

Evaluation of the Youth Education Pack (YEP) Programme in Somalia



Put Down the Gun, Pick Up the Pen

26th September 2016



Executive summary

THE NEED OF NON-FORMAL EDUCATION PROGRAMMES TO SUPPORT PEACE BUILDING

Since the establishment of the New Deal and Somali Compact, the importance of strengthening the resilience of Somali communities has been heightened and taken up by donors and the Federal Government of Somalia.¹ In an environment where conflict, natural disasters, emergency programming and development initiatives work simultaneously, it is important that education, which is an inalienable right of all children, is available and accessible and that reliable data on available resources is present to inform programming and address knowledge gaps.

Through initiatives such as the Youth Education Pack (YEP), UNICEF Somalia has begun to explore how non-formal education programmes can be made more conflict sensitive and support peace building efforts. Designed to develop practicable skills for male and female youth aged 14 to 25, the YEP is a one-year programme with three equally important components: vocational skills (learning a trade), transferable/life skills (conflict resolution, IT, business, health etc.) and foundational skills (numeracy and literacy). The YEP programme is part of the global Peace building Education and Advocacy (PBEA) programme, which posits that by addressing drivers of conflict, education has an important role to play in the transformative process that a post-conflict society needs to undergo.

To ensure *‘what gets measured gets done’*, **Global Outcome 5** of the PBEA programme focuses on knowledge, evidence and advocacy and is geared towards adequate generation and use of evidence and knowledge in policies and programming on linkages between education, conflict and peace building.

MOTIVATION FOR EVALUATING THE YEP PROGRAMME IN SOMALIA

Based on the requirements of Global Outcome 5, an evaluation of the UNICEF YEP programme has been commissioned by UNICEF to understand lessons that can be learnt from providing informal education in Somalia, both in the terms of delivering **relevant skills** that can improve the lives of beneficiaries, and the impact a tailored curriculum can have on **peace building** in Somalia when drivers of conflict are taken into account. The central question of this evaluation is therefore:

Has the implementation of YEP in Somalia had an impact on conflict drivers among marginalised youth by reducing reliance on negative coping and strategies and improving access to sustainable livelihoods?

In order to address this question, four avenues of investigation were undertaken in order to:

1. Evaluate the effectiveness and relevance of the UNICEF YEP programme in Somalia
2. Determine prospects for the programmes sustainability
3. Understand to what extent programme outputs improved social cohesion and resilience to shocks
4. Identify unintended outcomes and lessons learned

Samuel Hall’s evaluation of the UNICEF YEP programme in Somalia covers implementations in Central South Zone (Mogadishu, Doolow) and North East Zone (Bossaso, Garowe) over the programme implementation period September 2014 to March 2016.

¹ Federal Government of Somalia, “The Somali Compact,” 2013.

KEY FINDINGS

In answering this study's central question the findings of this evaluation clearly show that **the short-term needs of those targeted through the YEP programme are predominantly economic rather than conflict driven**. This is not to say that security concerns do not exist in these communities, but rather that perceptions of insecurity have become *normalised* over several years. The majority of respondents interviewed stated that their communities were safe, whilst later citing incidences of theft, violence or tension with local government forces, typically as a result of a weak local economies and poor job prospects. As a result, conflict reduction is seen by many of those interviewed as a by-product of increased employment, with many arguing that by increasing employment opportunities, the risk of marginalisation and conflict amongst youth is correspondingly reduced. By providing context specific vocational training (determined through local market surveys) supported by life and foundational skills, the YEP programme is able to make a significant impact on youths' ability to develop sustainable livelihoods (between 22% to 60% of graduates now have a regular income), thereby improving economic resilience and reducing reliance on negative coping strategies. It is therefore reasonable to conclude from this study that the YEP programme has made a positive impact on social cohesion and resilience in the context of Somalia and that **economic development and peace building are strongly linked**.

EVALUATING THE EFFECTIVENESS AND RELEVANCE OF THE UNICEF YEP PROGRAMME

EDUCATIONAL CONTENT IS BROADLY SEEN AS RELEVANT

Both male and female graduates of the YEP programme in all four locations broadly stated that the content provided through vocational, skills and foundational training was valuable in terms of generating a sustainable livelihood, increasing self-esteem and improving their standing in the community. All respondents considered lack of marketable skills their biggest need and were positive about the vocational training provided – even if it did not always meet their personal career aspirations. For example, of the 11 graduates interviewed in Doolow, 8 stated that the skills learnt met their career aspiration, whereas 3 expressed a preference to learn computer skills over those provided by the YEP.

VOCATIONAL SKILLS ARE VALUED OVER FOUNDATIONAL

The findings reveal that youth, both beneficiaries and non-beneficiaries of YEP, consistently value vocational training over other parts of the YEP curriculum. The most commonly cited reason was that vocational skills translated directly to livelihood generation, which in turn impacts social status and self worth. After vocational training, life skills were cited by graduates of the YEP programme at all four centres as being more valuable than foundational skills, **primarily for the IT training provided**. This correlates with youths' aspirations to learn more computer related skills, cited by a high number of youth respondents, particularly those in Mogadishu and Doolow, who did not receive vocational training in IT.

ACCESS TO YEP IS NOT SEEN AS DISCRIMINATORY

None of the youth respondents that took part in focus groups, including non-beneficiaries, felt that the recruitment process for students was discriminatory. It should be noted that many of the non-beneficiaries interviewed had in fact been turned down for programme due to limited space but felt confident of being selected in the next cohort.

PROSPECTS FOR SUSTAINABILITY

PROGRAMME SUSTAINABILITY IS CHALLENGING, BUT SOLUTIONS ARE BEING PROPOSED

Stakeholders in YEP are keen to transition running of the programme to local education authorities; however, questions still remain about the capacity and financial resources of the education ministries to take over at the current time. Self-funding mechanisms are therefore being explored by UNICEF Somalia and the MoE Puntland state of Somalia in order to enable the eventual transition of YEP centres to government control and maintenance. One suggestion to help facilitate centre sustainability, proffered during a KII, was to allow graduates who are unable to find a job to work in the centre. This would give graduates opportunities to refine their skills and at the same time produce marketable goods that would be sold on behalf of the centre under a profit sharing arrangement.

UNDERSTANDING YEP PROGRAMME OUTCOMES

VOCATIONAL TRAINING THROUGH YEP PROVIDES NEW ECONOMIC OPPORTUNITIES

It is clear that vocational training provides significant new economic opportunities, particularly for female youth. Many of the vocational training courses provided through the YEP programme therefore add to the skills youth are able to offer to their communities and represent new economic opportunities that drive wealth creation and reduce youth unemployment. In this regard the YEP programme fulfils a very real need. It is also clear from enrolment statistics that, **due to a considerably higher demand for enrolment from girls**, female youth benefit proportionally more from the YEP programme than male youth (by around 2:1), which in turn helps empower an especially vulnerable socioeconomic group. Whilst this is a positive outcome for economic development, it raises questions about the **rationale for targeting a higher proportion of women in the context of peace building and conflict resolution**, as there is strong consensus that male youth are more likely to be involved in criminal or violent activity than female.

YEP HAS IMPROVED THE SELF-ESTEEM OF FEMALE GRADUATES AND STRENGTHENED FEELINGS OF SOCIAL COHESION

Enabling female graduates to more sustainably generate their own income has significantly increased levels of self-respect, perceived respect from others and feelings of engagement/cohesion within the community. In contrast, most male graduates did not feel that the programme changed them or their standing in the community in any way. The dichotomy between male and females perceptions suggests underlying differences between how men and women are viewed within the community; however, more research would need to be done to confirm this supposition.

PERCEIVED ECONOMIC RESILIENCE AMONGST GRADUATES HAS IMPROVED

Results for Doolow and Mogadishu show relatively high rates of employment post graduation, with male and female graduate respondents in both locations indicating that the course had improved their employment prospects. The same response was cited by the majority of graduate respondents in Garowe and Bossasso despite lower rates of success. For those graduates who have secured regular work, this has increased economic resilience, as income is both greater and more sustainable. It is important to note that **almost all graduate respondents felt that the YEP programme was the only opportunity in their community for youth to gain skills relevant to supporting a sustainable livelihood.**

COOPERATIVES MAY HELP STRENGTHEN ECONOMIC RESILIENCE

In order to bolster resilience to local shocks, graduates are encouraged to start their own businesses, particularly where employment opportunities are low. Furthermore, stakeholders in Doolow have encouraged graduates to form cooperatives in order to share common costs such as electricity and to pool resources. Similar initiatives were not cited in any other YEP centre locations, suggesting that organisers can learn from the initiatives undertaken in Doolow.

UNINTENDED OUTCOMES

YEP MAY RESULT IN BRAIN-DRAIN FROM TARGET COMMUNITIES

The number of graduates leaving the community in which they received training is relatively high, particularly in Doolow and Bossasso. This has resulted in a loss of skills in the area and has limited the secondary benefits of the programme to both the graduate's family and the local community. Although it is likely that graduates living other regions/towns will send money home, there is currently no direct evidence of this from the interviews conducted. Additionally, although the transfer of skills gained through YEP into communities outside of original community is still likely to provide socioeconomic benefits, this will be difficult to measure.

In the case of Garowe and Bossasso, a high percentage of YEP beneficiaries were IDPs originating from South Central Somalia and the Somali region of Ethiopia. Many of these have chosen to return home after graduation. This finding raises an important question of if **the YEP programme can help IDPs return to their point of origin by providing them with vocational and life skills that acts as the catalyst for them to return home.**

INCREASED TENSIONS BETWEEN GRADUATES AND THOSE WHO DID NOT RECEIVE ASSISTANCE

Registration for the YEP programme in all locations is heavily over-subscribed. As a result, many of those in the recruitment committee told unsuccessful applicants that they would be prioritised during the next phase of YEP, and in some locations, such as Doolow, a list of previous applicants has been drawn up to record this. However, tensions are mounting in some areas where families of non-beneficiaries see the growing success of graduates and feel excluded. Although no violence has been reported, community leaders feel that the programme must be seen to continue in order reduce tensions. **It is therefore important to understand the longer-term implications of the YEP programme on community stability if the programme proves to be unsustainable and eventually stops.**

LESSONS LEARNED

With reference to Global Outcome 5 of the PBEA programme, it is clear that a more nuanced, contextual approach is needed to better understand the socioeconomic environment at each YEP centre location and to accurately determine underlying conflict drivers. This will enable the YEP programmes to deliver the most relevant and context specific education content.² The current macro approach to M&E adopted by UNICEF therefore needs further refinement so that the YEP curriculum can be adapted to take into account

² "If a programme is committed to continuous learning and M&E for Peace building throughout its implementation and feeds that learning back to practice, then the intervention will be more effective and more conflict sensitive (less likely to do harm) and provide an evidence base for effective education programming for Peace building". UNICEF, "Peacebuilding Education and Advocacy In Conflict-Affected Contexts Programme: UNICEF Somalia Programme Report."

differing security situations and perceptions towards education, youth, peace building and marginalisation. With this in mind, further research is needed using tools such as socioeconomic mapping and word and image association with youth and other community members, **to inform the evidence-based design of the YEP programme to local rather than macro contexts.**

KEY RECOMMENDATIONS

The following four key recommendations address ways to improve the relevance, efficacy, sustainability and impact of the UNICEF YEP programme in Somalia.

RECOMMENDATION TO INCREASE IMPACT OF THE YEP PROGRAMME

Use the YEP programme to normalise relationships between government forces and youth:

Government officials, particularly at checkpoints, are seen as a significant catalyst for insecurity amongst youth respondents. Sensitisation activities, conducted with both youth and security forces, may therefore help to limit misunderstandings that can cause unnecessary tensions. This activity should be considered as part of the *conflict resolution* curriculum in future iterations of the YEP programme.

RECOMMENDATION THAT WORKS TOWARDS EXPANSION AND SUSTAINABILITY OF YEP IN SOMALIA

Encourage graduates to form cooperatives to strengthen economic resilience:

Stakeholders at each YEP centre should encourage graduates to form cooperatives in order to share common costs such as electricity and to pool resources. To ensure cooperatives are organised and sustainable, stakeholders must coordinate between themselves and within communities to channel opportunities for work to these groups as they become available. To this end, guidelines on creating cooperatives should be developed that clearly outline roles and responsibilities and provide advice on how cooperatives can market themselves within their community.

RECOMMENDATION ON IMPROVING THE RELEVANCE OF THE YEP CURRICULUM

Focus life skills training on localised issues of criminality:

Low-level crime was cited in three of the four locations evaluated during this study as being conducted primarily by youth. A portion of life skills training within the YEP programme should therefore be devoted to sensitising youth on the impact of crime in the community, with particular focus on the theft of mobile phones and the use of knives. Furthermore, community events should be held at each YEP centre on a regular basis to raise awareness of the negative impact of crime and the danger of knives, with a focus on reaching youth who are not enrolled in the programme.

RECOMMENDATION TO IMPROVE EFFICACY OF YEP CENTRES THROUGH CIVIC & SOCIAL PARTICIPATION

Use YEP centres as a focal point and catalyst for community groups, with a strong remit of encouraging membership by non-beneficiary youth:

This will provide two benefits. Firstly, it will encourage social participation of youth not directly reached by the YEP programme. Secondly, it will allow non-beneficiaries to feel some level of inclusion with the YEP centre and help reduce tensions with recipients. This approach will also help change the perception of YEP centres as serving only a select number of beneficiaries, making it a more inclusive institution within the community. This is particularly important in locations such as Doolow and Mogadishu, where centres have been built by NGOs and the buildings are not used as part of the wider government initiatives.

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Abbreviations

CEC	Community Education Committees
CTC	Child-to-Child
EFA	Education For All
ERIC	Ethical Research Involving Children
FGD	Focus Group Discussion
G2S	Go-2-School Initiative
IDP	Internally Displaced Persons
KAP	Knowledge, Attitudes and Practices
KII	Key Informant Interview
M&E	Monitoring & Evaluation
MoE	Ministry of Education
NEZ	North East Zone
NRC	Norwegian Refugee Council
OECD-DAC	Organisation for Economic Cooperation and Development - Development Assistance Committee
PBEA	Peace building Education and Advocacy Programme
SCZ	South Central Zone
TVET	Technical and Vocational Education and Training
UNICEF	United Nations Children's Fund
YEP	Youth Education Pack

Acknowledgements

1. Introduction

UNICEF works with partners across Somalia to deliver an integrated package of school-based and non-formal activities to address educational needs in the country. This includes advocacy with Ministry of Education (MoE) Puntland state of Somaliland, the MoE Somaliland and the Federal Government of Somalia, in addition to the construction and rehabilitation of schools (including temporary emergency structures), provision of supplies, teacher training, support for Child-to-Child Clubs and Community Education Committees, as well as support through non-formal alternative basic education to children from pastoralist and minority groups.

At present, UNICEF is implementing the Go-2-School initiative (G2S) whose tag line, *Educating for Resilience*, relates directly to a key area of humanitarian and development programming in Somalia – resilience.³ Since the establishment of the New Deal and Somali Compact, the importance of strengthening the resilience of Somali communities has been heightened and taken up by donors and the government.⁴ In an environment where conflict, natural disasters, emergency programming and development initiatives work simultaneously, it is important that:

- Education, which is an inalienable right of all children, is available and accessible; and
- Reliable data on available resources is present to inform programming and address knowledge gaps.

However, deep challenges remain to achieving these aspirations due to factors such as inequitable access to education, weak infrastructure, low teaching capacity and poor availability of materials, which can vary from district to district and are often strongly influenced by political stability and perceived levels of insecurity. Such factors play a significant role in overall school enrolment, particularly in areas with high levels of conflict such as the South Central Zone (SCZ) of Somalia, where only 22 per cent of children receive primary education.⁵

Through initiatives such as the Youth Education Pack (YEP), UNICEF Somalia has begun to explore how education programmes can be made more conflict sensitive and support peace building efforts. Conflict analysis supported by the University of York and published in April 2014 reveals that catalysts for insecurity vary considerably across the three zones of Somalia.⁶ However, based on an analysis of the conflict drivers, the study recommended five ways education can be used to address peace building using initiative such as YEP:

1. Prioritise formal and non-formal education for youth to address issues of political inclusion and attitudes to violence;
2. Engage with social norms with regard to violence as well as livelihood options for young people;
3. Engage with groups excluded from education (including pastoralists, minority groups and girls);
4. Reform curriculums to help socio-cultural drivers of conflict; and
5. Build capacity in the education sector for inclusive and conflict-sensitive planning.

³ USAID, “Go-2-School Initiative 2013-2016: Educating for Resilience,” 2013.

⁴ Federal Government of Somalia, “The Somali Compact.”

⁵ UNICEF, “UNICEF Humanitarian Action For Children: Eastern and Southern Africa: Somalia,” 2010, http://www.unicef.org/hac2011/hac_somalia.php.

⁶ Barakat et al., “Beyond Fragility: A Conflict and Education Analysis of the Somali Context” (UNICEF and the University of York, 2014).

The YEP programme is part of the global Peace building Education and Advocacy (PBEA) programme. To ensure *‘what gets measured gets done’*, Global Outcome 5 of the PBEA programme focuses on knowledge, evidence and advocacy and is geared towards adequate generation and use of evidence and knowledge in policies and programming on linkages between education, conflict and peace building.

‘Guided by the theory of change that if a programme is committed to continuous learning and M&E for Peace building throughout its implementation and feeds that learning back to practice, the intervention will be more effective and more conflict sensitive (less likely to do harm) and provide an evidence base for effective education programming for peace building. Work under this outcome has sought to build an evidence base for what is relevant and what works for effective education programming promoting peace and social cohesion in Somalia’.

GLOBAL OUTCOME 5:

PBEA IN CONFLICT-AFFECTED CONTEXTS PROGRAMME – UNICEF SOMALIA (2014)

1.1. THE YOUTH EDUCATION PACK AS A STRATEGY FOR PEACE BUILDING

The YEP was developed and implemented by the Norwegian Refugee Council (NRC), who describe the programme as being *‘developed to meet the learning needs of war and conflict affected youth who, through displacement and lack of opportunities, have had little or no schooling. Adolescents and youth in NRC programme countries to a large extent have grown up in unstable circumstances, they have lost family members, homes and property. Many have had to assume responsibilities in the family, some have been pulled or forced into negative activities’*.⁷

As of December 2015, **1370 students have benefited from the YEP programme in Somalia**⁸. With the support of UNICEF, and as part of PBEA, the programme was adapted in 2014 to address drivers of conflict, with the rationale that education has an important role to play in the transformative process that a post-conflict society needs to undergo. The revised YEP programmes focuses on addressing the dynamic interaction between three conflict drivers identified based on conflict analysis findings in the three zonal regions of Somalia⁹:

1. **Marginalization of youth** – Youth feel excluded from political, economic and social processes, this includes educated youth unable to access suitable employment as well as uneducated youth who have few options for gaining an independent livelihood apart from joining clan, religious or freelance armed or criminal groups.
2. **Loss of traditional values and a culture of violence** – Loss of traditional values perpetuates the conflict, as traditional ways of governing relations between groups and between individuals (for example regarding the sharing of national resources or systems of mutual assistance) are no longer valid or respected.
3. **Conflict over (natural) resources** – A recurring theme that feeds national level violent conflict and is in turn exacerbated by ecological stress, the loss of traditional values and the marginalization of youth.

⁷ NRC, “NRC Core Activity Education Youth Education Pack (YEP) In Brief” (NRC Norway, 2007).

⁸ UNICEF, “Peacebuilding Education and Advocacy In Conflict-Affected Contexts Programme: UNICEF Somalia Programme Report.” p.4

⁹ Barakat et al., “Beyond Fragility: A Conflict and Education Analysis of the Somali Context” (UNICEF and the University of York, 2014).

These conflict drivers are present in all the three zones, however, as the three zones are at different stages of violent conflict, the drivers manifest in different ways (as is clear from the conflict analysis). Whereas in NEZ and NWZ the conflict drivers are potential threats to stability and social cohesion, in CSZ they drive a destructive low-intensity conflict across the zone. Furthermore, the conflict analysis points out that the population of Somalia is overwhelmingly young and that the continuing conflict affects the young population in ways that are further undermining Somalia’s future. With this in mind, the UNICEF YEP programme in Somalia was designed to address Outcome Area 4 of the PBEA programme, highlighted (in purple) in the PBEA Theory of Change (ToC) below.

PBEA Theory of Change in Somalia

Country level Outcome 1	By taking into account the findings of the conflict analysis when preparing key education strategies the education sector will be more conflict sensitive and become a better enabling environment for peace-building through education service delivery.
Country level Outcome 2	If UNICEF, governments and implementing partners are aware of the context (livelihood, social, political, equity, gender, conflict) they intend to intervene in and to develop (education-) programming in consultation with communities, then (education-) programming will be more conflict-sensitive, and institutional capacities increase to address conflict drivers.
Country level Outcome 3	If primary school children and youth are given a voice and an active role to engage with communities and decision makers across clan, social and cultural lines then this will give rise to a sense of constructive citizenship and improve social cohesion within and between groups, contributing to a reduction of violence in target locations / intervention groups.
Country level Outcome 4	If education services are delivered to support youth to gain an independent livelihood, then they will not feel socially marginalized or economically despondent and be less vulnerable to recruitment into extreme ideologies or armed groups.
Country level Outcome 5	If a programme is committed to continuous learning and M&E for peace-building throughout its implementation and feeds that learning back to practice, then the intervention will be more effective and more conflict sensitive (less likely to do harm) and provide an evidence base for effective education programming for peace-building.

Designed to develop practicable skills for male and female youth aged 14 to 25, the YEP is a one-year programme with three equally important components: vocational skills (learning a trade), transferable/life skills (conflict resolution, IT, business, health etc.) and foundational skills (numeracy and literacy). Few in the programme have completed primary education and fewer still are able to dedicate between three and six years to complete fast track or formal education to a primary level due to family commitments and the pressure to work. However, although NRC targets some of the most vulnerable groups such as youth heads of household, young single mothers and those with the poorest educational background, YEP learners must still be able to spend one year in full time education. This is an opportunity cost NRC has tried to mitigate by providing a modest stipend that students can use to support themselves or their family.

Upon graduation, students receive a *YEP resource kit* designed to help graduates start their own businesses or provide them with the tools to work with others. For example, students who studied carpentry receive a

resource kit that includes a tenon saw, hammer, wood plane, chisels, clamps, gloves and a toolbox for storage.

LOGFRAME FOR YEP

The logframe for the YEP programme centres around one clear outcome (objective), evidenced by three outputs, which provide measurable results against which the UNICEF YEP Programme in Somalia can be evaluated.

Program Goal: Improved social cohesion and resilience

- **Outcome (Objective) 1:** Livelihood opportunities for displaced children and youth, including returnees and vulnerable host communities, are enhanced
- **Output (Result) 1.1:** Vocational Training Centres are prepared to host vocational training courses
- **Output (Result) 1.2:** Instructors trained in how to teach literacy, numeracy, livelihood and life skills to youth
- **Output (Result) 1.3:** Youth successfully complete livelihood and life skills training and apprenticeship.

An evaluation of these results, in conjunction with Outcome Area 4 of the PBEA theory of change, will be used to answer a number of the key questions that require addressing in this study.



