

## Capacity Building in Youth and Peacebuilding



### EVALUATION REPORT

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*Contact information:*  
**Serena Rix Tripathee**, Country Director  
Search for Common Ground Nepal  
P.O. Box 24905, Kathmandu, Nepal  
Tel: (00 977 1) 4002011 | Email: [stripathee@sfcg.org](mailto:stripathee@sfcg.org)

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## Executive Summary

Search for Common Ground (SFCG) Nepal, with the support of UNICEF, implemented 'Capacity Building in Youth and Peacebuilding' component of reintegration and rehabilitation project implemented from March 2010 to May 2011 and again May 2011 to March 2012. The objective of the program was to build the capacity of UNICEF implementing partners (IPs) involved in the reintegration of VMLRs and Children Associated with Armed Forces and Armed Groups (CAAFAG) on youth and peacebuilding programming.

The primary objective of this evaluation was to explore the results of the SFCG project funded by UNICEF Country Office in Nepal. The evaluation will assist to inform the program leadership and staff to make decisions on how to shape the capacity building of local NGOs on youth and peacebuilding. Various methods and tools were used for the purpose of this evaluation: Focused Group Discussions (FGDs), survey, interviews, project reports. The primary findings are based on 27 phone interviews, 6 personal interviews and 2 FGDs with 29 individuals.

The evaluation has identified findings related to 'change in knowledge and skills' on program design, implementation and monitoring of peacebuilding and programs as a result of the trainings organized during the last two years. There are altogether 1,550 VMLRs residing in the 15 districts surveyed, among them, the project was successful in directly engaging with 695 VMLRs through different project activities and programs. The combined results from the pre- and post-test of all the trainings suggest that there has been an average increase of 34 percent in knowledge and skills of participants. Similarly, there has been a change of 28 percent in attitudes in the way they deal with conflict. 90 percent of participants stated that the trainings were useful and 89 percent stated that the trainings were relevant. In addition, 93 percent of the respondents stated that they liked the facilitation methods and that these will be extremely beneficial for them while facilitating such trainings in the future.

Eighty percent of those who participated in at least two trainings reported that the trainings were useful in both personal and professional lives. In addition, every single participant, who attended at least four of the five trainings, organized peacebuilding activities at the local level following the trainings. Furthermore, the self-initiative of the participants in organizing peacebuilding activities is found to be directly proportional to the number of trainings attended. This evaluation survey found that 81 percent of the participants conducted peacebuilding activities in their communities after participating in the training organized by SFCG. Overall 45 percent of the training participants have worked with VMLRs in their respective districts. Sixty nine percent of the participants expressed their commitment to apply the knowledge and skills they learnt during the trainings.

The participants responded that the outdoor and experiential training was one of the most effective trainings and 53 percent of them said that they shared and applied the knowledge and skills in designing youth club activities. It was also found that 67 percent of participants facilitated dialogue between youth with differing identities to help improve their relationship.

The resource materials developed by SFCG were very useful for target IPs and other organizations and institutions working the field of peacebuilding and conflict transformation in Nepal.

All the participants from the peacebuilding dialogue training and reflecting on peace practices training said that they organized activities that promoted peacebuilding and facilitated the reintegration and rehabilitation of VMLRs. Whereas 90 percent of participants of youth leadership and peacebuilding training, 80 percent of participants of TOT on Outdoor and Experiential Learning training and 50 percent of Peacebuilding Design, Monitoring and evaluation training applied the learning from the trainings into action.

The project was successful in engaging directly with the VMLRs through different UN packages and other activities. Overall 45 percent of the training participants have worked directly with VMLRs. Out of the 22 respondents who responded to the question, 84 percent organized peacebuilding events, 91 percent organized sports related outdoor activities and 86 percent organized similar peacebuilding, youth leadership and experiential learning training involving VMLRs, local youth and community people.

VLMR/CAFAG and other youth have been working together to contribute to peacebuilding and social reintegration at local level. Youth clubs have been most effective in bringing the VLMR/CAFAG and other youth together and giving them common platform. Organizing different games such as volleyball and football have also been effective reintegration tool. Many VMLRs and CAFAGs themselves have taken leadership roles in various youth and sports clubs.

