at "irb@socialimpact.com", or the evaluation Team Leader, Adam Reisman, at areisman@socialimpact.com. You can also contact USAID/Ethiopia directly by contacting Tessema Mebratu, at tmebratu@usaid.gov.

- Do you have any questions for us before we get started?

[Enumerator to answer any questions]

- Do you voluntarily agree to participate in this interview?

_____ Yes _____ No

1. What year will/did you graduate from university?

a. 20YY

2. Did you complete the SD Activity? Reply YES or NO

a. Yes

b. No

3. Did you participate in any follow-up activities after the dialogue sessions (collaborative actions, peace incubation projects)?
 - a. Yes
 - b. No
4. The goal of the SD Activity was to reduce and prevent violence on campus, build a culture of trust, and ultimately, repeat this across the country. Do you think the SD Activity was successful in this goal of peacebuilding? Reply YES, NO, or Partially
 - a. Extremely Successful
 - b. Successful
 - c. Neutral
 - d. Unsuccessful
 - e. Extremely Unsuccessful
 - f. Prefer not to respond
 - g. I don't know
5. Do you agree or disagree with the following statement? "I enjoyed the program format (5 stages, dialogue) and believe this helped the activity become successful."
 - a. Agree
 - b. Neutral
 - c. Disagree
 - d. Prefer not to respond
 - e. I don't know
6. Before the SD Activity, did you feel that other university students discriminated against your identity such as ethnicity, religion, sex?
 - a. Often
 - b. Sometimes
 - c. Rarely
 - d. Never
 - e. Prefer not to respond
 - f. I don't know
7. After participating in the SD Activity, did you feel that university students discriminated against your identity such as ethnicity, religion, sex?
 - a. Often
 - b. Sometimes
 - c. Rarely
 - d. Never
 - e. Prefer not to respond
 - f. I don't know

8. Before the SD Activity, did you feel safe sharing your ideas or opinions within the University compound?
- Often
 - Sometimes
 - Rarely
 - Never
 - Prefer not to respond
 - I don't know
9. After participating in the SD Activity, do you feel safe sharing your ideas or opinions within the University compound?
- Often
 - Sometimes
 - Rarely
 - Never
 - Prefer not to respond
 - I don't know
10. Before the SD Activity, did you have positive (friendly) engagements with people other than your identity group?
- Often
 - Sometimes
 - Rarely
 - Never
 - Prefer not to respond
 - I don't know
11. After participating in the SD Activity, have you had positive (friendly) engagements with (people) other than your identity group?
- Often
 - Sometimes
 - Rarely
 - Never
 - Prefer not to respond
 - I don't know
12. Before the SD Activity, did you trust anyone outside of your identity group? Reply YES or NO
- Yes
 - No
 - Prefer not to respond
 - I don't know
13. After participating in the SD Activity, do you trust anyone outside of your identity group?

- a. Yes
 - b. No
 - c. Prefer not to respond
 - d. I don't know
14. Before the SD Activity, had you engaged in peaceful dialogue in order to ease tensions or a fight?
- a. Yes
 - b. No
15. After participating in the SD Activity, have you engaged in peaceful dialogue in order to ease tensions or a fight?
- a. Yes
 - b. No
16. If 600 Birr could be donated to a community organization on your behalf, would you choose to:
- (1) donate all 600 Birr to the community that belongs to my identity OR (2) divide the 600 Birr to the different identity groups .
- a. (1) donate all 600 Birr to the community that belongs to my identity
 - b. (2) divide the 600 Birr to the different identity groups
17. Do you agree or disagree with the following statement? "When I see inter-ethnic conflict, I feel confident that I can personally play a role in mitigating that conflict."
- a. Agree
 - b. Neutral
 - c. Disagree
 - d. Prefer not to respond
 - e. I don't know
18. Do you think that SD Activity results will sustain after the activity ends?
- a. Yes
 - b. No
 - c. I don't know
 - d. Prefer not to respond
19. Do you have any specific experiences that you think may be helpful for us to know to better improve peacebuilding activities in the future?
- a. OPEN RESPONSE

Conclusion:

Read aloud: If you have a few more minutes of time available, would you be willing to answer a few questions regarding your demographic information?