Entering the YEP centre in Kabasa IDP settlement, Doolow

Key statistics of YEP programmes in Doolow, Mogadishu, Garowe and Bossasso

This page outlines key statistics associated with the YEP programme in each of the four locations evaluated in this study. It should be noted that, although the YEP programme aimed to host an even number of female and male students, female applicants for the programme were up to three times higher than male in catchment areas such as Doolow. Due to the limited opportunities for Somali girls to access new skills and the high demand for YEP they exhibited, NRC decided to admit a higher number of girls; resulting in a female to male ratio of around 2:1, with enrolment rates ranging from 100 to 149 students. More research would need to be conducted to discover why fewer males applied for the YEP programme than female.

Dropout rates at all four locations are very low, with typically only one student leaving in three of the four cohorts due to factors such as paternity leave (1), longer-term illness (2) and onward migration (5). YEP centres in North East Zone provided a wider variation of vocational training courses and larger class sizes than those available in South Central Zone, which may be reflective of the greater role played by the Ministry of Education in Garowe and Bossasso. At all four YEP centres, females have a wider choice of vocation training courses than their male counterparts, something that will be discussed in more detail in Section 6.2.

DOOLOW:

Number of Graduates	100	
Dropout rate	1 student (1%)	
Enrolment	MALE: 25	FEMALE: 75
Vocational skills	<ul style="list-style-type: none"> • Carpentry 	<ul style="list-style-type: none"> • Tailoring • Beauty salon treatments

MOGADISHU:

Number of Graduates	123	
Dropout rate	1 student (1%)	
Enrolment	MALE: 64	FEMALE: 59
Vocational skills	<ul style="list-style-type: none"> • Electrical installation • Auto-mechanics 	<ul style="list-style-type: none"> • Tailoring • Beauty salon treatments • Tie-dying

GAROWE:

Number of Graduates	143	
Dropout rate	7 students (<5%)	
Enrolment	MALE: 52	FEMALE: 91
Vocational skills	<ul style="list-style-type: none"> • Electrical/solar installation • Auto-mechanics • Mobile phone repair 	<ul style="list-style-type: none"> • Tailoring • Beauty salon treatments • Tie-dying • Office management • Cooking

BOSSASSO:

Number of Graduates	149	
Dropout rate	1 student (<1%)	
Enrolment	MALE: 48	FEMALE: 101
Vocational skills	<ul style="list-style-type: none"> • Electrical installation • Auto-mechanics • IT 	<ul style="list-style-type: none"> • Tailoring • Beauty salon treatments • Tie-dying • Marketing • Arts • Hotel management

1.2. RESEARCH OBJECTIVES

This evaluation of the UNICEF YEP programme strives to understand lessons that can be learnt from providing informal education in Somalia, both in the terms of delivering **relevant skills** that can improve the lives of beneficiaries, and the impact a tailored curriculum can have on **peace building** in Somalia when drivers of conflict are taken into account. The central question of this study is therefore:

Has the implementation of YEP in Somalia had an impact on conflict drivers among marginalised youth by reducing reliance on negative coping and strategies and improving access to sustainable livelihoods?

The evaluation, in its engagement with children and young people, has abided by standards outlined in Ethical Research Involving Children (ERIC) and by overall ethical standards, including preventing harm or potential danger to interviewees and participants of focus group discussions.¹⁰

Samuel Hall's evaluation of the UNICEF YEP programme in Somalia covers implementations in Central South Zone (Mogadishu, Doolow) and North East Zone (Bossaso, Garowe) over the programme implementation period September 2014 to March 2016. Key research questions are:

1. **Did the intervention increase access to relevant, quality, and conflict-sensitive non-formal education as per intended activities and targets specified in the log frame?**
2. **What are the prospects for sustainability beyond the duration of the intervention?**
3. **What happened as a result of the programme? Specifically:**
 - Did the intervention result in improved social cohesion (positive changes in attitudes towards violence, belonging and inclusion, respect and trust, membership and participation)?
 - At the community and household levels, did the intervention result in improved resilience (improved livelihoods resulting in better capacity to be prepared for, absorb and adapt to shocks)?
4. **What were the unintended positive/negative results of the programme?**
 - Does evidence support the interventions theory of change in the communities in which the intervention took place?
 - Did the intervention have an impact on the targeted conflict driver?
 - Would there have been other / better strategies to achieve the desired impact?
 - What are the lessons learned?

REPORT STRUCTURE

Using a literature review of peace building in education as its contextual reference, this report will present findings relevant to addressing the efficacy, sustainability, relevance and impact of the YEP programme in Somalia. The report will be structured as follows:

- | | |
|---|---|
| 1. Introduction | 6. Analysing the socioeconomic landscape of YEP |
| 2. Literature review | 7. Evaluating YEP as part of PBEA Outcome 5 |
| 3. Methodology | 8. Conclusions |
| 4. Selective analysis of the KAP survey | 9. Recommendations |
| 5. Understanding local perceptions in the context of delivering YEP | 10. Bibliography |

¹⁰ ERIC, "Ethical Research Involving Children," 2013, <http://childethics.com/>.

2. Literature review: Peace building in education

In recent years, peace-building efforts have shifted away from relying on a security agenda, liberal democracy, and market forces as the basis of stability that enables development.¹¹ This process, which merely incorporated education for its economic potential, has been replaced by a new model of peace building that emphasises social sector spending.¹² In 2009, the UN Secretary-General Ban Ki-Moon released a report on peace building in the immediate aftermath of conflict that places social services, including education, among the five recurrent priorities for peace building in post-conflict transitions.¹³ These efforts are aimed at avoiding post-conflict situations where only a cessation of violence is achieved and where measures to promote a positive peace are disregarded. Such measures undertake structural changes to address social injustices that may be the cause of the recurrence of conflict and violence.¹⁴ McCandless theorised how social services and education in particular can provide transformative changes that will contribute to building a sustainable peace.¹⁵ Indeed, according to McCandless, the provision of needed social services reinforces the resilience of a population and can reduce social tensions and strengthen social cohesion. Furthermore, the provision of social services also increases state accountability and state legitimacy by supporting governance and policy reform.¹⁶

UNICEF's approach to education and peace building posits that by addressing drivers of conflict, education has an important role to play in the transformative process that a post-conflict society needs to undergo. As part of this approach, Global Outcome 4 of the Peace Building Education and Advocacy Programme (PBEA) supported by UNICEF aims to increase access to conflict-sensitive education. *'Under this outcome, PBEA interventions support youth in gaining independent livelihoods; in order to decrease the likelihood they will feel socially marginalized, economically despondent and more vulnerable (to extreme ideologies or recruited by armed groups)'*.¹⁷ According to this approach, the improvement of the sector of education is a 'transformative remedy' and is closely connected with the notion of 'sustainable peace building'.¹⁸ It is therefore posited that conflict-sensitive education (along with other social services), by fostering positive peace and justice, has the potential transform the root causes of conflict and hence avoid a resumption of violence.

If the provision of social services is necessary to build sustainable peace, opinions on timing and sequencing vary. This is especially the case with the nature of contemporary conflicts, which can last for long periods of time – as is seen in Somalia. Thus, these conflicts present difficulties in using the conventional distinctions between conflict-affected or post-conflict areas and between relief and development activities. Some researchers argue that reconstruction should not be attempted post-war until the state has been established and warn against a shift from humanitarian to development responses before such a transition

¹¹ M. Novelli, "The Role of Education In Peace Building: A Synthesis Report of Findings from Lebanon, Nepal and Sierra Leone" (UNICEF, 2011).

¹² M. Novelli, M.T.A. Lopes Cardozo, and A. Smith, "A Theoretical Framework for Analysing the Contribution of Education to Sustainable Peacebuilding: 4Rs in Conflict-Affected Contexts" (University of Amsterdam, 2015).

¹³ Novelli, "The Role of Education In Peace Building: A Synthesis Report of Findings from Lebanon, Nepal and Sierra Leone."

¹⁴ Ibid.

¹⁵ E. McCandless, "Peace Dividends and Beyond: Contributions of Administrative and Social Services to Peace Building" (United Nations Thematic Review for the Peace building Support Office, 2011).

¹⁶ Ibid.

¹⁷ UNICEF, "Peacebuilding Education and Advocacy In Conflict-Affected Contexts Programme: UNICEF Somalia Programme Report," 2015.

¹⁸ Novelli, Lopes Cardozo, and Smith, "A Theoretical Framework for Analysing the Contribution of Education to Sustainable Peacebuilding: 4Rs in Conflict-Affected Contexts."

has occurred.¹⁹ Other researchers are calling for overcoming the compartmentalised thinking of conflict and humanitarian interventions and initiating more systemic analyses that include the early provision of education and other social services in order to prevent further conflict, engage during conflict and play a central role in the post-conflict period.²⁰

Indeed, schools and teachers can be used to provide a safe space and sense of normalcy during situations of instability, and they contribute to the physical, psychosocial, and cognitive protection of children, adolescents and adult learners.²¹ For example, UNICEF is engaged in important attempts to provide schooling for those displaced by conflict, ensuring that emergency education provision is available that addresses both psychosocial and educational needs. Other initiatives include the development of the ‘school in a box’ concept that provides the basic materials needed to operate classes in situations of emergency and crisis.²²

Through all of this, however, the ability for education to contribute to peace building is dependent on the multiplicity of actors involved – from regional policy to the classroom level - approaching the education strategy and implementation in a conflict-sensitive way. At a policy level, this means assuring an education system that prioritises equitable access for all groups, incorporates curriculum and classroom structures (such as language) that are conflict-sensitive and addresses context-specific issues. All stakeholders – from policy makers, to civil society, to students and parents – should be involved throughout this process.²³

The relevance of peace building and education programming is especially apropos in Somalia, which faces protracted conflict and a weak educational system. Education deteriorated significantly over the 1980s due to a decline in government funding, and finally the system collapsed in near totality as civil war began.²⁴ The reestablishment of education was largely piecemeal, with no current cohesive education system.²⁵ Presently, Somalia has one of the lowest student enrolment rates in the world.²⁶ 86% of 15-24 year olds have not completed primary education, including 69% with no formal education at all.²⁷ As such, the need for education in Somalia is high.

However, all of these endeavours must take into consideration the complexities and specificities of the Somalia environment in which it is pursued, as well as data gathered and lessons learned from past attempts at pursuing peace building and stability through education. Without this, it is possible that these programs would not contribute to stability and could, in certain situations, heighten tensions further.²⁸ As Gajraj, Sardesai and Wam note in the context of Somalia, “rarely are the links between aid interventions and conflict simple or static, and rarely do they translate into direct cause-effect relationships. Indirect linkages are an important part of the picture, and the linkages are often mediated by complex social

¹⁹ A. Smith, “Education, Conflict and International Development” (DFID, 2003).

²⁰ Ibid.

²¹ Barakat et al., “Beyond Fragility: A Conflict and Education Analysis of the Somali Context,” 2014.

²² Smith, “Education, Conflict and International Development.”

²³ Morten Sigsgaard, “Conflict-Sensitive Education Policy: A Preliminary Review” (Education Above All, June 2012).

²⁴ Samuel Ayele Bekalo, Michael Brophy, and Geoff Welford, “The Development of Education in Post-Conflict ‘Somaliland,’” *International Journal of Educational Development* 23, no. 4 (July 2003): 459–75; Lee Cassanelli and Farah Sheikh Abdikadir, “Somalia: Education in Transition,” *Bildhaan: An International Journal of Somali Studies* 7 (2008).

²⁵ Cassanelli and Abdikadir, “Somalia: Education in Transition.”

²⁶ Barakat et al., “Beyond Fragility: A Conflict and Education Analysis of the Somali Context” (UNICEF and the University of York, 2014).

²⁷ EPDC, “Somalia: National Education Profile,” 2014.

²⁸ Mercy Corps, “Youth & Consequences: Unemployment, Injustice and Violence,” 2015; Priya Gajraj, Shonali Sardesai, and Per Wam, “Conflict in Somalia: Drivers and Dynamics” (World Bank, 2005).

structures.”²⁹ Thus, education must be examined in Somalia specifically and carefully in order to prescribe effective peace building programming.

Specific considerations in the Somali context in relation to education relate to the marginalization of youth, inconsistent curriculum, the threat of radicalisation, the devaluation of education in the opinion of youth, poor human resources and demographic nuances. Marginalized youth are sometimes involved in violent disputes amongst themselves, and this can be exacerbated in educational settings with the lack of human resources – both quantity of staff and training – in the school. This issue should therefore significantly inform the education programming in Somalia. In addition, youth see leaders in positions of power with minimal education, which creates a devaluation of education in their eyes.³⁰

In terms of radicalisation, in Somalia some educational institutions have been radicalised and thus contributed to al-Shabaab recruitment, Barakat et. al. found that youth in school were more likely to condone violence.³¹ As an explanation for this, Mercy Corps notes, *“While education can sometimes support peace, in many contexts, schools teach youth belligerent views, which can harden stereotypes and inflame tensions.”*³² As such, Mercy Corps suggests education programming is ineffective without an emphasis on teaching respect and toleration.³³ This correlates with other data on extremism and education, which suggests that to the degree to which a correlation exists, the more education an individual receives, the more likely they are to engage in or support terrorism.³⁴ As Barakat et. al. note, *“In terms of education programming, it is necessary to first understand how the existing system interacts with the conflict.”*³⁵

Further needs include standardised curriculum and the unequal access to education. In terms of unequal access to education, nomadic population groups, girls, and both urban and rural poor tend to suffer from lower enrolment rates. Despite a free education system in many zones, these groups remain unable to economically access education for their children in large part due to the income lost from a child attending school. In addition, the nomadic groups face unique issues, as their traditional lifestyle becomes less feasible in the face of urbanization and natural resource conflict. Even if they relocate to urban environments, they still face the difficulty of exclusion outside of the politically-dominant clan.³⁶

The marginalization of youth is perhaps most crucial issue that education can impact. In spite of their demographic majority, youth in Somalia typically face higher levels of marginalization than any other segment of society, with poor economic opportunities and increased likelihood of involvement with criminal groups.³⁷ This is partially a factor of the clan system, which concentrates the power in the community in the possession of clan elders.³⁸ This is an area for investigation and development focus, as it

²⁹ Gajraj, Sardesai, and Wam, “Conflict in Somalia: Drivers and Dynamics,” 40.

³⁰ N. Knezevic and W. Glenn Smith, “Reducing Fragility and Supporting Peace Building Through Youth Facilitation of the National Education Curriculum Framework In Somalia Achievements, Challenges, and Lessons Learned” (UNICEF, 2015).

³¹ Barakat et al., “Beyond Fragility: A Conflict and Education Analysis of the Somali Context” (UNICEF and the University of York, 2014).

³² Mercy Corps, “Examining the Links between Youth Economic Opportunity, Civic Engagement, and Conflict: Evidence from Mercy Corps’ Somali Youth Leaders Initiative” (Mercy Corps, January 2013), 3.

³³ Mercy Corps, “Examining the Links between Youth Economic Opportunity, Civic Engagement, and Conflict: Evidence from Mercy Corps’ Somali Youth Leaders Initiative.”

³⁴ USAID, “Guide to the Drivers of Violent Extremism” (USAID, February 2009).

³⁵ Barakat et al., “Beyond Fragility: A Conflict and Education Analysis of the Somali Context,” 2014, 120.

³⁶ Barakat et al., “Beyond Fragility: A Conflict and Education Analysis of the Somali Context,” 2014.

³⁷ Ibid.

³⁸ N. Knezevic and W. Glenn Smith, “Reducing Fragility and Supporting Peace Building Through Youth Facilitation of the National Education Curriculum Framework In Somalia Achievements, Challenges, and Lessons Learned.”

is the youth of Somalia who will shape the future of stability in their region. Not only does this further emphasize the need for strong education systems and civic engagement, but also it informs the structure that those systems must take.

However, education alone is not sufficient. In fact, education that leads to frustrated expectations or relative deprivation can be quite damaging. These frustrated expectations, like those experienced by youth with educational experience but few job opportunities, appear to be more closely tied to violence and extremism than just economic deprivation on its own.³⁹ Thus, despite the hope that education does potentially offer in post-conflict societal reconstruction and stability (if approached cautiously and carefully), no single element can be isolated. Education endeavours ought to be intentionally crafted, coupled with a variety of other endeavours and approached in a cautious and realistic manner. For instance, an increase in education that does not result in further economic opportunities or employment can contribute to disillusionment and despair.⁴⁰ Or, a program that does not take clan dynamics into consideration in program targeting could inadvertently exclude certain groups and thus exacerbate clan tensions.⁴¹

Despite this, if programming is carefully constructed and successful, improvements in one sector can have crosscutting benefits across other sectors. Education can result in schools that are a focal location for further development and humanitarian interventions.⁴² Increased economic opportunity also has the potential to reduce on going migration and drug (khat) use.⁴³ But most importantly, interventions must acknowledge the complex origins of conflict and radicalisation in order to counter them effectively. The lack of economic opportunity is often considered paramount in the marginalisation of youth, yet studies are showing that more complex societal factors – such as the experience of injustice, corruption, nepotism and discrimination – underpin these targeted issues.⁴⁴ Therefore, educations interventions cannot be just focused on increasing job prospects; true peace building will require a holistic systems approach that as much as possible addresses the layers of societal, political and economic environments that youth encounter in conjunction with one another.⁴⁵

Overall, sustainable peace is achieved when education is involved ‘in and through’ a multi-faceted peace building process. Indeed, conflict-sensitive education is not only a necessary component for the economic growth of the country, but it also provides a strong foundation for national stability, peace building and state legitimacy by transforming values, attitudes and behaviours and by encouraging nonviolent ways of dealing with conflict. With attention to the complex Somali context, conflict-sensitive education has a key role to play in reducing inequalities and prejudices and supporting the growth of peace in Somalia.

³⁹ USAID, “Guide to the Drivers of Violent Extremism.”

⁴⁰ Mercy Corps, “Youth & Consequences: Unemployment, Injustice and Violence.”

⁴¹ Gajraj, Sardesai, and Wam, “Conflict in Somalia: Drivers and Dynamics.”

⁴² Barakat et al., “Beyond Fragility: A Conflict and Education Analysis of the Somali Context”; Samuel Hall, “Investing in Somali Youth: Exploring the Youth-Employment-Migration Nexus in Somaliland and Puntland,” 2015.

⁴³ Peter Hansen, “The Ambiguity of Khat in Somaliland,” *Journal of Ethnopharmacology* 132, no. 3 (2010): 590–99.

⁴⁴ Mercy Corps, “Youth & Consequences: Unemployment, Injustice and Violence”; Mercy Corps, “Examining the Links between Youth Economic Opportunity, Civic Engagement, and Conflict: Evidence from Mercy Corps’ Somali Youth Leaders Initiative.”

⁴⁵ Mercy Corps, “Youth & Consequences: Unemployment, Injustice and Violence.”

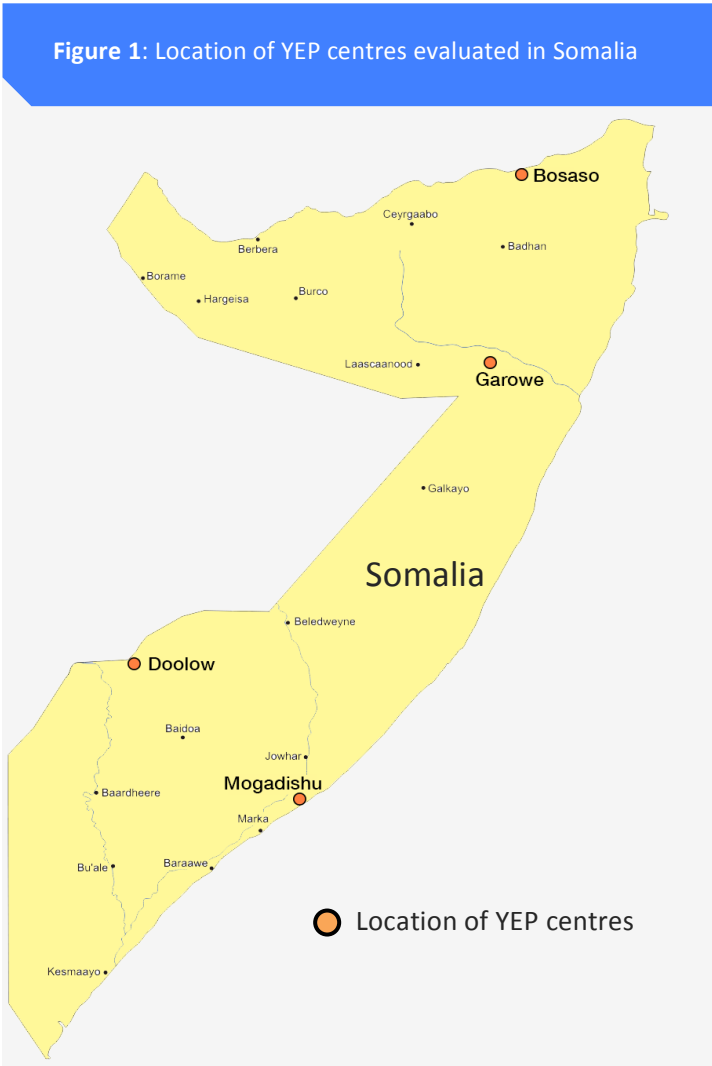
3. Methodology

TARGETING STRATEGY

In order to evaluate the relevance, efficacy, sustainability and impact of the UNICEF YEP programme in Somalia, research has focused on communities that fall within the catchment areas of YEP centres, with a particular focus on marginalised youth. Six target groups have therefore been selected:

1. **Male beneficiaries of YEP:** Including graduates and current students where applicable
2. **Female beneficiaries of YEP:** Including graduates and current students where applicable
3. **Male and female *non-beneficiaries* of YEP:** Youth within the catchment area of YEP centres who have not had access to the programme that will act as a control group to beneficiary responses
4. **Teachers:** Directly involved in delivering the YEP syllabus to students
5. **Community Education Committee (CEC):** Involved with the management of the YEP centre and comprised of parents, community members, community leaders and the head of the YEP centre
6. **Recruitment Committee:** Made up of a nominated member of the CEC, community members and leaders, and representatives from the Ministry of Education and the Ministry of Labour and Migration.

FIELDWORK LOCATIONS

Four locations were selected for evaluation based on UNICEFs involvement at YEP centres in Bosasso, Garowe, Doolow and Mogadishu.  provides geographic reference for each location within the wider context of Somalia.

Mogadishu: Two YEP centres are currently running in Mogadishu. The first is located in Zone K IDP settlement of Hodan district and the second lies in Abdiaziz district. Both are supported by the PBEA programme.