The evaluation found that the outdoor and experiential learning was a very effective peacebuilding activity among others, in building up the participants' confidence and in rapport building with each other and with participants. There has been a huge demand for further SFCG trainings and the overall response from respondents was that SFCG should definitely continue such trainings in the future.

The evaluation also found that overall, a lot of UN funds has been invested for VMLRs, but many are not satisfied and the funds are not working as effectively as expected to reintegrate them in the society. These findings suggest that current situation provides an opportunity where SFCG needs to re- identify VMLR needs and design appropriate responses to address those. Experiences from the field suggest that if we meet the expectation and interest of VMLRs, even a small amount can bring big changes in terms of intervention and reintegration. It is also important that the more knowledge and skills the IPs have, the better they can deal and work with VMLRs and CAFAG and other vulnerable groups to effectively reintegrate and rehabilitate them in the society.

Despite the success of the project, SFCG's interventions have been affected by the lack of coordination among other components of the reintegration and rehabilitation project. As a result, most of the participants have not been able to apply the learning from the SFCG interventions into practice as much as anticipated. Despite SFCG producing and translating a number of resources on peacebuilding, they have not yet readily available for the IPs to use them for increase the quality and effectiveness of the program they implement. SFCG needs to act on timely delivery of such resources for the benefit of the target organizations.

## 1. Introduction and Project Overview

The reintegration and rehabilitation of Maoist ex-combatants is one of the major components of the of the peace process in Nepal. As a first stage towards this, under the overall guidance of the United Nations Mission in Nepal (UNMIN), the United Nations Country Team (UNCT) – specifically the United Nations Development Programme (UNDP) and the United Nations Children’s Fund (UNICEF) - conducted the registration and verification of the Maoist combatants within seven main cantonments and twenty-one satellite sites across the country. As a result of this verification process, the Maoist combatants were categorized in two main groups: a) those verified as regular members of the People’s Liberation Army (PLA) (19,602 individuals); and b) those who did not meet the verification criteria (4,008 individuals) on the grounds of being minors (defined in the AMMAA <sup>1</sup>as those born after 25 May 1988) or late recruits (those who joined the Maoist army after the ceasefire of 25 May 2006).<sup>2</sup>

On 16 December 2009 – after two years of negotiation - a UN Security Council mandated Action Plan for the Discharge of Disqualified Maoist Army Personnel and Related Tasks was signed by the UN, the Goon and the Unified Communist Party of Nepal – Maoist (UCPN-M). All the VMLRs were discharged by March 2010. Various UN agencies have been providing rehabilitation support for the 4,008 VMLRs. Among the 4,008 individuals verified as VMLRs, 74% (2,973) are identified as minors and 30% as girls or young women<sup>3</sup>.

The issue of reintegration and rehabilitation of Maoist ex-combatants, including that of VMLRs, has become long and contentious process because of the in-going conflict of interest and lack of trust among major political parties. Similarly, the Government of Nepal and the UNDP have not been successful in effectively managing the return, reintegration and rehabilitation of the Verified Minors and Late Recruits (VMLRs) as well as the rehabilitation of CAAFAG and CAAC because of the dissatisfaction expressed by them.

The UN established five regional offices where discharged VMLRs were offered one of four rehabilitation choices: (i) vocational skills training from a menu of 35 options; (ii) training and start-up capital for a micro-enterprise; (iii) education (i.e., returning to school); or (iv) health-sector training. However, due to the deteriorating labor market, dwindling industrial sector and increasing unemployment across the country, a significant number of the VMLRs have not found sustainable employment or livelihood opportunities even after receiving rehabilitation support.

A research carried out on 2010 found that 80% of qualified combatants indicate their dissatisfaction of the VMLR package and threaten a return to violence upon offer of a similar programme<sup>4</sup>. This research finding was also corroborated by SFCG evaluation team’s

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<sup>1</sup>A document detailing the modalities for the monitoring of the arms and armed personnel of both sides – the Agreement on Monitoring of the Management of Arms and Armies (AMMAA) – was signed by the parties and witnessed by the Special Representative of the UN Secretary General.

<sup>2</sup> UNDP, Nepal. "Discharge and Reintegration Assistance to Maoist Army (DRAMA)." Final Programme Narrative Report. N.p., n.d. Web. 15 June 2012. <mdtf.undp.org/document/download/6371>.