20. What year were you a participant in the SD Activity (including moderator year if applicable)?

Check all that apply

a. 20YY

21. What is your sex?

a. Male

b. Female

c. Other

d. Prefer not to respond

22. What is your religion?

a. Orthodox

b. Protestant

c. Catholic

d. Muslim

e. Traditional religions/faiths

f. Other (please specify)

g. None

h. Prefer not to respond

i. I don't know

23. What is your ethnic group? Check all that apply

a. Oromo

b. Amhara

c. Tigrayans

d. Sidama

e. Welayta

f. Gurage

g. Somali

h. Hadiya

i. Afar

j. Other (please specify)

k. Prefer not to respond

l. I don't know

24. What is your region of origin?

a. Addis Ababa

b. Afar

- c. Benishangul-Gumuz
- d. Gambela
- e. Harari
- f. Sidama
- g. Somali
- h. Southern Nations, Nationalities, and Peoples' Region
- i. Amhara
- j. Oromia
- k. Tigray
- l. Dire Dawa
- m. Prefer not to respond
- n. I don't know

Closing

Thank you for participating in the SD Activity Survey. You are finished.

END SURVEY

ANNEX IV: CATI BRIEF



COMPUTER-ASSISTED TELEPHONE INTERVIEWING (CATI)

Lessons Learned and Best Practices based on the Sustaining Dialogue (SD) Activity Final Performance Evaluation



WHAT IS CATI?

CATI is a survey-interviewing technique where enumerators call survey participants via telephone. Interview questions are read by the enumerators over the phone, and the enumerator records the respondent's answer on the survey form, which is typically on a tablet or computer.

WHEN IS CATI USEFUL?

When in-person interviewing is not possible.

This is especially relevant during the COVID-19 pandemic when contact should be minimized, or when conflict restricts movement.



To use as a pre-screening survey for in-person interviews.



In evaluations where the sample is not yet identified but phone numbers are available, enumerators may call numbers to screen for eligibility requirements to identify a specific sample for a future, in-person interview.



To reduce costs.

If travel costs for in-person interviews exceed budget or time limits, CATI surveys may reduce the cost of and make data collection possible if telecommunication costs are cheaper in comparison.



Contacting hard-to-reach populations.

Mobile phones are widely available. If certain populations are difficult to reach in person due to ongoing conflict, religious/cultural constraints, etc., they may be more accessible via the phone.

LESSONS LEARNED

High rate of invalid phone numbers

For the SD Activity Evaluation, the Implementer provided respondent phone numbers to the Evaluation Team. Only 45 percent of the sample responded to the survey because numbers were either incorrect or no longer belonged to the associated person. To address this, the team determined its sample size based on the total sample population that had a valid phone number. This can be easily checked based on whether the phone number follows the normal pattern for area codes and total digits in Ethiopia.

Amharic and Oromo speakers should be available for data collection

The SD Activity Evaluation survey was only translated into Amharic based on prior discussion and agreement with USAID. During data collection, some Oromo speakers were unable to take the survey in English or Amharic. The data collection firm arranged for these respondents to receive the survey from Oromo-speaking enumerators. Going forward, it is important to consider translating surveys to accommodate diverse ethnic and linguistic target populations.

BEST PRACTICES



Surveys should be roughly 10 minutes and no more than 20 minutes.



Program surveys into tablets with the following **data quality checks**:

- **Audio-audits** to record enumerators asking questions at specific intervals
- **Time-stamps** at the beginning and end of each module and at the end of the survey to assess the time taken on each section
- **Upper and lower limits** on text and numeric data entry to prevent illogical inputs



Phone calls should be made from a **tablet or computer**, dialing automatically from a pre-programmed link in the survey program. This way, the call logs are automatically saved into the dataset, and the Evaluation Team can track the phone numbers, respondents, and duration separately. This reduces the chances of enumerators dialing the wrong number.



Back-checks should be conducted on **5 to 10 percent of respondents** to quality check the accuracy of recorded responses.

Questions? We're here to help. Contact Brooke Hill (bhill@socialimpact.com) at the Ethiopia Performance Monitoring and Evaluation Service (EPMES) Activity.



ANNEX V: SOURCES OF NON-PRIMARY INFORMATION

SD ACTIVITY DOCUMENTS REVIEWED

1. Quarterly Reports (2016-2017, 2017-2018, 2018-2019, 2019 - 2020)
2. Annual Reports (2016-2017, 2017-2018, 2018-2019)
3. Activity Workplans (Year 1-Year 4)
4. Activity Design Document
5. Endline and Baseline Reports (2016-2017, 2017-2018, 2018-2019)
6. Activity Scoping Reports (2013, 2017)
7. Monitoring, Evaluation, & Learning Plan (December 2017)
8. Mid-Term Evaluation Report (June 2019)
9. Dialogue Session Grouping Spreadsheets

OTHER SOURCE MATERIALS REVIEWED

1. *The Trouble with Ethiopia's Ethnic Federalism*. New York Times, Jan. 3, 2019
2. *Ethiopia: Ethnic Federalism and Its Discontents*. International Crisis Group. Sept. 4, 2009.
3. *The Fleeting Promise of a Peaceful Ethiopia*. Hannah Giogis. The Atlantic. April 29, 2021.
4. *The Unfolding Conflict in Ethiopia*. Lauren Ploch Blanchard. Congressional Research Service. Dec. 1, 2020.