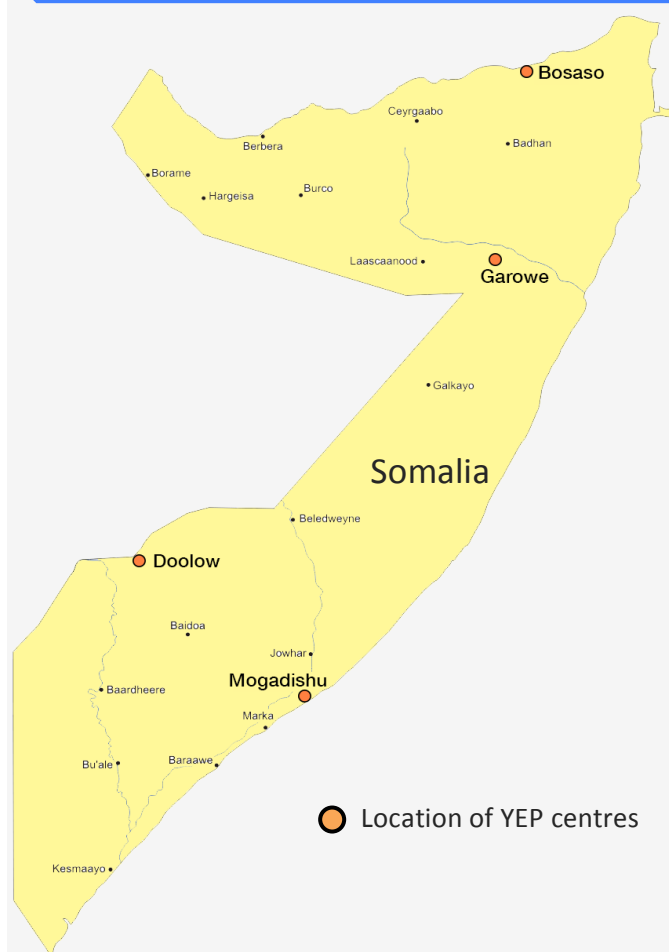
Doolow: The YEP centre in Doolow is located in the Kabasa IDP settlement, which lies northeast of the town.

Garowe: The Garowe Vocational Skills Training Centre is a government-owned facility located inside the city, but not within an IDP settlement.

Bosasso: As with Garowe, the Bosasso Vocational Training Centre is a government owned facility located inside the city, but not within an IDP settlement.

Two teams were used to conduct fieldwork at each location, with each team comprised of three male and three female interviewers. All teams were supported by an experienced field coordinator, who liaised with

Figure 1: Location of YEP centres evaluated in Somalia



representatives from the Norwegian Refugee Council (NRC) in order to gain access to the six target groups identified above.

TOOLS DEPLOYED

In order to perform an evaluation of the YEP programme in Somalia, a number of qualitative tools were developed to address the research questions outlined in Section 1. A detail description of each tool can be found in the inception report.

- **Focus group discussions (24):** A total of 24 FGDs were conducted with the six groups identified in the targeting strategy. As part of the FGD, three additional exercises were conducted with participants:
 - **Social mapping exercise:** Designed to encourage participants to highlight areas of economic opportunity as well as perceived risk or insecurity in their community.
 - **Image and word association exercises:** Designed to explore how participants associate specific images and words that are related to key concepts that underpin the YEP programme.
- **Key informant interviews (16):** A range of KIIs were conducted at each location, representing stakeholders at the national and district level. This included representatives from the MoE of Federal Government of Somalia in Mogadishu, the MoE in Bosasso, the Regional Education Officer in Doolow, and YEP Centre Managers, as well as UNICEF counterparts and NFC staff directly involved in the YEP programme.
- **Field observations (4):** Direct observations of each YEP centre were conducted in order to assess the conditions under which students are taught.
- **Case studies (8):** Two at each location (one male, one female) were purposefully selected to provide a detailed narrative on the impact of YEP on the beneficiary, their families and the wider community.

In addition, findings from the selective analysis of a **Knowledge, Attitudes and Practices (KAP)** quantitative survey commissioned by UNICEF Somalia will be presented and cross referenced with findings gathered from the qualitative tools.

LIMITATIONS OF THE METHODOLOGY

The methodology conducted relies heavily on the use of qualitative tools for data collection, totalling 160 respondents. As such responses do not provide a statistically significant, or proportionally representative view of the communities surveyed. Although the KAP quantitative survey data presented in Section 4 was intended to provide greater representation of target locations, inconsistencies in the way data was collected by third parties limits the degree of analysis that can be performed. Kismayo and Baidoa were selected for the KAP survey, but are not locations considered as part of this evaluation. Garowe and Bosasso were excluded, despite being part of this study. Furthermore, survey locations and target respondent groups cannot fully be aggregated, either because this was not recorded (as was the case of target groups), or because location data was not adequately presented. This has the effect of limiting the opportunity to compare key indicators, such as responses of beneficiaries and non-beneficiaries of the YEP programme.

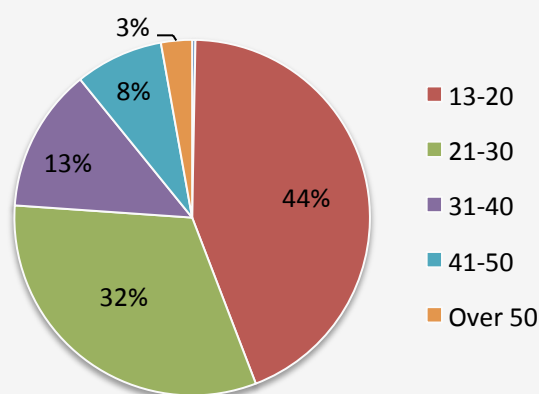
4. Selective analysis of the KAP survey

The Knowledge, Attitudes and Practices (KAP) survey tool was developed by UNICEF to help measure any changes in social cohesion and resilience in communities where the UNICEF YEP programme was conducted in selected locations of South Central and North East Zones of Somalia. To this end, baseline surveys were collected at the start of the programme in 2014, with an end line conducted at the end of 2015 once students in the initial cohort had graduated after year one.

Consisting of 35 questions, the KAP survey aims to help researchers better understand the linkages between education and peace building and evaluate the impact of the YEP programme in this regard. Questions were crafted to provide evidence on two indicators; social cohesion and resilience, with sub indicators examining: Civic and social participation, Transparency of governance processes, Attitude toward Social Services, Constructive dispute resolution, Vulnerability, Coping strategies for dispute resolution and Support mechanisms.

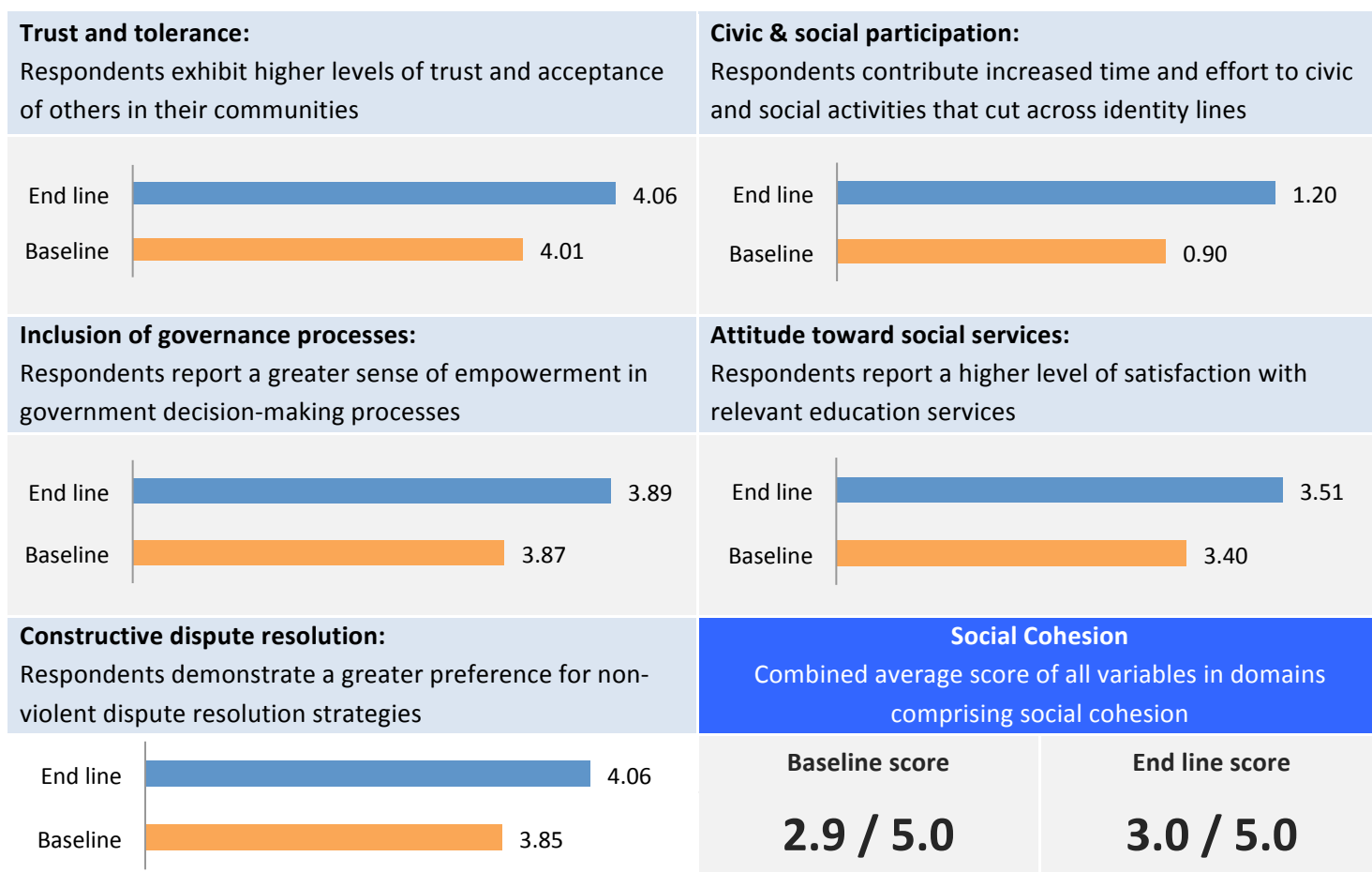
The following section outlines selected findings based on analysis of the KAP survey data gathered by NRC and its partners in Doolow, Mogadishu, Kismayo and Baidoa. The information analysed was collected using a randomised sampling procedure that drew upon sampling from direct and indirect beneficiaries, covering 1347 respondents (689 male, 658 female) in the baseline survey and 616 respondents in the end line survey (323 male, 293 female). From this, 66% of respondents interviewed were under 30. The breakdown of age categories for baseline and end line surveys combined is as follows:

Categorisation of respondents by age



It should be noted that the selection of programme beneficiaries was itself not proportionally representative of different groups in society, leading to population-based sampling biases for baseline and end line surveys. To correct for sampling biases resulting from the selection of YEP programme beneficiaries, a population-based data weighting method was introduced based on national educational attainment levels. This was done to better ascertain broad levels of social cohesion and resilience in society and facilitate a more meaningful comparison with YEP programme beneficiary groups.

To facilitate the impact evaluation of the YEP programme over the two year evaluation period (representing baseline and end line surveys), UNICEF and NRC have aggregated responses from the KAP survey and then weighted them (as previously discussed) by regional population to develop a **social cohesion** score based on five sub-indicators.



KEY FINDING:

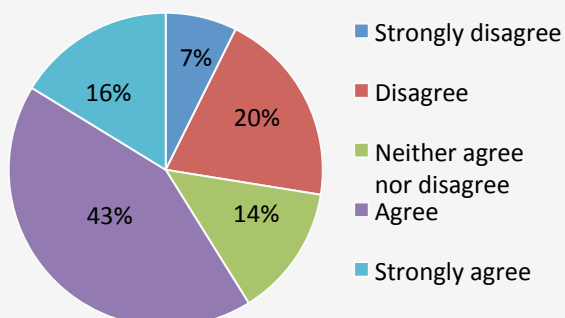
Whilst all sub-indicators show a positive improvement between baseline and end line scores, the changes are so small as to be negligible when statistical bias is accounted for. The finding is not unexpected as changes in social perception can take many years to manifest, even with sustained intervention. Therefore, in order to provide more detail behind the meaning of these five sub-indicators, seven closely related questions from the KAP survey were analysed to better establish:

- Perceptions of social cohesion;
- Attitudes to resolving disputes; and
- Perceived value of education.

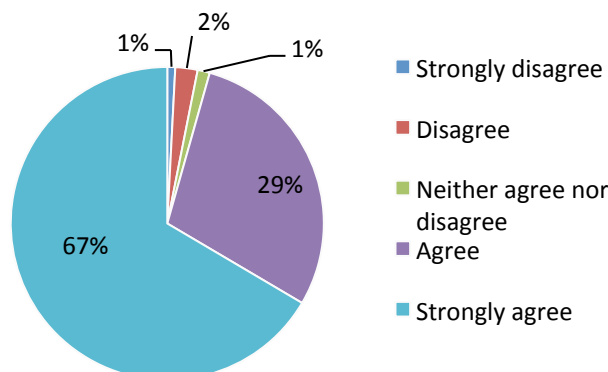
Due to the structure of the data provided it was not possible to disaggregate data by YEP centre location. This would have been valuable so as to take into account regional differences that manifest due to different cultural, security and economic dynamics. Therefore, to provide a more focused analysis on youth, question data was disaggregated by age to analyse response differences between youth and adults. Because there is no statistically significant difference between the baseline and end line data analysed, **the results and key findings that follow represent a snapshot of the impact of the YEP programme over a 12-month period.**

Perceived value of education (youth aged 13 -20)

“ Do you think that the school in your community provides a service that helps you in your daily life? ”



“ Do you think that education is important for you to have a better future? ”



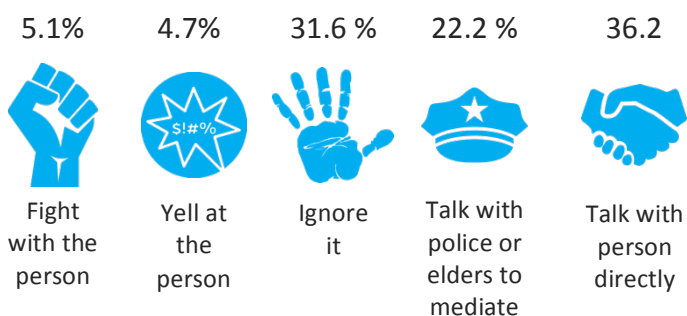
KEY FINDING:

Education is perceived as important but is not being delivered correctly within local communities.

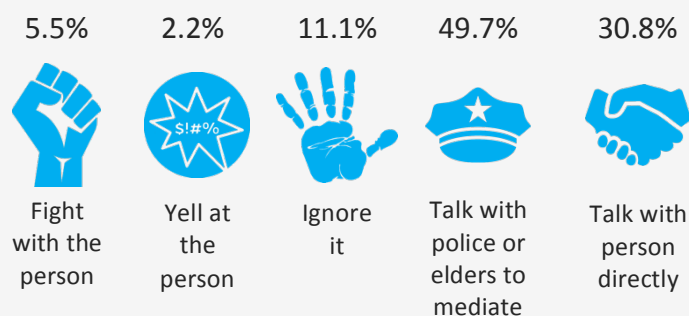
Despite an overwhelming majority of youth respondents agreeing that education is important for their future, over 25% felt that their local school does not help them in their daily lives. This finding underlines the perceived mismatch between the skills provided in school and those needed to secure a livelihood, and it indicates that more may need to be done to tailor education for those living in displaced communities.

Attitudes to resolving disputes (youth aged 13 -20)

“ If another person insulted you, what is the first thing that you think you would do? ”



“ If your property was stolen and you know who did it, what is the first thing you think you would do? ”



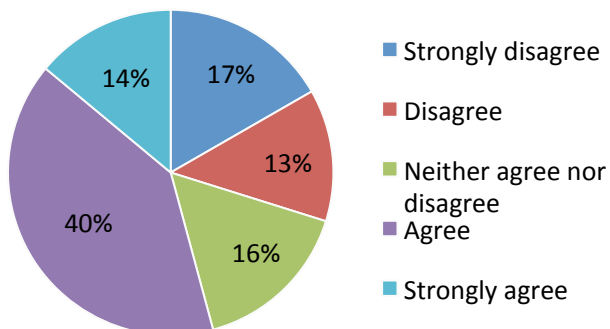
KEY FINDING:

In this baseline survey, almost 10% of respondents said that they would resort to verbal or physical violence if insulted, with a similar reaction occurring if they suspected someone stole their property. However, in over 58% of cases youth respondents would rather opt to mediate with police or elders or to talk directly with the individual rather than engage in conflict. This figures rises to over 80% when the respondent looks to resolve issues of suspected theft, with only 8% resorting to physical violence. It is clear from these

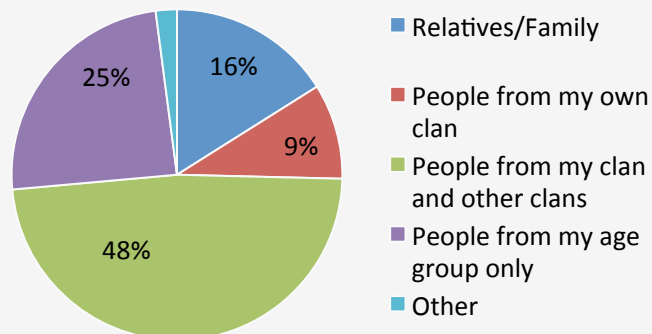
findings the violence is not the primary recourse for most youth in such circumstances and suggests a confidence in community members to help resolve disputes in the locations surveyed.

Perceptions of social cohesion (youth aged 13 -20)

“ If you are applying (with the proper qualifications) for a job with a local business and the owner is not from your clan, do you think that the selection will be fair and not biased? ”



“ Who are the members of your community group? ”



98%



See their district as peaceful

33%



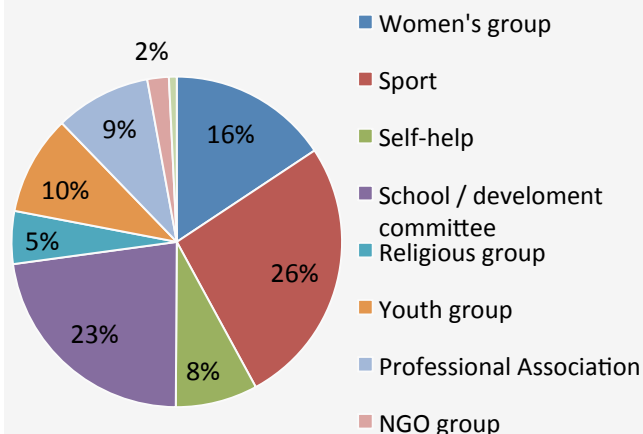
Are members of a community group

KEY FINDINGS:

30% of youth interviewed through the KAP survey felt that their chance of getting a job with local business would be diminished if the employer were from a different clan. When youth were asked the same question during FGDs, those who did cite biases stated that this was typically due to employers favouring family members over others. Whilst the majority of respondents felt that clan affiliation would not play a part in employment selection, this finding underlines the need to engage more local employers as part of the YEP programme to reduce the perception of employment bias by a significant percentage of youth.

Despite feelings of bias based on clan identity, almost all respondents (98%) see their district as peaceful, **despite respondents in the same locations citing shortages of food and basic services such as water** during focus group discussions (FGDs). Whilst acknowledging the high variability of conflict drivers between different locations, the finding indicates that conflict drivers over natural resources are not prevalent in the locations surveyed.

“ If you are a member of a community group, what kind of group is it? ”



Involvement in community groups provides evidence for normalised social cohesion. Findings indicate that 33% of youth respondents cited membership of one or more community groups, which is only slightly less than adults (39%). Furthermore, almost 50% of these groups comprise members from mixed clans. Such groups act as a counterbalance to feelings of discrimination and marginalisation that can lead to violence. Sports groups and school/development committees represent almost 50% of community group membership among respondents. Activities in both groups encompass strong elements of teamwork and cooperation, which foster and strengthen social bonds.

Although sports clubs are male dominated (94% of members are male), Women's groups have the third highest level of membership, with 36% of women involved in community groups participating in these groups. In total, 66% of community group members are male, indicating a higher level of social integration than their female counterparts through this social channel. Sports groups, school/development committees and professional associates were attended most frequently, with religious group least often attended.

4.1. CONCLUSION

Analysis of end line and baseline KAP survey data reveals a picture of youth and their communities with relatively high levels of social cohesion, supported by positive attitudes to conflict resolution and a good perception of the value of education. Analysis of adult responses to the same nine questions reveals answers that typically differ by only a few percentage points, indicating that **perceptions associated with social cohesion do not differ greatly between adults and youth.**

However, it should be noted that the KAP survey data analysed in this report reveals a cross-section of communities across four locations that, whilst benefiting from the YEP programme, do not deeply suffer from many of the inherent conflict drivers that UNICEF Somalia wishes to address. The caveat of this analysis rests in the areas surveyed by NRC, which were conducted in communities that fall under the catchment areas of each YEP centre and where it is safe enough for the YEP programme to operate alongside NRC staff. According to KIIs with NRC staff in Doolow, areas such as Luuq and Bula Hawa are prime targets for the YEP programme but face regular clan-based violence, which prevents NRC from establishing YEP centres in these locations. Although security risks and conflict drivers do exist in the locations surveyed, it is likely that responses to questions posited by the KAP survey would provide very different responses in less secure environments.

Finally, in order to obtain a more nuanced analysis of survey data that reflects socioeconomic differences between respondent locations, KAP data should first be collated from individual villages to reflect the catchment areas pertaining to the four YEP centres in this evaluation. This data should then be disaggregated by location and reassessed to see what differences, if any, exist between responses given in different locations. Furthermore, the social cohesion index calculated by UNICEF must be placed in the context of other PBEA programmes in order to compare the efficacy of YEP in Somalia.

5. Understanding local perceptions in the context of delivering YEP

The purpose of this section is to better understand how those directly involved in the YEP programme identify with some of the key concepts that drive its implementation and to determine if the programme really address these issues **as understood by communities**. This is important, as it has the potential to help designers of the YEP curriculum better align syllabus content to local contexts and perceptions, resulting in an improved understanding and adoption of educational objectives by students and other stakeholders. The four key concepts are:

- Peace building (Nabadeeyn)
- Education (Waxbarasho)
- Marginalisation (Takooris, ama quurisiga)
- Youth (Dhallinyaro)

In order to achieve this, word association and image association exercises were conducted as part of the focus group discussions carried out at each location. The following findings are based on 24 focus group discussions conducted across Doolow, Mogadishu, Garowe and Bossaso.

5.1. WORD ASSOCIATION EXERCISE

The aim of the exercise was to understand respondents' interpretation of four key concepts that are closely associated with the YEP programme. During FGDs with all target groups, each respondent was encouraged to provide a single word response that most closely reflected their interpretation. Unique responses were preferred, but this was not mandatory.⁴⁶ In order to highlight underlying themes, words mentioned at least once were associated within concept groups. It should be noted that the classification of concept groups was selected by the author and is therefore subject to interpretation. The graphs that follow depict the frequency of words chosen for each concept group across the four locations under evaluation. The tables associated with each key concept provide a list of the words categorised into selected concept groups.