<sup>3</sup> Ibid

<sup>4</sup>Colekessian, Ani . "UN Women INSTRAW." Reintegrating Gender: A Gendered Analysis of the Nepali Rehabilitation Process. N.p., n.d. Web. 15 June 2012. <[http://www.operationspaix.net/DATA/DOCUMENT/4494~v~Reintegrating\\_Gender\\_\\_A\\_Gendered\\_Analysis\\_of\\_the\\_Nepali\\_Rehabilitation\\_Process.pdf](http://www.operationspaix.net/DATA/DOCUMENT/4494~v~Reintegrating_Gender__A_Gendered_Analysis_of_the_Nepali_Rehabilitation_Process.pdf)>.

interaction and FGDs with number of VMLRs in western Nepal. These VMLRs have many problems - including the alienation caused by separation from their colleagues, husbands, wives, peers, families. This has created difficulties for them to adjust in their community and society<sup>5</sup>. In addition, they have not received enough psychosocial counseling for social reintegration and the situation is further worsening due to the families and communities rejecting these VMLRs.

UNICEF has been supporting the reintegration and rehabilitation of VMLRs, CAAFAG and CAAC through its 52 partner organizations across the country. However, these local NGOs do not have prior experiences of implementing peacebuilding programs as well as skills and knowledge on dealing with vulnerable groups such as VMLRs, who have come from the violent war experiences and well defined political ideology.

Thus, in order to address the issues of VMLRs, UNICEF has entrusted Search for Common Ground (SFCG) Nepal, to implement the peacebuilding component of the rehabilitation and reintegration project entitled 'Capacity Building in Youth and Peacebuilding'. Under the peacebuilding component, SFCG is building capacity of 48 UNICEF IPs from 52 districts on peacebuilding and youth leadership, as part of the bigger reintegration and rehabilitation programs. The objective of the project is to build the capacity of local UNICEF partners in peacebuilding and conflict resolution, help them to integrate peacebuilding component into their overall programming and provide technical support for implementing experiential learning projects with the VMLRs. The first phase of the project implemented was from March 2010 to May 2011. The second phase operated for the period of May 16, 2011 to March 31, 2012. The second phase was aimed to expand on the previous achievements and sustain them.

The goal of the 2-year project was to build the capacity of UNICEF implementing partners (IPs) involved in the reintegration of VMLRs and Children Associated with Armed Forces and Armed Groups (CAAFAG) on youth and peacebuilding programming. The overarching goal of this program was to *support the overall peace process through the promotion of social reconciliation and peacebuilding at the local level*. The specific objectives were:

**Objective 1:** Build the capacity of UNICEF implementing partners to incorporate peacebuilding components in their child protection and reintegration programs;

Result 1.1: Program coordinators of implementing partners will have increased capacity to design, implement and evaluate peacebuilding programs;

In order to achieve the above result, following activities were implemented:

- 1.1.1 Designing, Monitoring and Evaluating Peacebuilding Programs Workshop
- 1.1.2 Advance Youth Leadership and Peacebuilding Training
- 1.1.3 Conflict Assessment and Peacebuilding Planning at Regional Centers

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<sup>5</sup> SFCG, Nepal. "Capacity Building in Youth and Peacebuilding." Final Project Completion Report 2011.N.p., n.d. Web. 15 June 2012.  
[http://www.sfcg.org/sfcg/evaluations/NEP\\_EV\\_May11\\_Capacity\\_Building\\_In\\_Youth\\_and\\_Peacebuilding\(2\).pdf](http://www.sfcg.org/sfcg/evaluations/NEP_EV_May11_Capacity_Building_In_Youth_and_Peacebuilding(2).pdf)>.

Result 1.2: Peacebuilding focal person from implementing partners will have increased knowledge and skills to organize effective outdoor leadership activities with youth from across dividing lines.

In order to achieve the above result, following activities were implemented:

- 1.2.1 Training of Trainers (ToT) on Outdoor Leadership and Experiential Learning
- 1.2.2 Coaching and Follow-up
- 1.2.3 Program Review Meeting

Result 1.3: Peacebuilding practitioners will have increased access to resource materials on peacebuilding to widen their understanding of the subject.