ANNEX VI: STATEMENTS OF ANY CONFLICT OF INTEREST

Disclosure of Conflict of Interest for USAID Evaluation Team Members

Name	Shiferaw Neda Fujie
Title	Mid-Level Evaluation Specialist
Organization	Social Impact
Evaluation Position?	☐ Team Leader ☒ Team member
Evaluation Award Number (contract or other instrument)	
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	USAID/Ethiopia SD Evaluation
I have real or potential conflicts of interest to disclose.	☐ Yes ☒ No
If yes answered above, I disclose the following facts: Real or potential conflicts of interest may include, but are not limited to: 1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated. 2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation. 3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project. 4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated. 5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated. 6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.	

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	Shiferaw Neda Fujie	Digitally signed by Shiferaw Neda Fujie Date: 2021.01.22 15:55:54 +03'00'
Date	01/22/2021	

Disclosure of Conflict of Interest for USAID Evaluation Team Members

Name	Yirgalem Mengistu Belay
Title	Conflict Mitigation Expert
Organization	Social Impact
Evaluation Position?	☐ Team Leader ☒ Team member
Evaluation Award Number (contract or other instrument)	
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	USAID/Ethiopia SD Evaluation
I have real or potential conflicts of interest to disclose.	☐ Yes ☒ No
If yes answered above, I disclose the following facts: <i>Real or potential conflicts of interest may include, but are not limited to:</i> 1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated. 2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation. 3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project. 4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated. 5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated. 6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.	

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	
Date	22/01/2021

Disclosure of Conflict of Interest for USAID Evaluation Team Members

Name	Kalewongel Minale Gedamu
Title	Conflict Mitigation Expert
Organization	Social Impact
Evaluation Position?	☐ Team Leader ☒ Team member
Evaluation Award Number (contract or other instrument)	
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	USAID/Ethiopia SD Evaluation
I have real or potential conflicts of interest to disclose.	☐ Yes ☒ No
If yes answered above, I disclose the following facts: Real or potential conflicts of interest may include, but are not limited to: 1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated. 2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation. 3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project. 4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated. 5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated. 6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.	
I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.	
Signature	
Date	1/25/2021

Disclosure of Conflict of Interest for USAID Evaluation Team Members

Name	Adam Reisman
Title	Team Leader, Senior Technical Specialist
Organization	Social Impact
Evaluation Position?	☒ Team Leader ☐ Team member
Evaluation Award Number (contract or other instrument)	
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	USAID/Ethiopia SD Evaluation
I have real or potential conflicts of interest to disclose.	☐ Yes ☒ No
If yes answered above, I disclose the following facts: <i>Real or potential conflicts of interest may include, but are not limited to:</i> 1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated. 2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation. 3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project. 4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated. 5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated. 6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.	

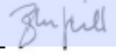
I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	Adam J. Reisman
Date	1/25/2021

Disclosure of Conflict of Interest for USAID Evaluation Team Members

Name	Brooke Hill
Title	Mid-level evaluation methods specialist; program manager
Organization	Social Impact
Evaluation Position?	☐ Team Leader ☒ Team member
Evaluation Award Number (contract or other instrument)	
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	USAID/Ethiopia SD Evaluation
I have real or potential conflicts of interest to disclose.	☐ Yes ☒ No
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I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	Brooke Hill 
Date	1/25/2021

ANNEX VII: EVALUATION TEAM MEMBER BIOS

Mr. Adam Reisman, Evaluation Team Leader: Mr. Reisman has more than 17 years of experience evaluating, monitoring, and developing democracy and governance, conflict-mitigation, and capacity-building programs in developing and fragile states. He has led or served in senior technical roles on more than 20 performance, whole-of-project, and process evaluations for USAID and the Department of State, including evaluations of conflict-mitigation and peacebuilding programs, and worked as a conflict specialist in USAID's Office of Conflict Management & Mitigation from 2003 to 2007. Currently, Mr. Reisman serves as a Senior M&E Technical Specialist with SI's Strategy, Performance, and Learning Team, where he provides technical leadership and expertise in the development of performance management tools and performance evaluations of USAID programming both overseas and in Washington, DC. Mr. Reisman holds a Master of Art in International Affairs from the George Washington University.