CONCEPT WORD 1: PEACE BUILDING

The United Nations Peacebuilding Support Office states that *"Peacebuilding uses a variety of strategies, processes and activities to sustain peace over the long-term by reducing the risk of relapse into violent conflict"*. The Support Offices goes on to add that *"There is no simple, clear cut definition of peacebuilding that sets it apart. Peacebuilding is rather the continuum of strategy, processes and activities aimed at sustaining peace over the long-term with a clear focus on reducing chances for the relapse into conflict"*.⁴⁷

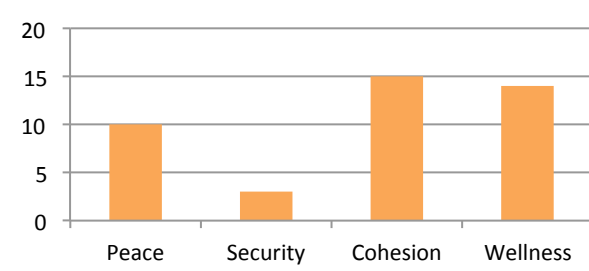
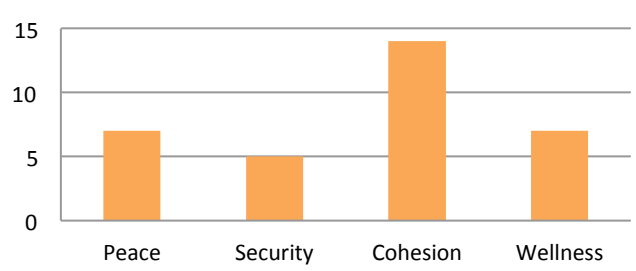
The table below summarises the words chosen by respondents when asked to describe *peace building*.

Concept groups	Associated words
Peace	Lack of conflict/war, stability, non-violence
Security	Protection, conflict, survival
Cohesion	Harmony, reconciliation, community, togetherness, orderly, mercy, development, elders, conflict resolution, compromise, listening, sharing, resolving, governance, solution, negotiation, advice
Wellness	Life, joyful, comfort, knowledge, prosperity, happiness, goodness, freedom, light, playing, fair, calmness, love, sleep, kind, health, confidence
Development	Rebuilding, education, literacy

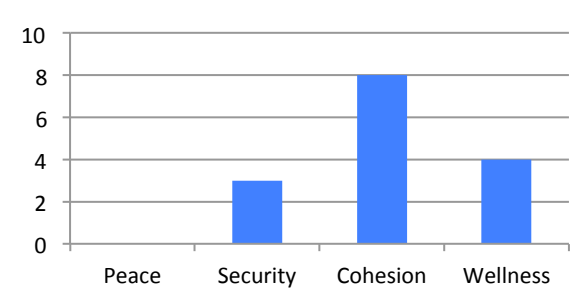
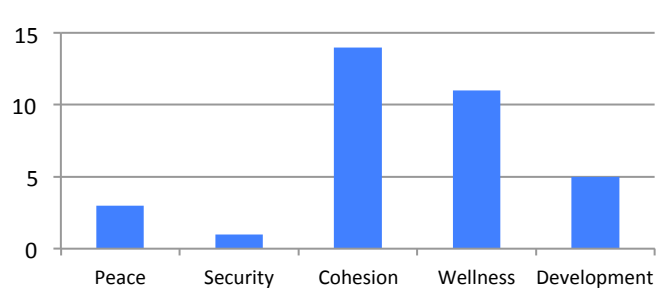
⁴⁶ Whilst there is an inherent bias in performing this exercise as a group (rather than individually) any consensus/clustering around specific responses will provide insights into Somali interpretations of terminologies and objectives that are fundamental to PBEA and YEP.

⁴⁷ UN, "United Nations Peacebuilding Support Office," <http://www.un.org/en/peacebuilding/pbso/faq.shtml>.

Doolow | **Mogadishu**



Garowe | **Bossasso**

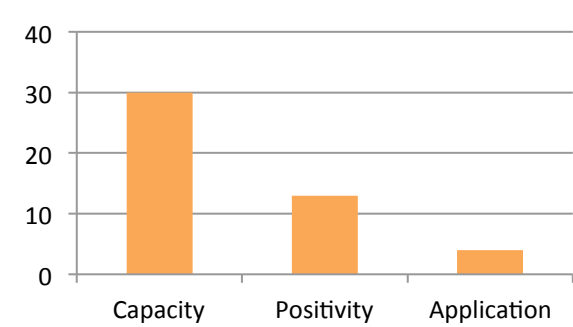
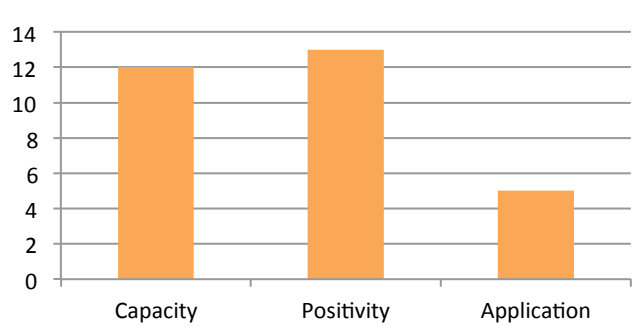


CONCEPT WORD 2: EDUCATION

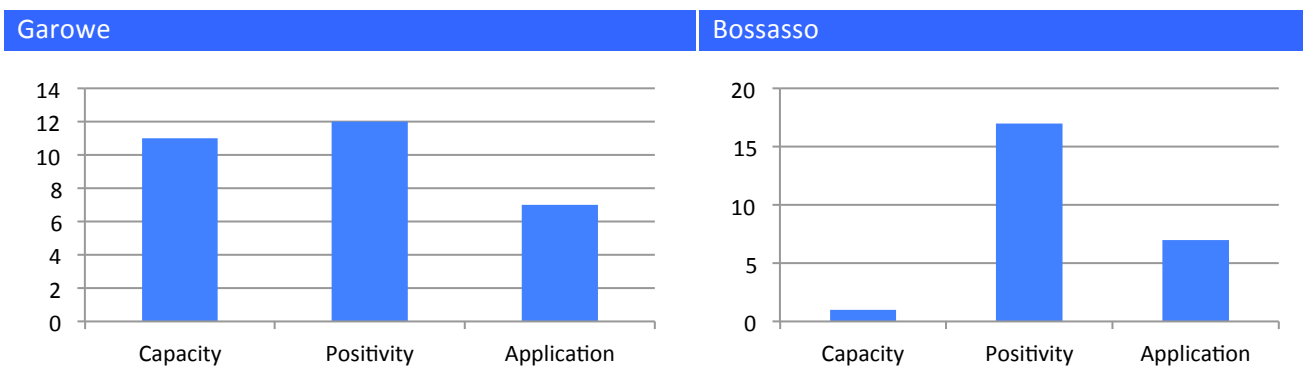
In their paper entitled *Defining Quality in Education*, published in 2000, UNICEF define quality education to include ‘Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities’, as well as ‘Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society’.⁴⁸ The table below summarises the words chosen by respondents when asked to describe *education*.

Concept groups	Associated words
Capacity	Studying, literacy, knowledge, skills, education, leaders, competitive, teaching, learning, schools, stationery, YEP, further studies, languages, books
Positivity	Life, peace, light, happy, love, success, happiness, excited, advantage, cleverness, hope, future, flowering, responsibility, active, creativity, prosperity, civilization, togetherness, open minded, excellence
Application	Hard work, focus, sharing, improvement, important, wealth, development, experience, thinking, money, opportunity, change, advancement

Doolow | **Mogadishu**



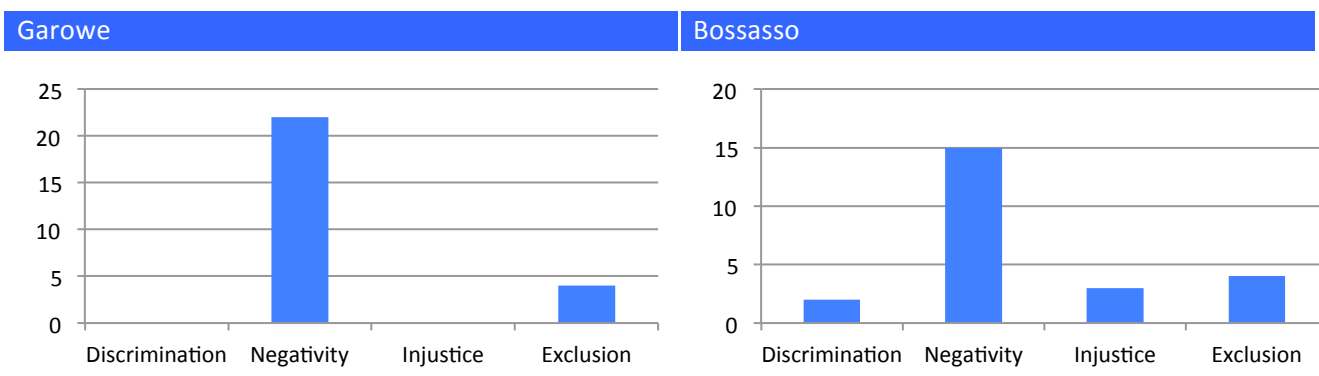
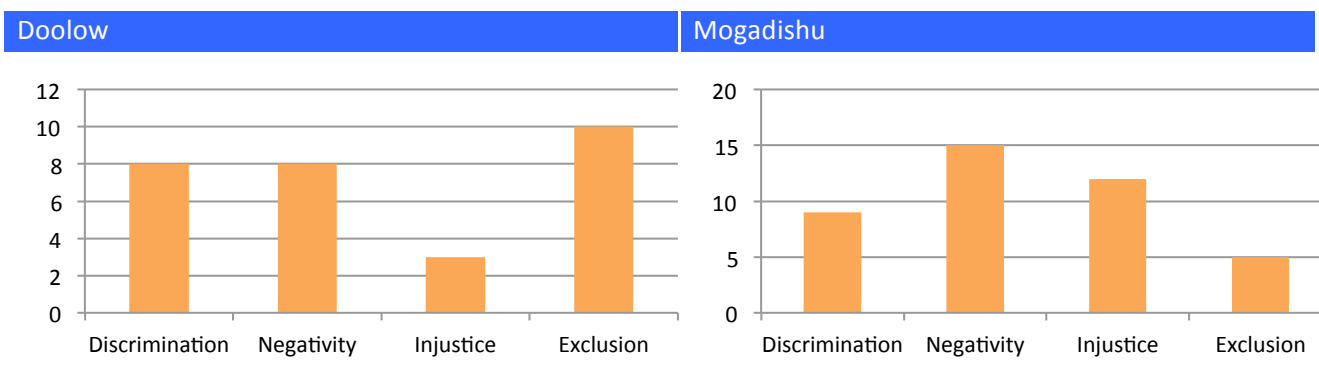
⁴⁸ UNICEF, “Defining Quality in Education” (New York, NY 10017: UNICEF, 2000).



CONCEPT WORD 3: MARGINALISED

The *Education For All (EFA) Global Monitoring Report 2010: Reaching the Marginalized* defines marginalization as “a form of acute and persistent disadvantage rooted in underlying social inequalities”.⁴⁹ The table below summarises the words chosen by respondents when asked to describe *marginalised*.

Concept groups	Associated words
Discrimination	Ethnicity, tribe, nepotism, racism, restricted, grudges, non-resident
Negativity	Annoyance, badness, broken heart, lack of peace, weakness, poverty, down trodden, sick, desperate, hatred, ignorance, illiteracy, disease, frustration, suffering, ignorance, under-development, worry, fear
Injustice	Crime, inequality, corruption, unfair, victims
Exclusion	Refugee, uneducated, vulnerable, isolation, lonely, seperation, alone, outcast, seperated, forgotten, jobless, rightless, displacement, marginalisation, segregation, disunity

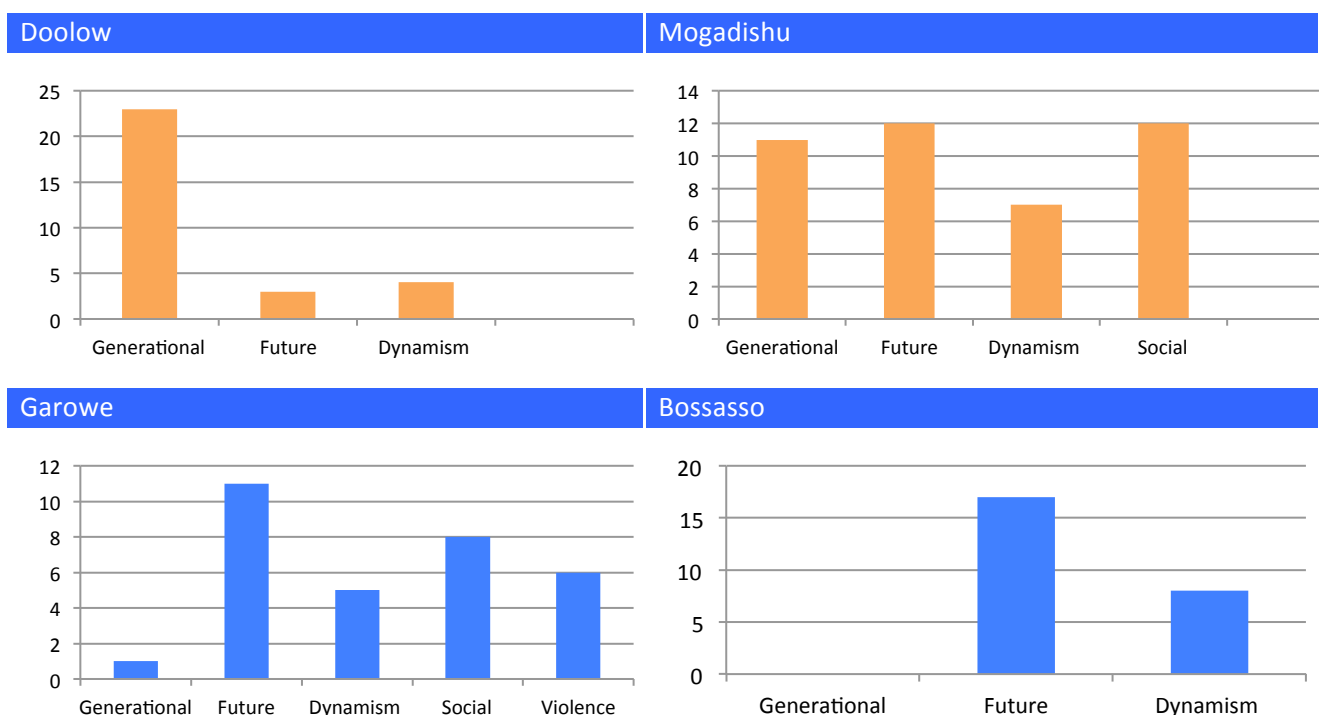


⁴⁹ UNESCO, ed., *Reaching the Marginalized*, Education for All. EFA Global Monitoring Report 2010 (Paris : Oxford: UNESCO ; Oxford University Press, 2010).

CONCEPT WORD 4: YOUTH

“The United Nations, for statistical purposes, defines ‘youth’, as those persons between the ages of 15 and 24 years, without prejudice to other definitions by Member States”.⁵⁰ The UN’s Definition of Youth Report goes on to add that “Youth is best understood as a period of transition from the dependence of childhood to adulthood’s independence. That’s why, as a category, youth is more fluid than other fixed age-groups”.⁵¹ The table below summarises the words chosen by respondents when asked to describe youth.

Concept groups	Associated words
Generational	Middle age, 15 – 25, 15 – 35, 15 – 45, young, me, time-benefiter, young man/woman, upcoming generation, future generation, growing generation, young people
Future	Development, teachers, progress, delivery, improvement, doctors, business, traders/merchants, students, education, change, time, peace, marriage
Dynamism	Energetic, excited, healthy, creative, sports, effeciency, confidence, active, strength, motivated, hard-working, courage
Social	Games, united, freedom, prosperous, happy, forgiveness, goodness, mindful, citizen, community, friends, majority, love
Violence	Victims, mobs, warmongers, fighters, troublesome



⁵⁰ Secretary-General of the UN, “Report to the General Assembly on International Youth Year,” 1981.

⁵¹ UN, “Definition of Youth,” 2013.

5.1.1. CONCLUSION

ON PEACE BUILDING

The concept group relating to **cohesion** was most closely associated with peace building by respondents at all four locations and, as such, solicited the largest number of words. Of particular resonance across target groups were sentiments of *reconciliation*, *compromise* and *community*. The findings indicate that respondents identify peace building with feelings of unity and wellbeing considerably more than with concepts associated with conflict. Furthermore, respondent's perceptions of peace building broadly represent **practical** or **actionable** associations to the concept (such as *development* and *collaboration*), compared to more passive or abstract associations such as *peace*, *security*, or *lack of war*.

ON EDUCATION

Words pertaining to **capacity** building and the **positive** attributes of learning were strongly associated with the concept of education across all respondents, with the perception that education brings advancement, develops skills, is inherently good, or brings '*light*'. These feelings were also reflected through focus group discussions, which underlines the **practical value** respondent's place on education as a means of building capacity to gain employment. However, more abstract concepts on the application of education, such as wealth creation, experience and advancement/improvement, featured less strongly across all four locations.

ON MARGINALISATION

From the limited data collected during the word association exercise, there appears to a distinct difference in attitudes towards marginalisation between respondents in South Central Zone and those in North Eastern. Feelings of **negativity**, such as *weakness*, *hatred* and *frustration*, feature strongly from respondents in both Garowe and Bossasso, whereas respondents in Doolow and Mogadishu associate more broadly with the four concepts groups of *discrimination*, *negativity*, *injustice* and *exclusion*. Potential drivers for these differences are discussed in Section 3.3.1, which discusses perceived insecurity and points to the interaction between government security officials and local residents.

ON YOUTH

The role of *age* and the concept of a *young generation or future opportunities* were the most prominent associations with the word 'youth'. It is interesting to note that the concept of *violence* was only mentioned by respondents in Garowe. Therefore, despite many challenges faced by youth in the remaining three locations, both younger people and adults have a relatively positive outlook on what youth means to them and their community. Findings also suggest that respondents in North East Zone do not meaningfully associate concepts of *generation* and *age* with 'youth' – a significant difference compared to respondents in South Central Zone. Instead, NEZ respondents resonate more strongly with feelings of the future than counterparts interviewed in CSZ. It is unclear why these differences exist, or if such differences impact peace building initiatives as part of the YEP programme. However, such differences may be worth further analysis as part of any subsequent study to determine how the YEP curriculum might be tailored to more closely match students' perceptions of themselves.

Despite a number of high-level similarities between words associated with the key concepts of peace building, education, marginalisation and youth across all respondents, it is important to note that perceptions of these concepts were not homogenous and the reasons for associative differences between communities are likely to be context specific.

5.2. IMAGE ASSOCIATION EXERCISE

This exercise was designed to explore how participants associate themselves with specific images that are related to the themes or concepts of peace building, education, marginalisation and youth. Each respondent was asked to select only one image (s)he thought most closely matched their association with the word. The images themselves were selected based on a cross-section of references associated with each theme. A number questions in the focus group conducted immediately before the image association exercise were designed to explore participants feeling of the same key concepts to provide an unbiased narrative ahead of image selection. It should be noted that for logistical reasons male and female graduates in Mogadishu were interviewed as part of a larger, mixed focus group. This group is defined as ‘Beneficiaries’ in the graphs that follow.

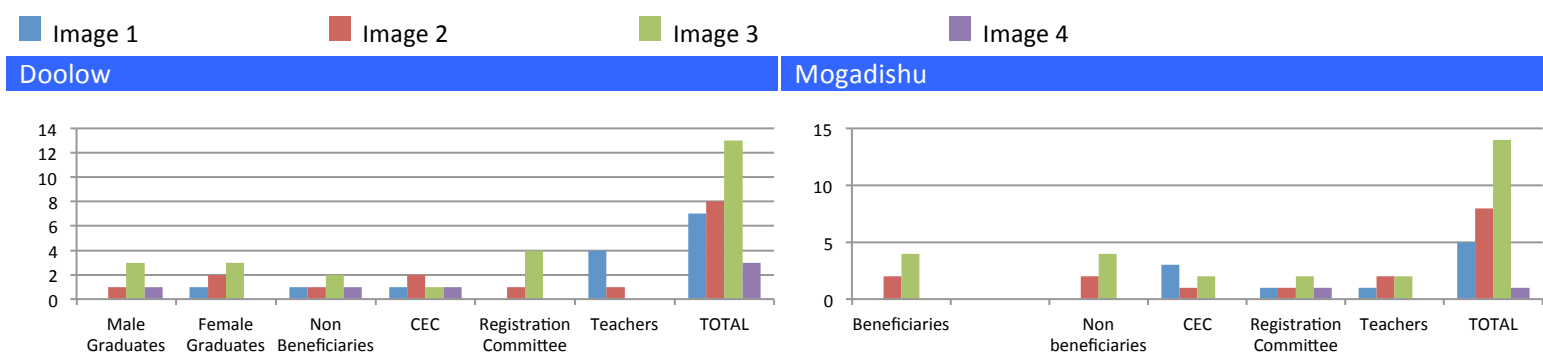
IMAGE ASSOCIATION – PERCEPTIONS OF PEACE BUILDING

Respondent were asked to select one of the following four images.

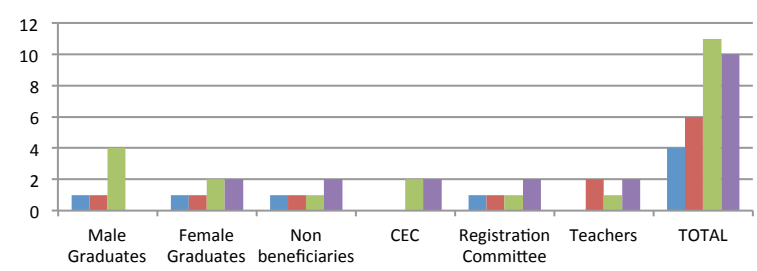
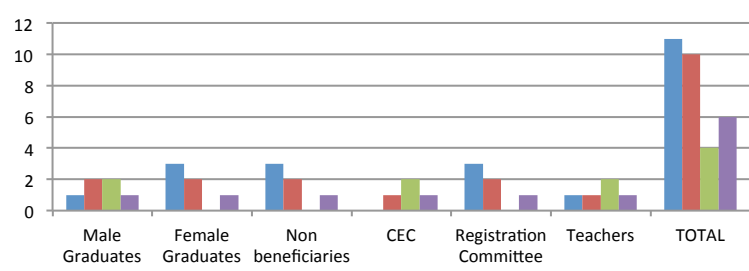


Results from the six focus groups on which the exercise was conducted are shown in Figure 2

Figure 2: Frequency of image selection for 'Peace building' across focus groups



Garowe **Bossasso**



KEY FINDINGS:

Religion, or the concept of a religious leader (image 3) was most closely associated with peace building among respondents in Doolow, Mogadishu and Bossasso, particularly amongst youth – with male youth resonating most strongly. However, an important question to address are respondents interpretation of their religion and *if a stronger association to religion also provides an avenue for radicalisation of males by politically motivated groups*. Evidence from focus groups conducted with youth as part of this study indicate that is not the case, as religion and peer groups were frequently mentioned as tools respondents would rely on to resolve potential conflicts. However, further research is needed to determine any link between associations of religion with peace building and radicalisation.