In order to achieve the above result, following activities were implemented:

- 1.3.1 Adapt, Localize and Distribute Peacebuilding Resources Materials

**Objective 2:** Facilitate social reintegration of VMLRs and CAAFAG by promoting their interaction with other youth and community members and by creating space for their meaningful participation (as key actors) in community based peacebuilding and reconciliation activities.

Result 2.1: VMLR, CAAFAG and other youth work together to contribute to peacebuilding and social reintegration at the local level.

- 2.1.1 Youth Leadership for Peacebuilding Training
- 2.1.2 District-level Youth Leadership Camps
- 2.1.3 Technical Support to Community level Peacebuilding Mini- Projects

The activities of this projects included need-based capacity building trainings for program managers of 48 UNICEF implementing partners, training to selected youth leaders on advanced youth and peacebuilding skills and preparing and disseminating resource materials for local peacebuilding practitioners, along with SFCG technical support in youth and peacebuilding programming to the implementing partners (IPs). The program built on the previous years' projects, which developed the skills of IPs in conceptualizing and designing peacebuilding programs, as well as dialogue skills to enable them to facilitate youth and wider community dialogues. Please refer Annex 4 for different types of training offered by SFCG.

## 2. Evaluation Objectives

The primary objective of the evaluation is to explore the results of the peacebuilding component of the project funded by UNICEF Country Office in Nepal. The purpose of the evaluation was to assess achievements made by the capacity building and technical support provided by SFCG to the program implementing partners of UNICEF in Nepal. In addition, this evaluation will also serve as an assessment of the participants who have been participating in a series of trainings provided by SFCG for the past two years. The evaluation serves to inform the program leadership and staff to make decisions on how to shape the capacity building of local NGOs on youth and peacebuilding, both in terms of programmatic objectives and in overall methodologies. Documentation of lessons learnt and recommendations will further help to redesign or replicate the program.

### 3. Evaluation Scope and Methodology

The evaluation was internal. The scope of the evaluation was to cover the participants coming from different districts from among the 52 project districts and 48 IPs. It also collected information using FGDs and individual interviews of VMLRs and youth club members located in Kailali, Dang, Kapilbastu and Rupendehi. The evaluation was carried out in April 2012 with field work in far-western, mid-western and western regions from April 18 - 23, 2012. The team met with the project participants, partners, SFCG staff and relevant stakeholders and held in-depth discussions based on the guiding questionnaires (refer to Table 1 for sampled participants by region and sex). However, the evaluation visit to eastern Nepal was cancelled due to the adverse security situation and recurring *bandhas* (strikes) taking place in the region during the month of May 2012 in the lead up to the constitution deadline. When the evaluation team had to cancel the visit, all the remaining participants were sent a revised set of survey questionnaires through email (refer Annex 5 for questionnaires used for the survey) of which a total of 27 (60 participants were included in the survey out of total 76 participants) from 48 implementing partners responded to the survey. Additionally, information was also collected from VMLRs, local youth club members and representatives of the IPs through interviews and FGDs. Out of the 60 participants who took part in the SFCG organized five trainings, 45 percent responded to the survey questions.

**Table 1: Sampled participants (By region and sex)**

Row Labels	F		M		Grand Total	
Central	0	0%	4	100%	4	15%
Eastern	4	33%	8	67%	12	44%
Far-Western	1	50%	1	50%	2	7%
Mid-Western	3	43%	4	57%	7	26%
Western		0%	2	100%	2	7%
Grand Total	8	30%	19	70%	27	100%

During the course of this evaluation, the evaluators used various methods and tools, namely Focused Group Discussions (FGDs) with VMLRs, Questionnaires and Interviews with the project participants. Further, pre- and post-test of Training and annual reports were also used to supplement the analysis. Following are the methods in detail:

- Desk research on previous evaluations, quarterly reports, baseline survey, success stories, training manuals, etc.;
- FGD with VMLR (Kailali and Dang) -2, Ex-PLA - 1, youth network and training participants- 2;
- Interview with partner organization: 8 face-to-face interview with partner organizations in Kailali, Dang, Kapilbastu and Rupandehi;
- Questionnaire: A pre-designed set of survey questionnaires sent to all the 48 partner organizations in which 27 were received;
- Pre and Post Test administered by SFCG DM&E Team at trainings
- Project narrative reports.