Kalewongel Minale Gedamu, Conflict Mitigation Expert: Dr. Gedamu has more than 10 years of teaching, training and capacity building experience in the field of conflict mitigation, peacebuilding, democratization and civic education. He has also significant experience in performance evaluation and learning, which among others include the evaluation of the Ethiopia implementation of the Dutch Ministry of Foreign Affairs funded program of Strategic Partnership for Dialogue and Dissent (2017-2020). Dr. Gedamu currently works as an assistant professor in peace and conflict studies and as a local consultant in peacebuilding. He holds a Master's degree in Peace and Conflict Transformation, University of Tromsø, and a PhD degree in Politics, Human Rights and Sustainability, Sant Anna School of Advanced Studies, Pisa, Italy.

Yirgalem Mengistu Belay, Conflict Mitigation Expert: Mr. Belay has over 10 years of experience in peacebuilding and conflict in Ethiopia. He has worked extensively with international and government organizations to collect data, facilitate, train, and lead research on peacebuilding and conflict. These include GIZ and Ministry of Federal Affairs. His Master thesis focused on the role of local governments in management of border conflict where he explored the specific areas of Sassiga Woreda in Oromia Regional State and Bolojiganfoy Woreda in Benshangul Regional State in Western Ethiopia. Mr. Belay holds a Master of Science from Cranfield University, London in Security Sector Management.

Shiferaw Nede Fujie, Evaluation Specialist: Mr. Fujie has over a decade of international development research including project coordination and qualitative research roles. He has worked extensively with international organizations and non-governmental organizations (NGOs), including USAID, FHI360, Emory University, and government ministries. He has led qualitative research throughout Ethiopia focusing on topics such as youth and education, social safety nets, motherhood and infant health, and others. He has trained on organizational constituency building and published on food security and safety nets. Mr. Shiferaw holds a Master's in Social Work from Indira Gandhi National Open University in India.

Brooke Hill, EPMES Mid-level Evaluation Methods Specialist: Ms. Hill has over eight years of experience in quantitative research on peacebuilding and conflict in Africa and the Middle East. She has worked extensively with USAID, multilateral organizations, and other implementers on performance and impact evaluations as well as adaptive management approaches. Prior to SI, she worked for the World Bank in Egypt on the intersections of conflict, gender, and social safety nets. Ms. Hill serves as a Program Manager in SI's Impact Evaluation division and holds a Master of International Affairs from Columbia University focusing on conflict resolution and humanitarian response.

EVALUATION MANAGEMENT

TABLE 5: SI EPMES & HQ TEAM ROLES AND RESPONSIBILITIES

ROLES	RESPONSIBILITIES
EPMES Chief of Party Jane Thomson	Provides overall strategic management and direction; ensures that ongoing work is in line with needs of USAID; and reviews all final EPMES deliverables for technical quality.
EPMES Senior-level Evaluation Methods Specialist Carla Trippe	Conducts quality assurance review on all deliverables and provides high-level guidance on methodology, major deliverables, and any problems.
Program Manager/ EPMES Mid-level Evaluation Methods Specialist Brooke Hill	Responsible for contractual and financial management of the evaluation, including adherence to deadlines, requirements of the SOW, and budget management; coordinates meetings and interactions among SI HQ, SI's Field Office Team, and within the evaluation team; ensures quality and compliance of deliverables with contractual requirements; manages the budget by tracking LOE usage and other spending.
Program Assistant Lauren Higgs	Provides administrative and logistical support such as arranging travel and lodging and processing expense reports; supports ET with invoicing and setup in SharePoint; supports deliverable development, including formatting, copyediting, and data visualization.

ANNEX VIII: LIST OF PERSONS INTERVIEWED

USAID/ETHIOPIA:

- Mahider Mulugeta (USAID AOR for the SD Activity)
- Tessema Mebratu (USAID Alternate AOR for the SD Activity)
- Benyam Akalu (USAID Program Management Specialist (Conflict Mitigation and Peacebuilding))

IMPLEMENTING PARTNERS:

- Hannah Tsadik (former Resident Representative, Life & Peace Institute)
- Firew Kefyalew (former Chief of Party, Life & Peace Institute)
- Emebet Getachew (Chief of Party, Life & Peace Institute)
- Belayneh Mazengiaw (Project Coordinator, Life and Peace Institute)
- Ayten Birhanie (Executive Director, Peace and Development Center)
- Nigusie Angessa (Senior Program Manager, Peace and Development Center)
- Robel Damite (Program Manager, Peace and Development Center)
- Yibeltal Assefa (Program Manager, Peace and Development Center)

UNIVERSITY STAKEHOLDERS:

- SD participating students (current)
- SD moderators/facilitators
- Non-SD-Participating Students
- SD peace incubation implementers
- SD university coordinators
- University Peace Forum leaders

OFF-CAMPUS STAKEHOLDERS:

- Local/community leaders
- SD participating students (graduates)
- Ministry of Peace
- Ministry of Science and Higher Education

United States Agency for International Development
Entoto Street
Addis Ababa, Ethiopia