The image of male and female youth engaged in informal discussion (image 2), was consistently selected by respondents across almost all target grounds in all four locations, placing it as typically the second most associated image to peace building. This association with mixed gender discussion correlates well with FGDs amongst youth who underlined **the value of male and female interaction in learning environments and as catalyst for building community cohesion**.

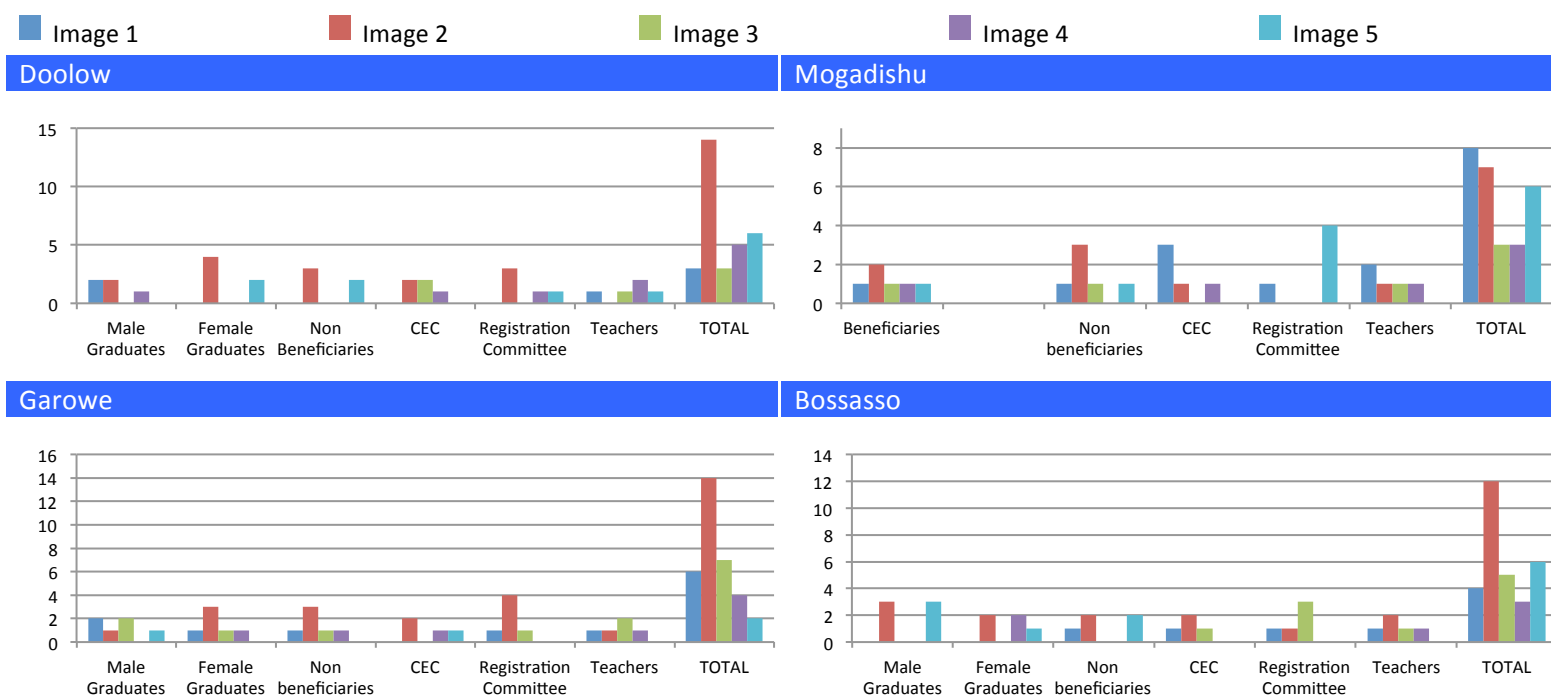
IMAGE ASSOCIATION – PERCEPTIONS OF EDUCATION

Respondent were asked to select one of the following five images.



Results from the six focus groups on which the exercise was conducted are shown in Figure 3.

Figure 3: Frequency of image selection for 'Education' across focus groups



KEY FINDINGS:

When asked to select an image associated with education, the majority of respondents felt that an image of youth taught in a classroom setting most strongly conveyed their perception of the concept (image 2). However, teachers across all four locations generally displayed a wider range of associations that covered practical skills, classroom learning and graduation, perhaps reflecting a more nuanced appreciation for the concept of education as well as a deeper understanding of how the YEP programme is delivered.

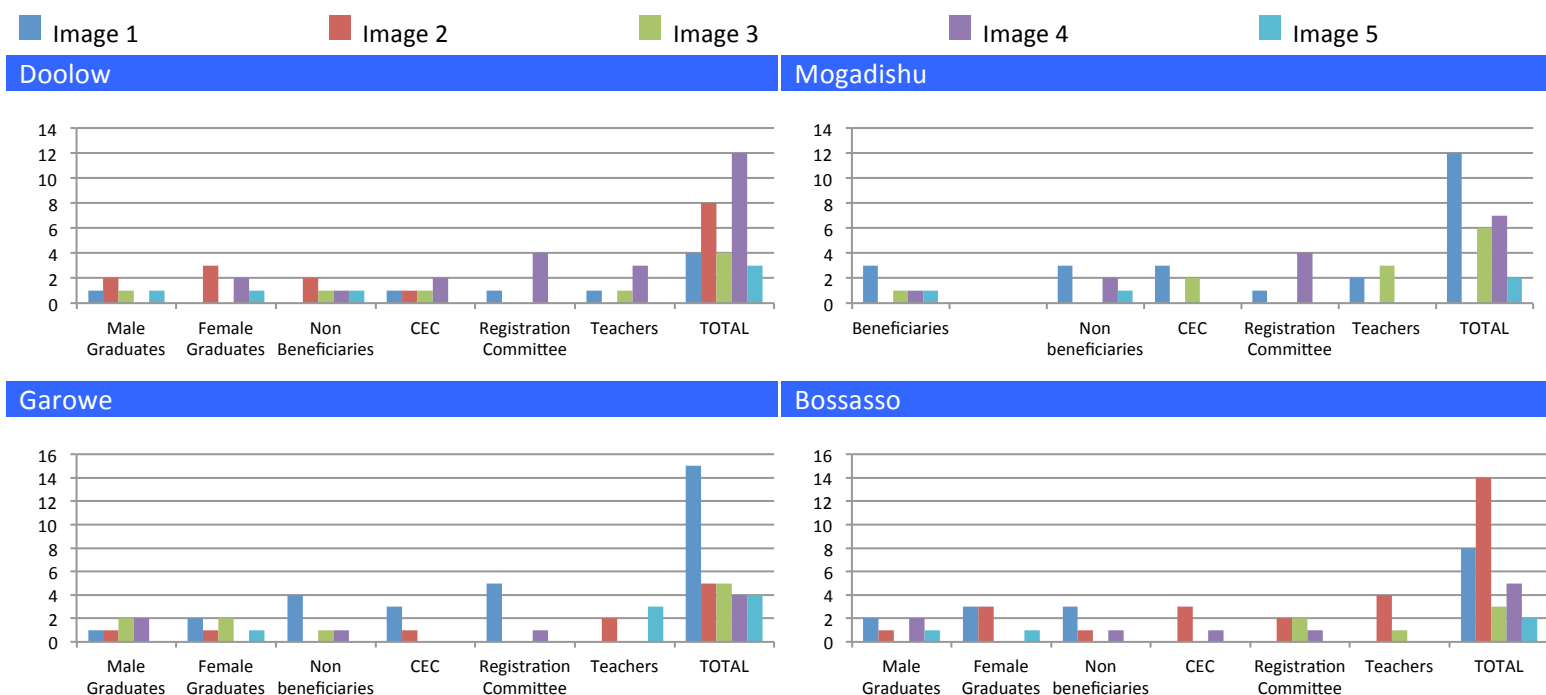
IMAGE ASSOCIATION – PERCEPTIONS OF MARGINALISATION

Respondent were asked to select one of the following five images.



Results from the six focus groups on which the exercise was conducted are show in Figure 4.

Figure 4: Frequency of image selection for 'Marginalised' across focus groups



KEY FINDINGS:

Findings reveal a high degree of variability in image selection between target groups, underlying the differing socioeconomic and security dynamics present between locations. However, despite variability between respondents, the image of youth engaged directly in armed conflict (image 5) resonated *least* with participants in all four locations. In contrast the image of civil unrest lead by youth in image 2 was frequently associated with marginalisation. The contrast in association between image 5 and image 2 starts to reveal that respondents’ perceptions of marginalisation do not lie within communities, but **between communities and government institutions**. This observation is supported by testimonies gathered during FGDs in Bossasso, Mogadishu and Garowe that highlight government officials and checkpoints as key sources of perceived insecurity within the communities of respondents – something discussed in more detail in Section 6.1. It should be noted that Mogadishu was the only location not to associate the image of civil unrest in any respondent group, despite referring to government-induced insecurity during focus group discussions. It can therefore be concluded that whilst the YEP programme evaluated in each location may not directly address physical violence as a response to marginalisation (because this is not an issue in these areas), **YEP is in a position to address the structural violence cited by respondents**, pertaining to perceived injustice, exclusion, and marginalisation.

Poverty and inadequate provision of services were cited by a significant proportion of both youth and adult respondents in FGDs as a root cause of economic and social hardship within communities. These observations were further validated through the image of poverty characterised by aid distribution in image 1, which was strongly associated with perceptions of marginalisation across all four locations evaluated.

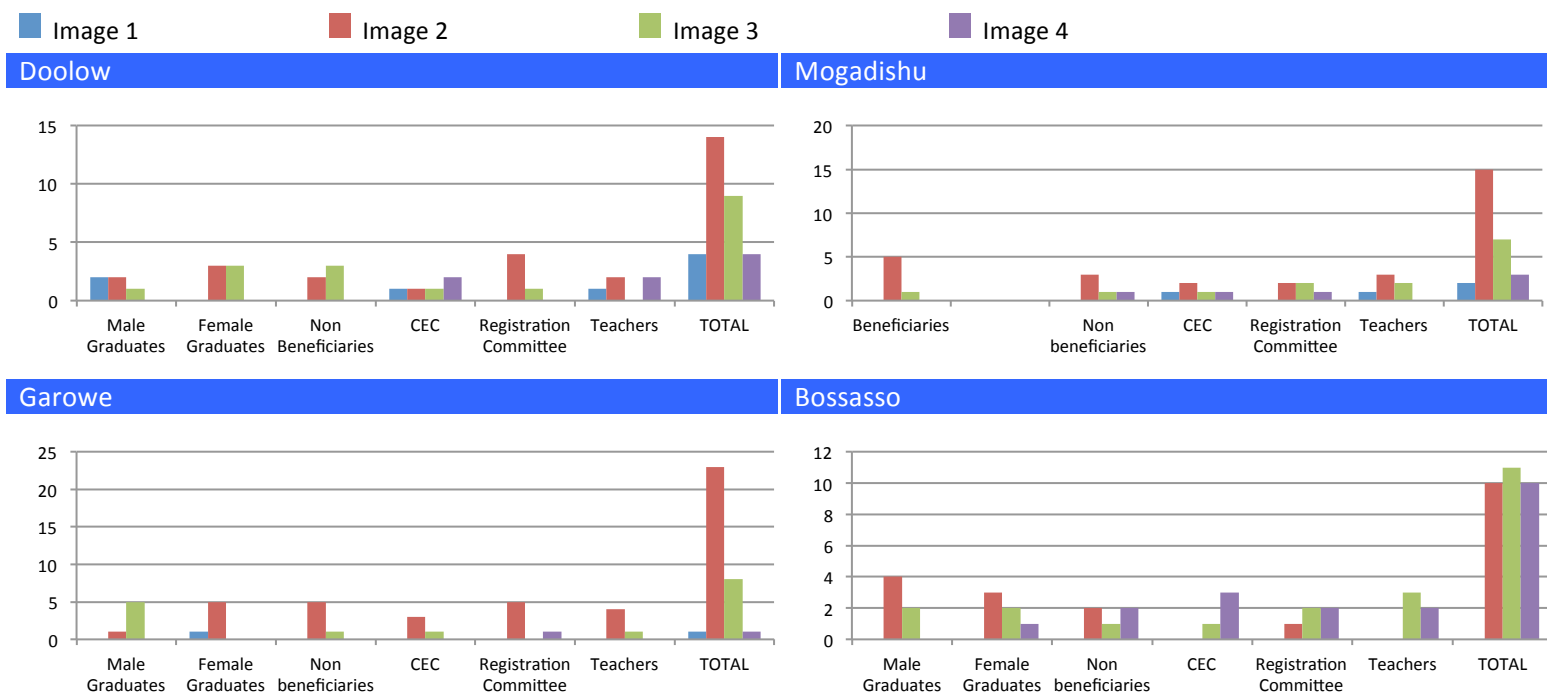
IMAGE ASSOCIATION – PERCEPTIONS OF YOUTH

Respondent were asked to select one of the following four images.



Results from the six focus groups on which the exercise was conducted are shown in Figure 5.

Figure 5: Frequency of image selection for 'Youth' across focus groups



KEY FINDINGS:

Education (image 2) was most strongly associated with 'youth' among respondent groups. Whilst this finding is encouraging from the perspective that learning is seen as an important part of what participants





























perceive to be youth, the strong bias, resulting from stakeholders involvements in the YEP programme, must also be taken into account.

As with associations towards marginalisation, images of young males involved in armed conflict (image 1) resonated *least* with respondents asked to select a visualisation of youth. Therefore, whilst it is clear that youth face pressures of low employment and a lack of resource, it is unclear if youth in the catchment areas of YEP centres are more susceptible to involvement in armed conflict or overt radicalisation towards gangs or extremist groups as a result.

5.2.1. CONCLUSION

Table 1 provides a summary of the most commonly selected images for each concept across combined target groups from all four locations. Although the number of respondents canvassed during the 24 focus groups is not large enough to form definitive conclusions, the information collected does underline keys trends and provides valuable indications as to how those associated with the YEP programme, as well other local youth in the community, perceive key concepts that are central to effective delivery of the YEP programme in Somalia.

Table 1: Summary of most commonly selected images associated with key concepts across focus groups

Concept	Male Graduates	Female Graduates	Non Beneficiaries	CEC	Registration Committee	Teachers	Dominant Image
Peace building							
Education							
Marginalisation							
Youth							

The relative homogeneity of image association between combined target groups underlines the broadly similar perceptions of *peace building*, *education* and *youth* between respondents in seemingly different geographic, socioeconomic and security contexts. However, it is important to note that teachers' selection of images associated to the concepts of education and peace building differ most from those associated by youth. Whilst differences in the perception of education most likely reflects biases based on personal experiences, the differing perception of peace building may present an interesting challenge to the YEP programme, as teachers are charged with delivering life skills training to students, which may be biased by their own perceptions of this key concept. It should be noted that these differences are present despite guidance to teachers on how students feel about issues such as peace building before training is delivered.

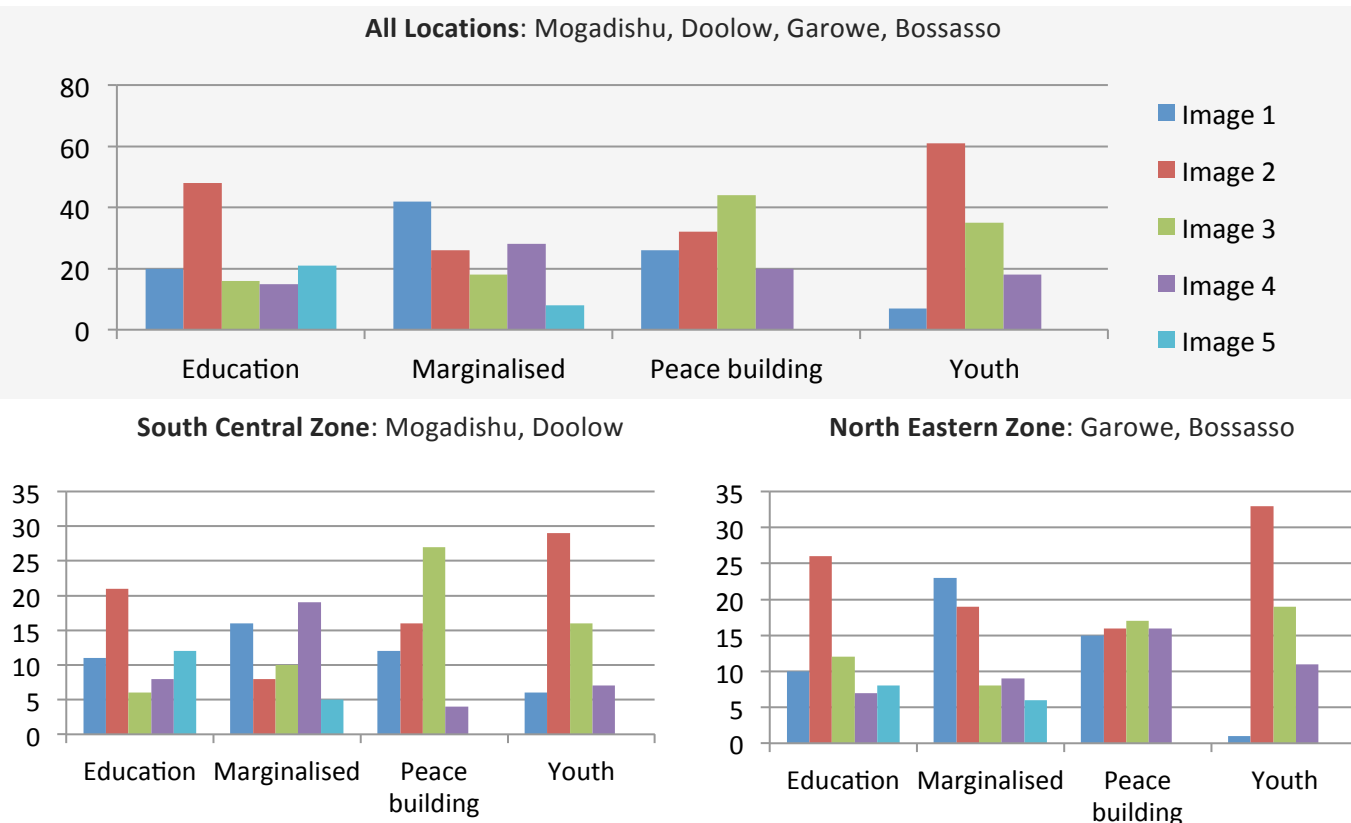
The concept of *marginalisation* provides the most diverse associative responses. This represents an opportunity for future YEP programmes to develop parts of the curriculum that explore how differences in

perceptions of marginalisation can be addressed, so that adults in the community are better able to understand and then help youth deal with such issues.

ANALYSIS BETWEEN ZONES













Figure 6 provides a top-level analysis of image selection by region, achieved through aggregating respondents' associations.

Figure 6: Summary of image selection by aggregated respondents based on four key concepts



The most frequently selected image associated with each concept is shown in Table 2.

Table 2: Summary of most commonly selected image with key concepts by zone

Concept	All Locations	South Central Zone	North Eastern Zone
Peace building			
Education			
Marginalisation			
Youth			

Whilst the concept of peace building is clearer from respondents in South Central Zone and is most closely associated with that of a religious leader, the overall preception of peace building from respondents in North East Zone is more nuanced, including strong associations with peace building troops, social cohesion and religion. This is perhaps because government involvement in the YEP programme is considerably higher than in Mogadishu and Doolow, with centres in both Garowe and Bossasso owned by the state. Furthermore, the YEP curriculum in NEZ is developed under supervision and partnership with the Ministry of Education, something largely lacking in SCZ YEP interventions.

Findings from the image association exercise begin to uncover differences and similarities between how stakeholders perceive key concepts that are critical to the effective delivery of the UNICEF YEP programme in Somalia. Therefore, when developing a curriculum for YEP that includes aspects of peace building and conflict resolution, it is essential that the cultural, economic and political dynamics of each location are taken into account.

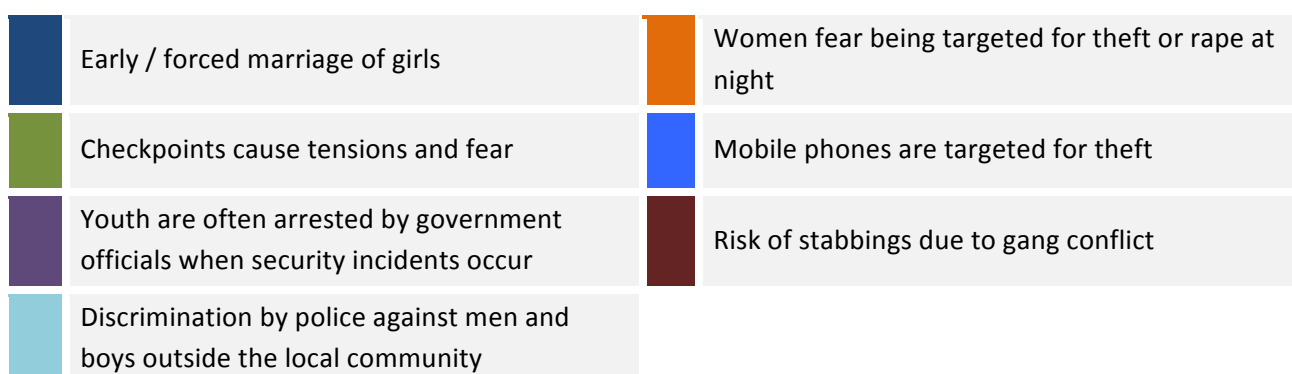
6. Analysing the socioeconomic landscape of YEP

A combination of focus group discussions, key informant interviews and socioeconomic mapping exercises were carried out to encourage participants to highlight areas of economic opportunity, as well as perceived risk or insecurity in their community. The data gathered has the potential to help designers of future YEP interventions adapt vocational training to take advantage of economic opportunities and tailor aspects of skills training, such as conflict resolution, to the context of each community. Participants were also encouraged to highlight social areas where they interact both informally (with friends and family) as well as more formally (at mosques and through community meetings).

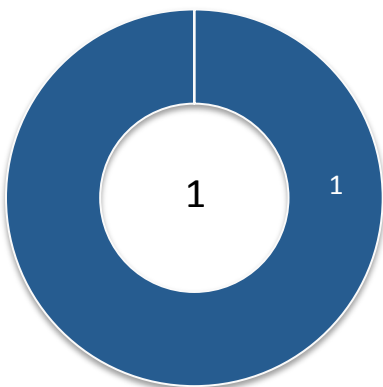
6.1. PERCEPTIONS OF INSECURITY

Before examining the impact of the YEP programme on conflict resolution and peace building, key sources of insecurity must first be identified. Based on the socioeconomic mapping exercises, focus group discussions and key informant interviews, Figure 7 displays sources of insecurity that have been identified as being present in at least one of the four locations in which YEP centres operate. The relative scale of each security risk is presented in the chart associated with each region and is scaled based on the number of respondents that described each risk.