### 3. Findings and Analysis by Result

#### 3.1 Increased Peacebuilding capacity of UNICEF IPs

##### **Result 1.1: Program coordinators of implementing partners will have increased capacity to design, implement and evaluate peacebuilding programs;**

Five trainings and a regional level planning meeting were organized for UNICEF IPs to increase their capacity and skills on peacebuilding programming. The intention of the training was to develop a good understanding of youth leadership and peacebuilding, provide knowledge and skills on peacebuilding program design and monitoring and facilitate the process of incorporating peacebuilding programming into their overall programs.

The evaluation found out that there has been significant increase in knowledge on peacebuilding issues among the training participants as a result of the training. The training on designing peacebuilding programs focused on providing knowledge and skills on four fundamental concepts related to program design, monitoring and evaluation: 1) understanding peacebuilding and conflict transformation, 2) understanding peacebuilding monitoring and evaluation, 3) fundamental skills on designing peacebuilding program design and 4) understanding the importance of design, monitoring and evaluation. The result of the pre- and post-test found that there has been an increase of 20 -30 percent increase in knowledge among the participants (refer Annex 6 for Result of the pre- and post test samples).

Similarly, the ‘TOT on Experiential Learning’ has been very effective in shifting the knowledge and attitude of the participants and how they will facilitate training in the future. The training directly contributes in increased knowledge and understanding among 31 percent of participants about the experiential learning methods (26 percent in pre-test and 57 percent in the post-test). There was a 47 percent increase in belief among

*The moment I remember peacebuilding work, I remember SFCG. We need more support and SFCG should mobilize its Field Coordinators to lend more technical support to organize PB work and organize Team building Exercise.*  
*Pabitra Chaudhary, TPO Kailali.*

participants that it will be very useful in facilitating training on peacebuilding related issues and a 78 percent expressed their commitment and desire to use experiential learning techniques in the training they facilitate in the future. This was further verified during the evaluation that 81 percent of participants interviewed and surveyed reported successfully using the methods. Similarly, the advanced youth leadership training has been successful in clarifying the potential role of youth in peacebuilding among the training participants, with 72 percent of participants during

post-test (against 24 percent during pre-test) expressing confidence that they are much more clear on what role youth can play for building peace in the community. Before the training, only 35 percent participant could clearly define youth leadership, which increased to 71 percent immediately after the training.

*RPP tells us where are we and where d we want to go. It helped me to understand a clear road map of our objectives and vision. It also increased my program design and analysis skill. Experiential Learning teaches us to work with meaning of conflict transformation in real life. It also helped me to work effectively with youth and motivate them to become positive force. PB DM&E training helped me to develop professional skills on peacebuilding. All the five training I attended were effective in helping me to work with VMLRs.*

*LN Gyawali, IRDC, Rupendehi*

The dialogue training was a first of its type for all the participants. None of them had even participated

in any types of dialogue training in the past. The post test carried out immediately after the survey found that 82 percent of participants could now clearly explain the difference between dialogue, debate, discussion and conversation as a result of the training. Similarly, at least 69 percent of participants could tell the four basic skills (questioning, listening, empathy and discussion) required for holding a dialogue and 95 percent could easily tell the importance of holding a dialogue in peacebuilding process. During the training evaluation, the participants said that the dialogue training was very helpful for them as they are dealing with vulnerable groups of people and the community, who are carrying prejudices against each other and will apply these skills to bring them together as much as possible.

In the current context of Nepal, peacebuilding dialogue training has been highly relevant. This training has helped me to deal with conflict personally and professionally. This training has also shown me that unofficial dialogue can also play an important role in peacebuilding. **(LokpriyaKhanal, a training Participant, Ilam)**

The combined results from the pre- and post-test of all the trainings suggest that there has been an average increase of 34 percent in knowledge and skills of participants. Similarly, there has been a change of 28 percent in attitudes in the way they deal with conflict. Overall evaluation of the trainings found that 90 percent of participants stated that the trainings were useful and 89 percent stated that the trainings were relevant. Furthermore, more than two thirds (79%) of the participants indicated that the trainings met their expectations. In addition, 93 percent of the respondents stated that they liked the facilitation methods and will be extremely beneficial for them while facilitating such trainings in the future. The more the participants find the training useful and relevant, the more likely they are to take the training seriously and grasp the knowledge and skills imparted during the training.