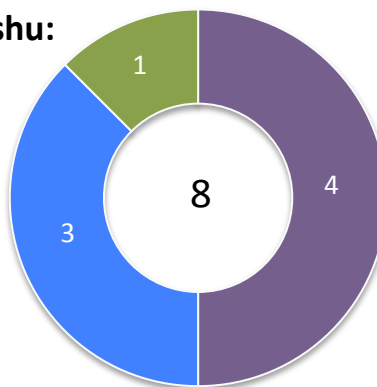
Figure 7: Security risks identified by respondents and their relative scale in the community



Doolow:



Mogadishu:



Security summary:

- Limited security concerns

Security summary:

- Safe to move at day, but not at night

Garowe:



Bossasso:



Security summary:

- Security is generally good
- It is safe to move around both night and day

Security summary:

- Safe to move at day, but not at night
- Security situation has been improving due to government support

Note: This data is based on FGDs and is not representative of the wider population

Doolow

Despite attempts by enumerators to uncover areas of insecurity within the community, participants concluded that none were to be found. Whilst counter intuitive in the broader context of Somalia, this finding concurs with analysis of the KAP survey discussed in Section 4, which indicated extremely high levels of perceived peace within the communities interviewed. The only notable exception is from two male respondents interviewed as part of the CEC, who highlighted the risks some young girls continue to face with early or forced marriages. However, this was not mentioned by female youth respondents themselves and perhaps reflects the empowerment these girls experience as a result of the YEP programme as their social status increases within the community.

Mogadishu

Insecurity in Zone K of Hodan district focuses around four main locations; two market places and two government security checkpoints. Checkpoints were cited as the most serious security concern among respondents, primarily due to infractions by government forces and fear of youth being harmed – often as a result of youth taking photographs near security personnel. Furthermore, male youth perceive themselves at higher risk of arbitrary arrest during times of increased tension within the city. Market places

were cited as areas where respondents felt targeted for theft, particularly mobile phones – a recurring theme across respondents interview in Garowe and Bossasso.

Garowe

Despite have a security situation perceived by the majority of respondents as good, individual respondents in Garowe cited a number of different security concerns, including concerns around government checkpoints and discrimination against respondents (almost exclusively male) for unsolicited arrests. Interestingly, one male respondent noted that youth outside of his IDP settlement were more likely to be considered outsiders and as such were disproportionately targeted by security forces in the community. Both males and female graduate respondents cited insecurities at night as a concern for women, both in terms of sexual assault and muggings. As with Mogadishu, mobile phone theft was cited as the largest security concern, particularly near the University, where students walk from classes in the evening. The YEP catchment area in Garowe was also cited as suffering from gang activity and an associated increased risk of stabbings predominately by and against male youth.

Bossasso

Security concerns identified by respondents in Bossasso largely mirror those identified in Garowe, with mobile phone theft, gang activity and increased risk of assault and robbery at night all cited as concerns. Three security checkpoints were also identified during the social mapping exercise as causing tension among residents due to the aggressive behaviour of security forces. However, despite concerns of security force behaviour, many respondents credited the government with increased security in the area over the past 12-months.

SUMMARY

It is clear from the findings that most sources of insecurity stem from within the community and centre around theft as well as physical and sexual violence. There appears to be **no direct evidence that extremist groups are targeting youth**, but gang culture does play a part in criminal activity, which is the main source of insecurity perceived by respondents in all communities surveyed.

Government officials, particularly at checkpoints, are seen as a significant catalyst for insecurity amongst youth respondents. A number of KIIs and responses from FGDs highlight that youth often feel victimised and unduly detained by government officials, often as a result of youth taking photographs at security checkpoints or during times of heightened tension when security incidents occur. Key informants speak of successive detentions fermenting distrust against local governments and eventually resulting in radicalisation due to perceived victimisation by security forces. Sensitisation activities conducted with both youth and security forces may therefore help to limit misunderstandings that can cause unnecessary tensions. This activity might be considered as part of the *conflict resolution* curriculum in future iterations of the YEP programme.

The results appear to contradict the strong feelings of safety presented from the KAP survey. However, it should be noted that responses during FGDs are often nuanced, with respondents sometime contradicting each other based on their personal experiences. Further research is therefore needed to understand if the insecurities cited represent low-level violence, present in many urban environments, or are indicative of more volatile situations often associated with the Somali context.

A woman wearing a blue headscarf and a patterned shawl is seen from the back, cooking in a kitchen. She is stirring a large pot on a stove. The kitchen has a thatched roof and a window with a metal mesh. In the foreground, there is a large bowl filled with small, triangular pastries (samosas).

Case study: Garowe Ayaan's story

Originally from Ethiopia, Ayaan now lives with her children in Garowe. Despite being married, Ayaan is the only breadwinner in her family.

Before joining the YEP centre in 2014, Ayaan was unemployed and struggling to find work. The situation was made worse as her family in Ethiopia depends on her to send money home.

In order to support Ayaan during her year of study at the Waberi YEP centre, Ayaan received monthly food vouchers. *"The assistance really helped me and my family, because they depend on me"*.

Ayaan received vocational training in cookery at the Waberi YEP center alongside a range of other skills such as reading and writing. As a result of the training, she makes a regular income cooking and selling samosas within a local shop.

Despite facing challenges in attending the YEP centre each day due to the distance she had to travel, Ayaan believes the experience has transformed her life and now feels respected by members of the community in a way she was not before.

Now graduated from the YEP programme, Ayaan is confident in her self-employed status and would eventually like to start her own restaurant, despite lacking the finance to do so. *"I have a plan so I can have better future for my family. I just need the money to expand"*.

" I always try to send money back to my parents in Ethiopia. They depend on me as I am the family's only bread winner "

6.2. PERCEPTIONS OF ECONOMIC OPPORTUNITY

Focus groups and KIIs were used to assess the economic opportunities in communities that fall within the catchment area of the YEP centres in order to determine if a relationship between youth unemployment and insecurity is present.

Table 3 highlights the economic activities identified during focus group discussions and the socioeconomic mapping exercise conducted across all target groups in Doolow, Mogadishu, Garowe and Bossasso. Activities highlighted in green represent new economic opportunities provided through the YEP programme.

Table 3: Economic opportunities by gender across all four YEP centre locations

Economic opportunities for males	Economic opportunities for females
Basic car repair (auto-mechanics)	Arts and painting
Car washing	Clothes washing
Carpentry	Computer skills
Casual labour; construction, loading/unloading	Cooking
Computer skills	Hair dressing and beauty therapy
Drivers (including donkey drivers)	Hotel Management
Electrical and/or solar installation	Marketing
Farm labouring	Selling items at the market including fruit, vegetables and wood
Fishing	
Mobile phone repair	Tailoring and dress making
Shoe polishing	Tie dye

KEY FINDINGS

It is clear from Table 3 that vocational training provides significant new economic opportunities, particularly for female youth. Many of the vocational training courses provided through the YEP programme therefore add to the skills youth are able to offer to their communities and represent new economic opportunities that drive wealth creation and reduce youth unemployment. It is also clear from enrolment statistics that, **due to a considerably higher demand for YEP enrolment from girls**, female youth benefit proportionally more from the YEP programme than male youth (by around 2:1), which in turn helps empower an especially vulnerable socioeconomic group. Whilst this is a positive outcome for economic development, it raises questions about the **rationale for targeting a higher proportion of women in the context of peace building and conflict resolution**, as there is strong consensus that male youth are more likely to be involved in criminal or violent activity than female.

The perception of economic opportunities in Doolow, Mogadishu, Garowe and Bossaso were all framed in the context of poor service delivery, such as water and electricity, and a continued dependence on external aid. Despite these shortcomings, YEP graduates involved in FGDs at all four locations saw opportunities for employment increasing over the next 12 months. This contrasts with the perceptions of many adult respondents, including those in CECs and Registration Committees, who cited high youth unemployment and a stagnant or mildly deteriorating economic situation, in part due to externalities such as drought.

Drought appears to have had a considerable effect on price volatility in local markets, which in turn is driving many people to travel to larger markets outside of the immediate community. This in turn negatively impacts employment opportunities in the local area. As a result, between 15% and 38% of YEP graduates have left their local community in search of work, making their progress difficult to follow up on.

Furthermore, one of the main reasons for differing perceptions of economic opportunity between graduates and adults is that graduates are encouraged to start their own enterprises within local markets, whereas adults seek traditional forms of paid labour. Traditional labour is more difficult to come by when the local economy is negatively affected by externalities such as drought. This is something that was mentioned several times during focus group discussions and which has affected the price and availability of many essential commodities. Correspondingly, trust in local markets and price fluctuations were cited most commonly as reasons in the reduction of economic opportunities in these areas.

6.3. SOCIAL MEETING SPACES

Although not the primary focus of this evaluation, understanding the dynamics of social meeting spaces provides insights into youths' behaviour outside of education and working environments and helps to elucidate key activities and social interactions that matter to youth, particularly those without regular employment and with largely self-structured daily routines. Findings show that cyber cafés and teashops are major focal points for youth as they are the primary (and sometimes only) source for accessing the Internet, which acts as a lifeline to the outside world. Furthermore, cyber cafés and teashops often provide a range of activities, such as video games, which occupy youth during their free time. As a result, these facilities provide a counterbalance for unemployed youth, who use the spaces to socialise as well as develop their IT skills. Anecdotal feedback from some respondents also indicates that access to the Internet helps reduce feelings of isolation, which respondents associated with the concept of marginalisation analysed in Section 5.

“ Many of us who are unemployed have a lot of time to play games. ” ...Youth non-beneficiary of YEP based in Doolow

The increasing demand for Khat in Doolow, Mogadishu, Garowe and Bossasso appears to have an impact on social meeting spaces, which also links to local economies and perceived insecurities. Many youth and adult respondents mentioned the consumption of Khat as a social activity that stimulates the economy whilst acting as a catalyst for low-level crime, such as theft and verbal harassment. Whilst the socioeconomic impact of Khat pertaining to efforts of peace building is outside the scope of this study, further research is suggested to understand if any such relationship exists.

6.4. MAPPING OF SOCIOECONOMIC LANDSCAPE IN YEP CENTRE CATCHMENT AREAS

Using responses collected from respondents across all target groups, socioeconomic maps of the catchment areas of the four YEP centres evaluated in this study are presented in Figure 8 on the following page. The maps summarise areas of economic opportunity and insecurity in the community as perceived by respondents. Economic opportunities are marked in green, whereas social spaces are highlighted in orange. Areas of perceived insecurity are shown in purple. Based on the aggregation of data collected, the opportunities, insecurities and availability of social spaces for youth to interact at each location are rated from Low to High.

Figure 8: Socioeconomic map covering areas of commercial opportunity, insecurity and social interaction at four YEP locations



Figure 8 highlights the socioeconomic variation between locations, but also suggests a loose relationship between the degree of insecurity in a community and its economic opportunities. **This corresponds with respondents' observations during KII of high unemployment leading to increased criminal activity.** It should be noted that further research is required on the link between economic opportunities and levels of insecurity in order to determine if a correlation does exist and to more deeply understand the underlying factors behind any causal relationship.

7. Evaluating the YEP as part of PBEA Outcome 5

Outcome 5 of the PBEA programme focuses on both generating and using knowledge, evidence and advocacy in policies and programming based on linkages between education, conflict and peace building. This section therefore builds on findings presented Sections 4 to 6 to further address the central question: **Has the implementation of YEP in Somalia had an impact on conflict drivers among marginalised youth by reducing reliance on negative coping and strategies and improving access to sustainable livelihoods?** In order to do this, the following sub-sections relate directly the primary research objectives outlined in Section 1.2.

7.1. EVALUATING ACCESS TO RELEVANT, QUALITY, AND CONFLICT-SENSITIVE NON-FORMAL EDUCATION

EDUCATIONAL CONTENT IS BROADLY SEEN AS RELEVANT

Both male and female graduates of the YEP programme in all four locations broadly stated that the content provided through vocational, skills and foundational training was valuable in terms of generating a sustainable livelihood, increasing self-esteem and improving their standing in the community. All respondents considered lack of marketable skills their biggest need and were positive about the vocational training provided – even if it did not always meet their personal career aspirations. For example, of the 11 graduates interviewed in Doolow, 8 stated that the skills learnt met their career aspiration, whereas 3 expressed a preference to learn computer skills over those provided by the YEP.

This sentiment mirrors feedback from key informants directly involved with the YEP programme in Doolow who called for a different set of vocational skills training should the programme resume in the near future. These included electrical, mechanical and welding skills for boys, and cookery, IT skills and mobile phone repair for girls. The primary motivation for modifying vocational training was to avoid saturating the market with many graduates entering the same profession. The change in skills also reflects the absence of key professions in Doolow, such as mechanics, where expertise must typically be outsourced from nearby towns. It should be noted that the skills cited above are already provided through YEP centres in Bossasso and Garowe. In these centres, youth respondents expressed minimal dissatisfaction with the vocational training material provided.

Whilst access to the Internet and IT skills training is seen as positive by students, implementers and other stakeholders, consideration must be given to the potential dangers of the Internet and social media as tools for radicalisation and violence, as they increasingly expose youth to new recruitment channels.⁵²

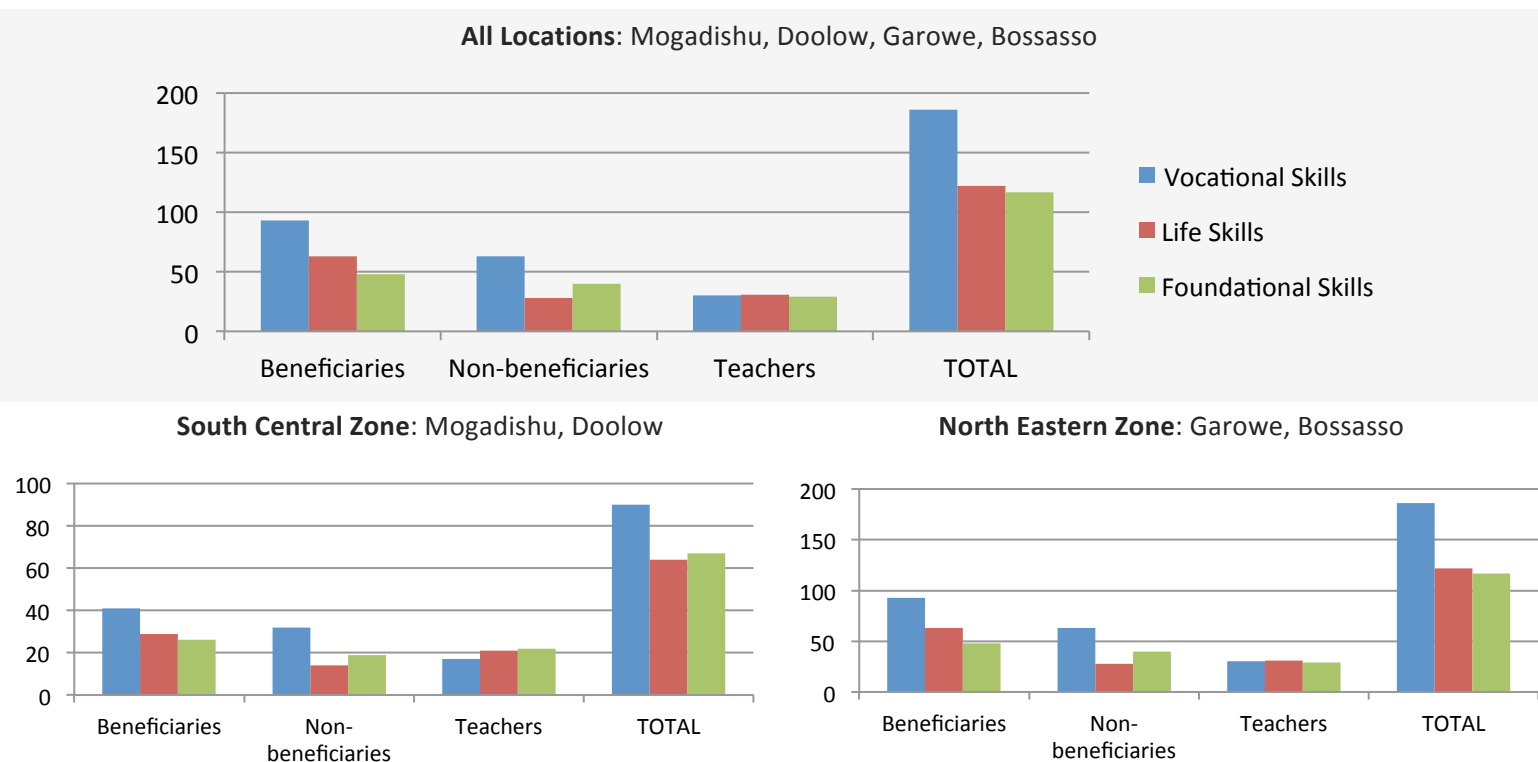
⁵² Robin L. Thompson, "Radicalization and the Use of Social Media," *Journal of Strategic Security* 4, no. 4 (2011): 167–90.

Whilst evidence pertaining to the radicalisation of youth via social media is entirely subjective in each of the locations analysed in this report, further investigation by UNICEF Somalia may be required in order to ascertain possible, unintended negative consequences of providing IT training to youth in areas that may be prone to radicalisation. **Sensitisation around the use of IT and the potential dangers of radicalisation and recruitment via social media should therefore be considered as part of the IT training course curriculum.**

VOCATIONAL SKILLS ARE VALUED OVER FOUNDATIONAL

81 participants covering beneficiaries, non-beneficiaries and teachers at all four locations were asked about their perceived value of the training received through YEP. Respondents were asked which skills (vocational, life, or foundational) provided by the YEP syllabus they found most valuable and which they found the least valuable. Each response was then ranked, with three points given to the category perceived as most valuable and one point given to the category valued as least. A summary of the findings is shown in Figure 9 below. Results are provided across all four locations, as well aggregated into South Central and North East Zones.

Figure 9: Perceived value of skills training provided by YEP Centres



On the perceived value of vocational skills

The findings reveal that youth, both beneficiaries and non-beneficiaries of YEP, consistently value vocational training over other parts of the YEP curriculum. The most commonly cited reason was that vocational skills translated directly to livelihood generation, which in turn impacts social status and self worth. Across all four locations, teachers involved in the YEP programme appear to have a more balanced view of the value of each education category, although a slight bias towards foundational skills over vocational training was noted in SCZ. Based on these findings, a sensitisation process would be needed to promote the value of literacy and numeracy amongst students if UNICEF/NRC wish to improve the perceived value of foundational skills.

After vocational training, life skills were cited by graduates of the YEP programme at all four centres as being more valuable than foundational skills, **primarily for the IT training provided**. This correlates with youths’ aspirations to learn more computer related skills, cited by a high number of youth respondents, particularly those in Mogadishu and Doolow, who did not receive vocational training in IT.

On the perceived value of life skills

In both South Central and North Eastern Zones, youth who have not benefited from YEP view foundational skills as more valuable than life skills. The opposite is true for graduates of the YEP programme. The finding indicates that once life skills are provided, youth improve their perception of these skills and subsequently devalue foundational skills. Furthermore, students in Mogadishu stated that they were already literate and numerate, so foundational training was perceived to have little value.

AWARENESS OF THE YEP PROGRAMME IS HIGH

In both IDP settlements and the host community, awareness of the YEP programme amongst youth is high, with many young people awaiting the next phase of the programme so that they can get involved.

ACCESS TO YEP IS NOT SEEN AS DISCRIMINATORY

None of the youth respondents that took part in focus groups, including non-beneficiaries, felt that the recruitment process for students was discriminatory. It should be noted that many of the non-beneficiaries interviewed had in fact been turned down for programme due to limited space but felt confident of being selected in the next cohort.

OUTPUTS OF THE LOGFRAME FOR YEP HAVE LARGELY BEEN ACHIEVED

Based on the key findings presented in this report, the accompanying literature review and analysis of the KAP baseline and end line survey, **Table 4** below summarises the degree to which activity outputs in the logframe for the YEP programme were achieved. Attainment of output activities are categorised as follows.



Whilst classifications of output activities provide a valuable insight into the status if the UNICEF YEP programme in Somalia, categorisations are subjective and would require a more thorough analysis through a detailed quantitative survey in order to more objectively determine the extend to which outputs have been achieved.

Table 4: Summary of output activity attainment for UNICEF YEP Programme logframe in Somalia

Program Structure	Attainment
Program Goal: Improved social cohesion and resilience	Partially achieved
Outcome (Objective) 1: Livelihood opportunities for displaced children and youth, including returnees and vulnerable host communities, are enhanced	
1a: % of YEP completers (m/f) who report gaining a productive livelihood after completing training	Partially achieved
1b: # of adolescents and youth reached by conflict sensitive education services	Fully achieved
1c: % of trainees who report teachers use inclusive training/teaching methods	N/A

Output (Result) 1.1: Vocational Training Centres are prepared to host vocational training courses	
Activity 1.1.1: Conduct baseline assessment on knowledge, education, skills training background and livelihood of beneficiaries before intervention	
Activity 1.1.2: Conduct labour market survey to identify relevant skills/trades to offer in the YEP centres	
Activity 1.1.3: construct 2new centers in Dolo and Kismayo and Furnish and equip 4 centers in Mogadishu, dolo, beidoa and Kismay, Bossasso, Galkyo and Garowe	
Activity 1.1.4: Train CEC members in 28 locations on managemnt , INEE and community mobilization	
Output (Result) 1.2: Instructors trained in how to teach literacy, numeracy, livelihood and life skills to youth	
Activity 1.2.1: Selection of YEP trainees based on agreed vulnerability criteria of selection (using CSE checklist)	
Activity 1.2.2: Review and print YEP skills training instructional materials	
Activity 1.2.3: Training of trainers conducted for NRC staff to support training of YEP instructors.	
Activity 1.2.4: Conduct capacity building workshops/trainings for 100 literacy, numeracy, and life skills, trainers TOT training in inclusive pedagogy in conflict resolutions in classrooms.	
Output (Result) 1.3: Youth successfully complete livelihood and life skills training and apprenticeship	
Activity 1.3.1: Train 1370 (50% female) displaced youths in literacy, numeracy, life skills (including conflict resolution), pastoralist livelihoods, occupational skills and entrepreneurial skills.	
Activity 1.3.2: Link 1370 YEP graduates to employment opportunities through apprenticeships	
Activity 1.3.3: Provide start-up tool kits to trainees after graduation	
Activity 1.3.4: Support examination, certification and graduation of trainees	
Activity 1.3.5: In South Central Zone organize trade fair during graduation of trainees	
Activity 1.3.6: In North Eastern Zone provide cash or food for training to YEP trainees	

Note: N/A = No available data

Evaluation of each activity in the logframe reveals that output results have largely been achieved. However, anecdotal evidence from key informant interviews suggest issues remain in attaining activities associated with Output 1.2, primarily due to resources limitations at YEP centres and the limited technical capacity of teachers in the areas of peace-building and conflict sensitivity. Furthermore, fewer graduates were linked to employment opportunities through apprenticeships than had been expected, partly due to the limited spaces available. A full copy of this logframe, which includes result outputs per activity, can be seen in Annex 1 of this report.

7.2. PROSPECTS FOR SUSTAINABILITY

PROGRAMME SUSTAINABILITY IS CHALLENGING, BUT SOLUTIONS IN BOSSASSO ARE BEING PROPOSED

Doolow:

Whilst any future financial or regulatory support from the Ministry of Education was welcomed, stakeholders directly involved with YEP in Doolow, including the regional education officer, felt that the federal government lacked even the basic capacity to support education initiatives such as the YEP programme in Gedo region where Doolow is located. Furthermore, although the YEP programme continues to run in Garowe, Bossasso and Mogadishu, there remains much uncertainty amongst those interviewed in Doolow about the future of the YEP programme in their community, which continues to cause anxiety to teachers, NRC staff and the wider community. Students graduated in December 2015 and since this time no further training has taken place. Despite this, a number of those closely associated with the programme, including the YEP centre manager, still continue to support graduates where possible despite no longer receiving payment for doing so. The federal government of Somalia has limited direct involvement in Doolow, most notably due to the region's distance from Mogadishu. As such, Doolow falls under Jubaland State administration based in Kismaayo and working arrangements between different levels of government are still under development.

Mogadishu:

The YEP programme is currently driven and sustained by donors and loosely organised in partnership with the MoE of the Federal Government of Somalia. In an attempt to standardise training, the MoE of the Federal Government of Somalia is in the process of drafting policy to define how educational projects should be developed, and a vocational qualification framework and strategy for best implementation practices has already been drafted in Somali language (this was not available to reference at the time of this report). Representatives from the MoE of the Federal Government of Somalia interviewed as part of this study felt that more needed to be done to ensure the government was involved in the design of programmes and that best practices developed by the MoE were fully adopted by external implementers.

Garowe:

Education authorities in Garowe are closely involved in the development of the YEP programme and also provide the building in which training takes place. Stakeholders such as UNICEF are keen to transition running of the programme to education authorities; however, questions still remain about the capacity of the government to take over at the current time. One main concern is that local authorities do not have sufficient funds to absorb the cost of the tool kits provided to students after graduation. Self-funding mechanisms are therefore being explored by UNICEF Somalia and the MoE Puntland state of Somalia in order to enable the eventual transition of YEP centres to government control and maintenance.

Bossasso:

The situation in Bossasso closely mirrors that of Garowe in that local education authorities lack the capacity and financial resources to take over the running of YEP centres. One suggestion to help facilitate centre sustainability, proffered during a KII, was to allow graduates who are unable to find a job to work in the centre. This would give graduates opportunities to refine their skills and at the same time produce marketable goods that would be sold on behalf of the centre under a profit sharing arrangement.

In all locations key informants felt that it was typically left to donors, NGOs and multilateral organisations to provide the human and financial resources needed to provide education as a social service. Preferences

for the source of funding were not important to those interviewed, as respondents simply demonstrated a strong desire to continue the education initiative.

THERE ARE A NUMBER OF OPPORTUNITIES FOR EXPANSION

Doolow:

Almost all respondents interviewed during FGDs and KIIs felt that the YEP programme could and should be expanded into nearby towns such as Luuq, Bula Hawa and Garbahaarrey, as these locations have much larger populations than Doolow and it was felt that job opportunities in these towns would be more plentiful for graduates.

Mogadishu:

Respondents felt there were substantial opportunities for the expansion of YEP in surrounding districts of Mogadishu. Sarakusta was mentioned as one location in need of support, and many of those interviewed cited the high application rate relative to places available as the need for greater expansion of the programme within their own community.

Garowe:

Garowe is a relatively large settlement, and as such respondents across all six target groups felt that the YEP programme should be expanded through enlargement of the existing centre and development of new centres in neighbouring areas. The rationale for this was primarily based on local demand of youth for training with the aspiration of gaining sustained employment as a result.

Bossasso:

Similar to Garowe, respondents across the six target groups felt that the YEP programme could and should be expanded through enlargement of the existing centre and development of new centres in surrounding areas. It should be noted, however, that two of the female graduates interviewed during FGDs did not wish the programme to continue as they felt it did not meet their expectations. No further clarification was given as to why.

Case study: Doolow Muktar's story



“ Since completing YEP I can now contribute to my community and, in doing so, influence others to my way of thinking ”

Muktar siyat Ahmed is one of the 25 YEP center trainees who completed carpentry skills training at the NRC YEP center in Kabasa IDP camp.

Muktar lives in Kabasa IDP camp with his mother and sister, as his family fled from Burdhuxunle due to armed conflict.

Before he joined the center, Muktar drove a donkey cart to sustain his family. When the YEP center was started in October 2014, Muktar undertook carpentry training. The center also offered literacy and numeracy classes. He is now able to read, write and can carry out measurements, which are part of his daily work, with ease.

Upon successful completion of the course, Muktar was given a carpentry toolkit to enable him to earn a living using the skills he acquired from the center.

Since his graduation Muktar has been working with contractors who carry out construction works at villages near Doolow town, and he has also been attached to a carpentry center belonging to his instructor. Even though construction jobs are not regular, Muktar says they are better and more rewarding than the donkey cart riding. “I am the breadwinner in my family”, says Muktar.

Several other graduates, both in groups and individually, run their own businesses in Doolow market and in Kabasa IDP camp, using the skills and the toolkits they have acquired from the NRC YEP centre. Many others have gone to Baledhawo and other nearby towns looking to market their skills.

An example of carpentry skills used by graduates in Doolow is the manufacture of *koores*, a traditional saddle used on Donkeys for transporting goods.



7.3. YEP PROGRAMME OUTCOMES

YEP HAS IMPROVED THE SELF-ESTEEM OF FEMALE GRADUATES AND STRENGTHENED FEELINGS OF SOCIAL COHESION

Enabling female graduates to more sustainably generate their own income has significantly increased levels of self-respect, perceived respect from others and feelings of engagement/cohesion within the community. In contrast, most male graduates did not feel that the programme changed them or their standing in the community in any way. The dichotomy between male and females perceptions suggests underlying differences between how men and women are viewed within the community; however, more research would need to be done to confirm this supposition.

GRADUATES OF YEP ARE LESS LIKELY TO OPT FOR A VIOLENT RESOLUTION TO CRIME THAN NON-BENEFICIARIES

Conflict reduction is seen by many of those interviewed as a by-product of increased employment. As one key informant put it, “*an idle mind is the devils workshop*”. Therefore, many have argued that by increasing employment opportunities, the risk of marginalisation and conflict amongst youth has correspondingly been reduced. However, skills/life training focusing on conflict resolution have, at least anecdotally, helped youth counter inherent clan biases and deal with conflict situations without recourse to violence. For example, when asked about resolving issues of alleged theft or verbal abuse, the majority of graduate respondents opted to inform police or local leaders to handle the matter rather than resort to personal violence. These responses were given *despite* misgivings about the actions of security personnel at checkpoints in Mogadisahu, Garowe and Bossasso. In contrast, the majority of male non-beneficiaries in these same locations stated that they would opt to resolve issues of theft themselves using physical violence. As has already been noted in this report, social cohesion and trust in local authorities is high in Doolow, so the impact of YEP on such issues in this location remains in question.

PERCEIVED ECONOMIC RESILIENCE AMONGST GRADUATES HAS IMPROVED

Table 5 outlines the number of graduates that have secured a regular income since completing the YEP programme.

Table 5: Number of graduates with regular income by location

Location	Number of graduates	Number of graduates who have a regular income
Doolow	100	60 (60%)
Mogadishu	123	55 (45%)
Garowe	143	31 (22%)
Bossasso	149	42 (28%)

Results for Doolow and Mogadishu show relatively high rates of employment post graduation, with male and female graduate respondents in both locations indicating that the course had improved their employment prospects. The same response was cited by the majority of graduate respondents in Garowe and Bossasso despite lower rates of success. For those graduates who have secured regular work, this has increased economic resilience, as income is both greater and more sustainable. It is important to note that **almost all graduate respondents felt that the YEP programme was the only opportunity in their community for youth to gain skills relevant to supporting a sustainable livelihood.**

COOPERATIVES MAY HELP STRENGTHEN ECONOMIC RESILIENCE

In the case of Doolow and in order to bolster resilience to local shocks, NRC and other stakeholders have encouraged graduates to form cooperatives in order to share common costs such as electricity and to pool resources. To this end, NRC and other organisations support cooperatives by providing contracts to produce materials needed for local initiatives. For example, the recently formed carpentry cooperative was awarded a contract by NRC in April 2016 to produce around 60 beehives for an initiative to launch later in the year. Graduates were given training on how to build the beehives, which also increases the range of skills each student can offer in the future. Similar initiatives were not cited in any other YEP centre location, suggesting that organisers can learn from the initiatives undertaken in Doolow.

7.4. UNINTENDED RESULTS

YEP MAY RESULT IN BRAIN-DRAIN FROM TARGET COMMUNITIES

Table 6 describes the number of graduates that have left their community in order to find work elsewhere.

Table 6: Proportion of YEP graduate by location that have left their community to find work

Location	Number of graduates	Graduates who have left to find work elsewhere
Doolow	100	33 (33%)
Mogadishu	123	19 (15%)
Garowe	143	25 (17%)
Bossasso	149	56 (38%)

The number of graduates leaving the community in which they received training is relatively high, particularly in Doolow and Bossasso. This has resulted in a loss of skills in the area and has limited the secondary benefits of the programme to both the graduate's family and the local community. Although it is likely that graduates living other regions/towns will send money home, there is currently no direct evidence of this from the interviews conducted. Additionally, although the transfer of skills gained through YEP into communities outside of original community is still likely to provide socioeconomic benefits, this will be difficult to measure.

In the case of Garowe and Bossasso, a high percentage of YEP beneficiaries were IDPs originating from South Central Somalia and the Somali region of Ethiopia. Many of these have chosen to return home after graduation. This finding raises an important question of if **the YEP programme can help IDPs return to their point of origin by providing them with vocational and life skills that acts as the catalyst for them to return home.**

INCREASED TENSIONS BETWEEN GRADUATES AND THOSE WHO DID NOT RECEIVE ASSISTANCE

Registration for the YEP programme in all locations is heavily over-subscribed. As a result, many of those in the recruitment committee told unsuccessful applicants that they would be prioritised during the next phase of YEP, and in some locations, such as Doolow, a list of previous applicants has been drawn up to record this. However, tensions are mounting in some areas where families of non-beneficiaries see the growing success of graduates and feel excluded. Although no violence has been reported, community leaders feel that the programme must be seen to continue in order reduce tensions. **It is therefore important to understand the longer-term implications of the YEP programme on community stability if the programme proves to be unsustainable and eventually stops.**



Focus group with youth non-beneficiaries of YEP

8. Conclusions

Based on the need to address Global Outcome 5 of UNICEF's Peace building Education and Advocacy (PBEA) programme quoted on page 10, this evaluation of the UNICEF YEP programme has sought to identify what lessons can be learnt from providing informal education in Somalia, both in the terms of delivering **relevant skills** that can improve the lives of beneficiaries and the impact a tailored curriculum can have on **peace building and social cohesion** in Somalia when drivers of conflict are taken into account. The central purpose of this study has therefore been to understand:

Has the implementation of YEP in Somalia had an impact on conflict drivers among marginalised youth by reducing reliance on negative coping and strategies and improving access to sustainable livelihoods?

The four sub-questions, posited in the research objectives described in Section 1.2, have been used to address this central question.

QUESTION 1: Did the intervention increase access to relevant, quality, and conflict-sensitive non-formal education as per intended activities and targets specified in the log frame?

The logframe for the YEP programme centres around one clear outcome (objective), evidenced by three outputs, which provide measurable results against which the UNICEF YEP Programme in Somalia can be evaluated.

Program Goal: Improved social cohesion and resilience

- **Outcome (Objective) 1:** Livelihood opportunities for displaced children and youth, including returnees and vulnerable host communities, are enhanced
- **Output (Result) 1.1:** Vocational Training Centres are prepared to host vocational training courses
- **Output (Result) 1.2:** Instructors trained in how to teach literacy, numeracy, livelihood and life skills to youth
- **Output (Result) 1.3:** Youth successfully complete livelihood and life skills training and apprenticeship.

Evaluation of the output activities detailed in the logframe presented in Table 4 reveals that all outputs have largely been achieved with regards to increasing access to relevant quality and conflict-sensitive non-formal education in Somalia. However, anecdotal evidence from key informant interviews in all four YEP centre locations suggest issues remain in attaining activities associated with Output 1.2, primarily due to resources limitations at YEP centres and the limited technical capacity of teachers in the areas of peace-building and conflict sensitivity. Furthermore, fewer graduates were linked to employment opportunities through apprenticeships than had been expected, partly due to the limited spaces available.

On the perceived value of education

Education is perceived as important, but is not being delivered correctly within local communities. Despite an overwhelming majority of youth respondents agreeing that education is important for their

future, over 25% of those interviewed *in both the baseline and end line KAP survey* felt that their local school does not help them in their daily lives. This finding underlines the perceived mismatch between the skills provided in school and those needed to secure a livelihood, and indicates that, despite the success of the YEP programme to date, more needs to be done to tailor education for those living in displaced communities.

On the perceived relevance of conflict sensitive non-formal education provided through YEP

Both male and female graduates of the YEP programme in all four locations broadly stated that the content provided through vocational, skills and foundational training was valuable in terms of generating a sustainable livelihood, increasing self-esteem and improving their standing in the community. All respondents considered lack of marketable skills their biggest need and were positive about the vocational training provided – even if it did not always meet their personal career aspirations. Findings further reveal that youth, both beneficiaries and non-beneficiaries of YEP, consistently value vocational training over other parts of the YEP curriculum. The most commonly cited reason was that vocational skills translated directly to livelihood generation, which in turn impacts social status and self worth. It is important to note that the majority of respondents felt that vocational skills provided in one year should not be reproduced in the next. The primary motivation for this was to avoid saturating the market with many graduates entering the same profession.

After vocational training, life skills were cited by graduates of the YEP programme at all four centres as being more valuable than foundational skills, primarily for the IT training provided. This correlates with youths' aspirations to learn more computer related skills, cited as a priority by a high number of youth respondents (particularly those in Mogadishu and Doolow) who did not receive vocational training in IT. Based on these findings, a sensitisation process would be needed to promote the value of literacy and numeracy amongst students if UNICEF/NRC wish to improve the perceived value of foundational skills.

On equitable access to the YEP programme

Awareness of the YEP programme amongst youth, both within IDP settlements and the host community, is high, with many young people awaiting the next phase of the programme so that they can get involved. None of the youth respondents that took part in focus groups, including non-beneficiaries, felt that the recruitment process for students was discriminatory. It should be noted that many of the non-beneficiaries interviewed had in fact been turned down for programme due to limited space, but felt confident of being selected in the next cohort.

QUESTION 2: What are the prospects for sustainability beyond the duration of the intervention?

The YEP programme is currently driven and sustained by donors and organised in partnership with the MoE of the Federal Government of Somalia, the MoE Somaliland and the MoE Puntland and State of Somalia. Although the degree of involvement from different MoE varies considerably between locations (with less involvement in South Central Zone than North Eastern), representatives interviewed from the MoE of the Federal Government of Somalia felt that more needed to be done to ensure the government was involved in the design of programmes and that best practices developed by the MoE were taken into account by external implementers.

In contrast to MoE of the Federal Government of Somalia's involvement in South Central Zone, education authorities in Garowe and Bossasso are closely involved in the development of the YEP programme and also provide the building in which training takes place. However, questions remain about the capacity of the government to take over at the current time. One main concern is that local authorities do not have sufficient funds to absorb the cost of the tool kits provided to students after graduation. Self-funding mechanisms are therefore being explored by UNICEF Somalia and the MoE Puntland state of Somalia in order to enable the eventual transition of YEP centres to government control and maintenance.

Almost all respondents interviewed during FGDs and KIIs felt that the YEP programme could and should be expanded into nearby districts and/or settlements. The rationale for this was primarily based on local demand of youth for training with the aspiration of gaining sustained employment as a result. In the case of smaller settlements such as Doolow, larger towns were suggested as targets for expansion, as it was felt that job opportunities in these towns would be more plentiful for graduates.

QUESTION 3: What happened as a result of the programme?

- i. Did the intervention result in improved social cohesion (positive changes in attitudes towards violence, belonging and inclusion, respect and trust, membership and participation)?

On perceptions of social cohesion

Selective analysis of end line and baseline data from the KAP survey reveals a picture of youth and their communities with relatively good levels of social cohesion, supported by positive attitudes to conflict resolution and a strong perception of the value of education. Analysis of adult responses to the same questions reveals answers that typically differ by only a few percentage points, indicating that **perceptions associated with social cohesion do not differ greatly between adults and youth**. Furthermore, when analysing the impact of the YEP programme on social cohesion over a two year period, findings indicate that changes in social cohesion indicators between baseline and end line scores are so small as to be negligible when statistical bias is accounted for. The finding is not unexpected, as changes in social perception can take many years to manifest even with sustained intervention. Where feasible, the KAP study should therefore be expanded and continued over several more years of conflict sensitive education programming to determine if changes in social cohesion indicators yield statistically significant results.

On feelings of self worth

Enabling female graduates to more sustainably generate their own income has significantly increased levels of self-respect, perceived respect from others and feeling of engagement/cohesion within the community. In contrast, most male graduates did not feel that the programme changed them or their standing in the community in any way. The dichotomy between male and females perceptions suggests underlying differences between how men and women are viewed within the community; however, more research would need to be done to confirm this supposition.

On attitudes to resolving disputes

Despite some feelings of employment bias based on family affiliation, almost all respondents of both baseline and end line KAP surveys (98% in each case) see their district as peaceful both in terms of safety and security, despite respondents in the same locations citing shortages of food and basic services such as water during focus group discussions (FGDs). Furthermore, as only 8% of youth respondents surveyed

stated they would resort to physical violence to resolve disputes, it is clear that **violence is not the primary intended recourse for most youth**. Instead, depending on the type of dispute, between 50% and 75% would opt to mediate with elders or local police, suggesting a confidence in community structures to help resolve disputes.

On perceptions of insecurity

Findings reveal that most sources of perceived insecurity stem from within the community and centre around theft as well as physical and sexual violence. There appears to be **no direct evidence that extremist groups are targeting youth**, but gang culture does play a part in criminal activity, which is the main source of insecurity perceived by respondents in communities surveyed. Findings also highlight the socioeconomic variation between locations yet suggest a loose relationship between the degree of insecurity in a community and its economic opportunities. **This corresponds with respondents' observations during KIIs of high unemployment leading to increased criminal activity**. It should be noted that further research is required on the link between economic opportunities and levels of insecurity in order to determine if a correlation does exist and to more deeply understand the underlying factors behind any causal relationship. If this is proven to be the case, then YEP curriculums might consider focusing on additional methods to increase employment as a means to reduce criminal activity.

Government officials, particularly at checkpoints, are seen as a significant catalyst for insecurity amongst youth respondents. A number of KIIs and FGD discussions highlight that youth often feel victimised and unduly detained by government officials, often as a result of youth taking photographs at security checkpoints or during times of heightened tension when security incidents occur. **Sensitisation activities, conducted with both youth and security forces, may therefore help to limit misunderstandings that can cause unnecessary tensions**. This activity might be considered as part of the *conflict resolution* curriculum in future iterations of the YEP programme.

Of the six focus groups held at each location – representing around 30 respondents per location – aspects of insecurity were mentioned once in Doolow, eight times in Mogadishu and Bossasso and 12 times in Garowe. These findings appear to contradict the strong feelings of safety cited from the KAP survey. However, it should be noted that responses during FGDs are often nuanced, with respondents sometimes contradicting each other based on their personal experiences. Further research is therefore needed to understand if the insecurities cited represent low-level violence, present in many urban environments, or are indicative of more volatile situations often associated with the Somali context.

- ii. [At the community and household levels, did the intervention result in improved resilience \(improved livelihoods resulting in better capacity to be prepared for, absorb and adapt to shocks\)?](#)

On the economic resilience of graduates and opportunities for employment

Employment rates post graduation range from 22% in Garowe to 60% in Doolow, with the majority of male and female graduate respondents in all four locations indicating that the course had improved their employment prospects despite varying rates of success. For those graduates who have secured regular work, this has increased economic resilience, as income is both greater and more sustainable. It is important to note that **almost all graduate respondents felt that the YEP programme was the only opportunity in their community for youth to gain skills relevant to supporting a sustainable livelihood**.

In order to bolster resilience to local shocks, graduates are encouraged to start their own businesses, particularly where employment opportunities are low. Furthermore, stakeholders in Doolow have encouraged graduates to form cooperatives in order to share common costs such as electricity and to pool resources. Similar initiatives were not cited in any other YEP centre locations, suggesting that organisers can learn from the initiatives undertaken in Doolow.

QUESTION 4: What were the unintended positive/negative results of the programme?

- i. Does evidence support the interventions theory of change in the communities in which the intervention took place?

The UNICEF YEP programme in Somalia was designed around a Theory of Change (ToC) that aims to address regional conflict drivers relating to marginalisation of youth, loss of traditional values and a culture of violence, and conflict over (natural) resources in the context of youth. The complete ToC can be found in Annex 2.

On Country level Outcome 1

Whilst YEP programme designers have clearly taken conflict drivers into account when developing education strategies, the findings of this evaluation show that the short-term needs of those targeted through the YEP programme are predominantly economic rather than conflict driven. This is not to say that security concerns do not exist in these communities, but rather that perceptions of insecurity have become *normalised* over several years. The majority of respondents interviewed stated that their communities were safe, whilst later citing incidences of theft, violence or tension with local government forces, typically as a result of a weak local economies and poor job prospects. As a result, conflict reduction is seen by many of those interviewed as a by-product of increased employment, with many arguing that by increasing employment opportunities, the risk of marginalisation and conflict amongst youth is correspondingly reduced. It is therefore reasonable to assume from this study that **economic development and peace-building in the communities surveyed are strongly linked**. As the YEP curriculum in Somalia evolves, new education strategies that are developed must take this relationship into account.

On Country level Outcome 2

The PBEA programme and its partner organisations have done much to draw attention to the role education can play in peace building. This has led to collaborations with key stakeholders – including education ministries in the Federal Government of Somalia, Somaliland, and Puntland and State of Somalia – in developing non-formal education curriculums that are conflict sensitive and tailored to regional needs (such as vocational training programmes determined through local market surveys). A comprehensive conflict analysis, coupled with KAP surveys conducted at regular intervals have provided valuable data on issues such as livelihoods, social inclusion, education levels and attitudes towards conflict resolution, which has been used to inform the YEP curriculum as part of the programmes learning agenda.

On Country level Outcome 3

Findings indicate a small improvement in social cohesion within communities targeted for the UNICEF YEP programme, although these changes are not statistically significant. This finding is not unexpected as changes in social perception can take many years to manifest even with sustained intervention. It is therefore not clear if the YEP programme has had a direct impact on reducing violence as a result of

increased social cohesion. However, enabling female graduates to more sustainably generate their own income has significantly increased levels of self-respect, perceived respect from others and feeling of engagement/cohesion within the community. In contrast, most male graduates did not feel that the programme changed them or their standing in the community in any way. The dichotomy between male and females perceptions suggests underlying differences between how men and women are viewed within the community; however, more research would need to be done to confirm this supposition.

On Country level Outcome 4

Despite varying levels of employment post graduation across YEP centre locations, male and female graduate respondents in all locations indicate that the YEP programme had improved their employment prospects. Almost all graduate respondents felt that the YEP programme was the only opportunity in their community for youth to gain skills relevant to supporting a sustainable livelihood. Although it is not yet clear if the YEP programme has had a direct impact on reducing violence, it is evident that drivers for violence in the locations studied appear to stem predominantly from socioeconomic issues, such as high unemployment, which results in low-level theft and gang activity. Therefore, by helping youth gain the skills needed to secure employment (even part-time), and by providing tools and resources to kick-start their careers, findings indicate that the UNICEF YEP programme in Somalia empowers youth to become more active members of the community, reducing economic despondency, marginalisation and the likelihood of resorting to negative coping strategies such as crime.

On Country level Outcome 5

The UNICEF YEP programme in Somalia has developed a strong M&E platform with peace building at its core. Although challenges and discrepancies in collecting baseline and end line KAP survey data have impeded more detailed analysis, these challenges can be easily overcome. Furthermore, despite social cohesion indicators between baseline and end line scores showing no statistically significant change, it is imperative that this process continues alongside the informal education initiative as part of the YEP programmes learning agenda.

On perceptions of economic opportunity resulting from YEP

It is clear that vocational training provides significant new economic opportunities, particularly for female youth. Many of the vocational training courses provided through the YEP programme therefore add to the skills youth are able to offer to their communities and represent new economic opportunities that drive wealth creation and reduce youth unemployment. In this regard the YEP programme fulfils a very real need. It is also clear from enrolment statistics that, **due to a considerably higher demand for enrolment from girls**, female youth benefit proportionally more from the YEP programme than male youth (by around 2:1), which in turn helps empower an especially vulnerable socioeconomic group. Whilst this is a positive outcome for economic development, it raises questions about the **rationale for targeting a higher proportion of women in the context of peace building and conflict resolution**, as there is strong consensus that male youth are more likely to be involved in criminal or violent activity than female. Furthermore, the current ratio is out of line with the PBEAs goal of gender balance during interventions. More research is therefore needed to understand why applications for enrolment by males are so much lower than females.

ii. Did the intervention have an impact on the targeted conflict driver?

Conflict reduction is seen by many of those interviewed as a by-product of increased employment, with many arguing that by increasing employment opportunities, the risk of marginalisation and conflict amongst youth has correspondingly been reduced. However, skills/life training focused on conflict resolution have, at least anecdotally, helped youth deal with conflict situations without recourse to violence. For example, when asked during focus group discussions (FGDs) about resolving issues of alleged theft or verbal abuse, the majority of graduate respondents opted to inform police or local leaders to handle the matter rather than resort to personal violence. These responses were given *despite* misgivings about the actions of security personnel at checkpoints in Mogadisahu, Garowe and Bossasso. In contrast, the majority of male non-beneficiaries in these same locations stated during FGDs that they would opt to resolve issues of theft themselves using physical violence. Whilst these qualitative findings provide a more detailed view of youth perceptions in the locations evaluated, it is imperative that these tentative findings are supported with more detailed quantitative analysis that more deeply explores attitudes to resolving disputes between graduates and youth in these communities.

iii. Would there have been other / better strategies to achieve the desired impact?

Although there are a number of educational initiatives in Somalia, such as those conducted through the Africa Educational Trust, few consider the impact of education on peace building and conflict resolution and none are present in the four locations evaluated in this study. It is therefore difficult to directly compare whether the UNICEF YEP programme in Somalia provides a greater impact than traditional vocational training programmes or independent peace building initiatives. However, by addressing the non-formal education of youth, it is clear that **the PBEA programme in Somalia provides a unique service, the benefits of which in the locations studied far outweigh the initiatives unintended consequences.**

iv. What are the lessons learned?

With reference to Global Outcome 5 of the PBEA programme, it is clear that a more nuanced, contextual approach is needed to better understand the socioeconomic environment at each YEP centre location and to accurately determine underlying conflict drivers. This will enable the YEP programmes to deliver the most relevant and context specific education content.⁵³ The current macro approach to M&E adopted by UNICEF therefore needs further refinement so that the YEP curriculum can be adapted to take into account differing security situations and perceptions towards education, youth, peace building and marginalisation. With this in mind, further research is needed using tools such as socioeconomic mapping and word and image association with youth and other community members, **to inform the evidence-based design of the YEP programme to local rather than macro contexts.**

⁵³ "If a programme is committed to continuous learning and M&E for Peace building throughout its implementation and feeds that learning back to practice, then the intervention will be more effective and more conflict sensitive (less likely to do harm) and provide an evidence base for effective education programming for Peace building". UNICEF, "Peacebuilding Education and Advocacy In Conflict-Affected Contexts Programme: UNICEF Somalia Programme Report."

UNINTENDED RESULTS

On the ‘brain drain’ of graduates from their communities

The number of graduates leaving the community in which they received training is relatively high, particularly in Doolow (33%) and Bossasso (38%). This has resulted in a loss of skills in the area and has limited the secondary benefits of the programme to both the graduate’s family and the local community. Although it is likely that graduates living other regions/towns will send money home, there is currently no direct evidence of this from the interviews conducted. Additionally, although the transfer of skills gained through YEP into communities outside of original community are still likely to provide socioeconomic benefits, this will be difficult to measure.

In the case of Garowe and Bossasso, a high percentage of YEP beneficiaries were IDPs originating from South Central Somalia and the Somali region of Ethiopia. Many of these have chosen to return home after graduation. This finding raises an important question of if **the YEP programme can help IDPs return to their point of origin by providing them with vocational and life skills that acts as the catalyst for them to return home.**

On the potential impact of IT skills training

Whilst access to the Internet and IT skills training is seen as positive by students, implementers and other stakeholders, consideration must be given to the potential dangers of the Internet and social media as tools for radicalisation and violence, as youth become increasingly exposed to new recruitment channels.⁵⁴ Whilst evidence pertaining to the radicalisation of youth via social media is entirely subjective in each of the locations analysed in this report, further investigation by UNICEF Somalia may be required in order to ascertain possible unintended negative consequences of providing IT training to youth in areas that may be prone to radicalisation. **Sensitisation around the use of IT and the potential dangers of radicalisation and recruitment via social media should therefore be considered as part of the IT training course curriculum.**

ON UNDERSTANDING LOCAL PERCEPTIONS IN THE CONTEXT OF DELIVERING YEP

In order to more fully address the research questions presented earlier in this Section, this study utilised image and word association tools to understand the perception of youth and other community stakeholders of four key concepts that are closely associated with the YEP programme: peace building, education, youth and marginalisation.

On peace building

Respondent’s word associations of peace building broadly represent **practical** or **actionable** associations to the concept (such as *development* and *collaboration*), compared to more passive or abstract associations such as *peace*, *security*, or *lack of war*. When words of similar meaning are subjectively grouped, the umbrella concept of **cohesion** was most closely associated with peace building by respondents at all four YEP centre locations. It is therefore clear that **social/community cohesion is seen as a key driver to achieving peace.** In this regard, the YEP programmes’ focus on cohesion through peace building and

⁵⁴ Thompson, “Radicalization and the Use of Social Media.”

conflict resolution (as part of the life skills curriculum) is seen as relevant by those who benefit from the training.

Whilst the image association of peace building is clearer from respondents in South Central Zone, and is most closely associated with that of a religious leader, the overall perception of peace building from respondents in North East Zone is more nuanced. It is clear, however, that for all those interviewed, **religion has a strong association with peace building activities**. Therefore, if local religious leaders are not already involved in helping to deliver peace building content in the YEP syllabus, then this may be worth considering.

On education

Words pertaining to **capacity** building and the **positive** attributes of learning were strongly associated with the concept of education across all respondents, with the perception that education brings advancement and develops skills. These feelings were confirmed through focus group discussions, which underline the **practical value** respondents place on education as a means of building capacity to gain employment. It is therefore clear from the word association exercise that **vocational training provided by the YEP programme is seen as highly relevant to members of the community**.

Although the YEP curriculum covers aspects of classroom-based foundational training as well as workshop-based vocational training, when asked to select an image associated with education, the majority of respondents felt that an image of youth taught in a classroom setting most strongly conveyed their perception of the concept (image 2). However, teachers across all four locations displayed a wider range of image associations that covered practical skills, classroom learning and graduation, reflecting a more nuanced appreciation for the concept of education and a deeper understanding of how the YEP programme is delivered.

On marginalisation

From the limited data collected during the word association exercise, there appears to be a distinct difference in attitudes towards marginalisation between respondents in South Central Zone and those in North East Zone. Feelings of negativity, such as *weakness*, *hatred* and *frustration*, feature strongly from respondents in both Garowe and Bossasso, whereas respondents in Doolow and Mogadishu associate more broadly across the four concepts groups of *discrimination*, *negativity*, *injustice* and *exclusion*. This represents an opportunity for future YEP programmes to develop parts of the curriculum that explore how differences in perceptions of marginalisation can be addressed, so that adults in the community are better able to understand and help youth deal with such issues.

Findings from image association reveal a high degree of variability in image selection between target groups, underlying the differing socioeconomic and security dynamics present between locations. However, despite variability between respondents, the image of youth engaged directly in armed conflict (image 5) resonated **least** with participants in all four locations. In contrast, the image of civil unrest led by youth in image 2 was frequently associated with marginalisation. The contrast in association between image 5 and image 2 starts to reveal that respondents' perceptions of marginalisation do not lie within communities, but **between communities and government institutions**. The YEP programme therefore has an important role to play in sensitising relations between government institutions and youth, and this should be considered as a part of the curriculum moving forward.

On youth

Despite many challenges faced by youth, both younger people and adults have a relatively positive outlook on what youth means to them and their community. Findings also suggest that respondents in North East Zone do not meaningfully associate concepts of *generation* and *age* with ‘youth’ – a significant difference compared to respondents in South Central Zone. Instead, NEZ respondents resonate more strongly with feelings of the future than counterparts interviewed in CSZ. It is unclear why these differences exist, or if such differences impact Peace building initiatives as part of the YEP programme. However, such differences may be worth further analysis as part of any subsequent study to determine how the YEP curriculum might be tailored to more closely match students’ perceptions of themselves.

As with associations towards marginalisation, images of young males involved in armed conflict resonated **least** with respondents asked to select a visualisation of youth. Therefore, whilst it is clear that youth face pressures of low employment and a lack of resource, **it is unclear if youth in the catchment areas of YEP centres feel more susceptible to involvement in armed conflict or overt radicalisation that would lead them to join gangs or extremist groups** as a result.

CENTRAL QUESTION: Has the implementation of YEP in Somalia had an impact on conflict drivers among marginalised youth by reducing reliance on negative coping and strategies and improving access to sustainable livelihoods?

In answering this study’s central question the findings of this evaluation clearly show that **the short-term needs of those targeted through the YEP programme are predominantly economic rather than conflict driven**. This is not to say that security concerns do not exist in these communities, but rather that perceptions of insecurity have become *normalised* over several years. The majority of respondents interviewed stated that their communities were safe, whilst later citing incidences of theft, violence or tension with local government forces, typically as a result of a weak local economies and poor job prospects. As a result, conflict reduction is seen by many of those interviewed as a by-product of increased employment, with many arguing that by increasing employment opportunities, the risk of marginalisation and conflict amongst youth is correspondingly reduced. By providing context specific vocational training (determined through local market surveys) supported by life and foundational skills, the YEP programme is able to make a significant impact on youths’ ability to develop sustainable livelihoods (between 22% to 60% of graduates now have a regular income), thereby improving economic resilience and reducing reliance on negative coping strategies. It is therefore reasonable to conclude from this study that YEP programme has made a positive impact on social cohesion and resilience and that **economic development and peace building are strongly linked**.

9. Recommendations

The following recommendations address ways to improve the relevance, efficacy, sustainability and impact of the UNICEF YEP programme in Somalia.

RECOMMENDATIONS TO INCREASE IMPACT OF THE YEP PROGRAMME

Dig deeper into the role religion can play in peace building:

Religion, specifically the image of a religious leader, is strongly associated with peace building by the majority of respondents in this evaluation, including youth. Local religious leaders should therefore be consulted on elements of the peace building curriculum in YEP centres and asked to contribute to classroom teaching, so that messages are localised and personalised by a respected authority figure.

Use the YEP programme to normalise relationships between government forces and youth:

Government officials, particularly at checkpoints, are seen as a significant catalyst for insecurity amongst youth respondents. Sensitisation activities, conducted with both youth and security forces, may therefore help to limit misunderstandings that can cause unnecessary tensions. This activity should be considered as part of the *conflict resolution* curriculum in future iterations of the YEP programme.

RECOMMENDATIONS THAT WORK TOWARDS EXPANSION AND SUSTAINABILITY

Encourage graduates to form cooperatives to strengthen economic resilience:

Stakeholders at each YEP centre should encourage graduates to form cooperatives in order to share common costs such as electricity and to pool resources. To ensure cooperatives are organised and sustainable, stakeholders must coordinate between themselves and within communities to channel opportunities for work to these groups as they become available. To this end, guidelines on creating cooperatives should be developed that clearly outline roles and responsibilities and provide advice on how cooperatives can market themselves within their community.

Use YEP centres as revenue-generating hubs:

Graduates who are unable to find regular work should be offered the opportunity to use YEP centre facilities to produce marketable goods and services that can be sold under a profit sharing arrangement with the YEP centre. This approach will help facilitate the sustainability of YEP centres and provide graduates with income and opportunities to refine their skills.

RECOMMENDATIONS ON IMPROVING THE RELEVANCE OF THE YEP CURRICULUM

Embrace IT skills training, but plan to mitigate its misuse:

IT skills training is seen by many youth as an extremely relevant part of the YEP curriculum as it provides a valuable channel to the outside world and a means of communication amongst peers through social media. However, consideration must be given to the potential dangers of the Internet and social media as a tool for radicalisation and violence. Sensitisation around the use of IT should therefore be considered as part of the YEP centres IT training curriculum.

Focus life skills training on localised issues of criminality:

Low-level crime was cited in three of the four locations evaluated during this study as being conducted primarily by youth. A portion of life skills training within the YEP programme should therefore be devoted to sensitising youth on the impact of crime in the community, with particular focus on the theft of mobile phones and the use of knives. Furthermore, community events should be held at each YEP centre on a regular basis to raise awareness of the negative impact of crime and the danger of knives, with a focus on reaching youth who are not enrolled in the programme.

It should also be noted that further research is required on the possible link identified in this study between economic opportunities and levels of insecurity in order to determine if a correlation does exist and to more deeply understand the underlying factors behind any causal relationship. If this is proven to be the case, then YEP curriculums should consider partnering with relevant stakeholders to develop innovative approaches to increase employment as a means to reduce criminal activity.

RECOMMENDATIONS TO IMPROVE CIVIC AND SOCIAL PARTICIPATION

Use YEP centres as a focal point and catalyst for community groups, with a strong remit of encouraging membership by non-beneficiary youth:

This will provide two benefits. Firstly, it will encourage social participation of youth not directly reached by the YEP programme. Secondly, it will allow non-beneficiaries to feel some level of inclusion with the YEP centre and help reduce tensions with recipients. This approach will also help change the perception of YEP centres as serving only a select number of beneficiaries, making it a more inclusive institution within the community. This is particularly important in locations such as Doolow and Mogadishu, where centres have been built by NGOs and the buildings are not used as part of the wider government initiatives.

Encourage social participation as part of the YEP curriculum:

With an end line score of just 1.2 out of 5 for civic and social participation, much more needs to be done to engage youth with the wider community. To address this issue, more elements of the life skills curriculum in YEP should be geared to encourage student involvement in community groups and activities.

The aim of both previous recommendations is to increase the number of youth involved in community groups from the current level of around 33% to at least 50% by the completion of the next full YEP programme cycle in each location.

RECOMMENDATIONS ON FURTHER RESEARCH

Refine KAP data to yield more detailed results:

KAP data should first be collated from individual villages to reflect the catchment areas pertaining to the four YEP centres in this evaluation. This data should then be disaggregated by location and reassessed to see what differences, if any, exist between responses given by survey respondents to the questions posited in Section 4. Furthermore, the social cohesion index presented on page 21 must be placed in the context of other PBEA country programmes in order to compare the efficacy of UNICEF YEP in Somalia.

Research role of YEP in helping IDPs and migrants return home:

Findings from this study have shown that a relatively high percentage of YEP beneficiaries are IDPs who have chosen to return home after graduation. More research therefore needs to be conducted to understand if the YEP programme can act as a tool to help IDPs return to their point of origin by providing them with vocational and life skills that act as a catalyst for their return home. Further research is also needed to explore the impact departing graduates have on the local community in terms of reduced economic potential, brain drain, and the lost opportunity cost of the UNICEF YEP programme as youth move away from areas targeted for support.

Explore the potential impact on community cohesion should the YEP programme cease to operate:

Registration for the YEP programme in all locations studied is heavily over subscribed. As a result, tensions are mounting in some areas where families of non-beneficiaries see the growing success of graduates and feel excluded. It is therefore important to understand the longer-term implications of the YEP programme on community stability if the programme proves to be unsustainable and eventually stops.

Build on the KAP survey to deepen contextual knowledge of education needs and conflict drivers in target communities:

Further research is needed using targeted tools, such as word and image association, with youth and other community members so as to inform the evidence-based design of the YEP programme to local rather than regional or countrywide contexts. Research is also needed to understand if insecurities cited by respondents in focus group discussions represent low-level violence present in many urban environments or are indicative of more chronic and volatile situations often associated with the Somali context. It is therefore important to understand if prolonged periods of insecurity have now been *normalised* so that situations regarded by outsiders as insecure are now perceived by local communities as *safe*.



Image association exercise conducted with registration committee in Doolow

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Annex 1: YEP Programme Logframe

Logframe results for UNICEF YEP programme in Somalia

Program Structure	Indicators	Means of Verification (MOVs)	Baseline	Target	Results	Attainment
Program Goal: Improved social cohesion and resilience	1: % of children, adolescent, youth, community members indicating increased levels of social cohesion and resilience	KAP survey	TBD	TBD according to baseline results	N/A	
Outcome (Objective) 1: Livelihood opportunities for displaced children and youth, including returnees and vulnerable host communities, are enhanced	1a: % of YEP completers (m/f) who report gaining a productive livelihood after completing training	Tracer study	0	70%	39%	
	1b: # of adolescents and youth reached by conflict sensitive education services	Programme document centre records; monitoring reports	0	1370	1370	
	1c: % of trainees who report teachers use inclusive training/teaching methods	Focus group discussion with beneficiaries	0	75%	N/A	
Output (Result) 1.1: Vocational Training Centres are prepared to host vocational training courses	1.1a: # of vocational training centres equipped and ready after 6 months	Monitoring report	0	7	7	
Activity 1.1.1: Conduct baseline assessment on knowledge, education, skills training background and livelihood of beneficiaries before intervention	1.1.1a: # of baseline assessments conducted	Assessment report	0	2	2	
Activity 1.1.2: Conduct labour market survey to identify relevant skills/trades to offer in the YEP centres	1.1.2a: # of labor market surveys conducted	Survey report	0	7	7	
Activity 1.1.3: construct 2new centers in Dolo and Kismayo and Furnish and equip 4 centers in Mogadishu, dolo, beidoa and Kismay, Bossasso, Galkyo and Garowe	1.1.3a: # of centres constructed and received equipment.	Site inspection/inventory reports	0	7	7	
Activity 1.1.4: Train CEC members in 28 locations on managemnt , INEE and community mobilization	1.1.4a: of trainees attended the training.	training reports	0	28	28	

Output (Result) 1.2: Instructors trained in how to teach literacy, numeracy, livelihood and life skills to youth	1.2a: # of instructors trained after 6 months	Training reports	0	100	82	
Activity 1.2.1: Selection of YEP trainees based on agreed vulnerability criteria of selection (using CSE checklist)	1.2.1a: # of trainees selected after 2 months	List of trainees	0	1370	1370	
Activity 1.2.2: Review and print YEP skills training instructional materials	1.2.2a: # of instructional materials printed	Printed materials	0	1	1	
Activity 1.2.3: Training of trainers conducted for NRC staff to support training of YEP instructors.	1.2.3a: # of NRC staff participating in training of trainers	Attendance list	0	10	10	
Activity 1.2.4: Conduct capacity building workshops/trainings for 100 literacy, numeracy, and life skills, trainers TOT training in inclusive pedagogy in conflict resolutions in classrooms.	1.2.4a: # of capacity building workshops held for instructors	Training reports	0	3	3	
Output (Result) 1.3: Youth successfully complete livelihood and life skills training and apprenticeship	1.3a: # of youth completing the YEP youth education and livelihoods programmes	Centre records; participant certificates of completion; MOE records	0	90% of participants	1340	
Activity 1.3.1: Train 1370 (50% female) displaced youths in literacy, numeracy, life skills (including conflict resolution), pastoralist livelihoods, occupational skills and entrepreneurial skills.	1.3.1a: # of training days held	List of participants	0	180 (5 days per week x 9 months of training)	360	
	1.3.1b: # of youth trained	List of participants	0	1370	1347	
Activity 1.3.2: Link 1370 YEP graduates to employment opportunities through apprenticeships	1.3.2a: # of youth attached for apprenticeship	NRC monitoring reports, Company reports	0	1370	776	
Activity 1.3.3: Provide start-up tool kits to trainees after graduation	1.3.3a: # of trainees receiving tools kits	Delivery notes	0	1370	1198	
Activity 1.3.4: Support examination, certification and graduation of trainees	1.3.4a: # of YEP enrolled learners (m/f) who pass the final YEP programme exam	Certificates, MoE certification and examination records	0	90%	1326	
Activity 1.3.5: In South Central Zone organize trade fair during graduation of trainees	1.3.5a: # of trade fair organised	Event reports	0	4	9	
Activity 1.3.6: In North Eastern Zone provide cash or food for training to YEP trainees	1.3.2a: # of YEP trainees receiving monthly voucher	N/A	Financial reports, monitoring reports, Monthly payrolls	750	750	

Annex 2: Theory of Change

The UNICEF YEP programme in Somalia was designed to address Outcome Area 4 of the PBEA programme, highlighted (in purple) in the PBEA Theory of Change (ToC) below.

PBEA Theory of Change in Somalia

Country level Outcome 1	By taking into account the findings of the conflict analysis when preparing key education strategies the education sector will be more conflict sensitive and become a better enabling environment for peace-building through education service delivery.
Country level Outcome 2	If UNICEF, governments and implementing partners are aware of the context (livelihood, social, political, equity, gender, conflict) they intend to intervene in and to develop (education-) programming in consultation with communities, then (education-) programming will be more conflict-sensitive, and institutional capacities increase to address conflict drivers.
Country level Outcome 3	If primary school children and youth are given a voice and an active role to engage with communities and decision makers across clan, social and cultural lines then this will give rise to a sense of constructive citizenship and improve social cohesion within and between groups, contributing to a reduction of violence in target locations / intervention groups.
Country level Outcome 4	If education services are delivered to support youth to gain an independent livelihood, then they will not feel socially marginalized or economically despondent and be less vulnerable to recruitment into extreme ideologies or armed groups.
Country level Outcome 5	If a programme is committed to continuous learning and M&E for peace-building throughout its implementation and feeds that learning back to practice, then the intervention will be more effective and more conflict sensitive (less likely to do harm) and provide an evidence base for effective education programming for peace-building.

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