The peacebuilding Design, Monitoring and Evaluation training helped me to understand that peacebuilding programs are different from other development activities. I also learnt that while designing, monitoring and evaluating peacebuilding building activities we have to adhere to conflict sensitivity. **(Tika Ram Linkha, participant from Dhankuta)**

A success of the training is judged not only by what the participants learn but also how they apply it and where they apply it. In the case of this training it was found to be very useful to the participants in the sense that they actually applied what they had learned in the training not only in their professional but also in their personal lives. The survey found that 74 percent participants said that they found the

training useful in their professional as well as personal lives. They also said that their confidence with leading peacebuilding activities in different situations using local resources increased. The skills provided by the trainers have given them the ability to use a broad range of activities as well as develop their own activities.

**Table 2. How useful was the trainings imparted by SFCG?**

Region	Can't Say	Useful in work than personal life	Useful in personal life rather than work	Useful in Both	Not useful at all	Total
1. Eastern	0%	25%	8%	67%	0%	100%
2. Centre	0%	0%	0%	75%	25%	100%
3. Western	0%	0%	0%	100%	0%	100%
4. Mid-Western	0%	14%	0%	86%	0%	100%
5. Far-Western	0%	0%	50%	50%	0%	100%
<b>Total</b>	<b>0%</b>	<b>15%</b>	<b>7%</b>	<b>74%</b>	<b>4%</b>	<b>100%</b>

The survey found that the larger the number of trainings attended by the participant, the more impact they have in their professional and personal lives. 100 percent of those who attended five trainings reported of having the learning beneficial in their personal as well as professional lives. Similarly, 80 percent of those who participated in at least two training reported that the trainings were useful in both personal and professional lives, while the percentage for those who participated in one of the trainings was 50 percent. This indicates that the learning from different types of training provided to the participants by SFCG not only enhanced professional knowledge and skill of the participants but also helped them to become a better person in their personal and family lives, and that repetition is a magnifier of results. .

### 3.2 Translating knowledge/skills into actions

Sixty nine percent of the participants expressed their commitment to apply the knowledge and skills they learnt during the trainings. However, the the evaluation survey found that 81 percent of the participants conducted peacebuilding activities in their communities after participating in the training organized by SFCG (refer Table 6 for summary and frequency of activities). The data points towards the fact that the training was highly successful in motivating participants to utilize that they learnt from the training and surpassed the earlier commitment. The trainings were the most effective in the Western region as all of the trained participants organized some or the other form of activities in their communities.

This training has been highly beneficial in my personal life. In addition, it also helped me effectively complete my job responsibilities. This has helped me to work easily with the community people during my field visits. This training has also helped me to better deal with youth issues using games. Finally this training has increased my knowledge and has helped me to work more effectively with youth. **(Dinesh Pradhan, SOLVE Dhankuta, TOT Outdoor and Experiential Learning Training)**

**Table 3: Did you apply knowledge and skills learnt from the training into action?**

Region	Can't say	I did not do anything	I was not confident enough	Did not get any opportunity to apply	I designed and implemented peacebuilding programs	Total
1. Eastern	0%	0%	0%	8%	92%	100%
2. Centre	0%	25%	0%	0%	75%	100%
3. Western	0%	0%	0%	0%	100%	100%
4. Mid-Western	14%	0%	0%	0%	86%	100%
5. Far-Western	0%	50%	0%	50%	0%	100%
Total	4%	7%	0%	7%	81%	100%

Looking at the number of women and men who applied what they learnt in the trainings, more men (84%) than women (75%) conducted peacebuilding activities after the trainings, though there is not a significant difference. A quarter of the women (25%) surveyed said they did **not** get any opportunity to conduct some activities while none of the male

*Peacebuilding design, monitoring and evaluation training has helped in my personal growth. My report writing skills has also improved after the training.*  
**Parvati Pandey, Banke.**

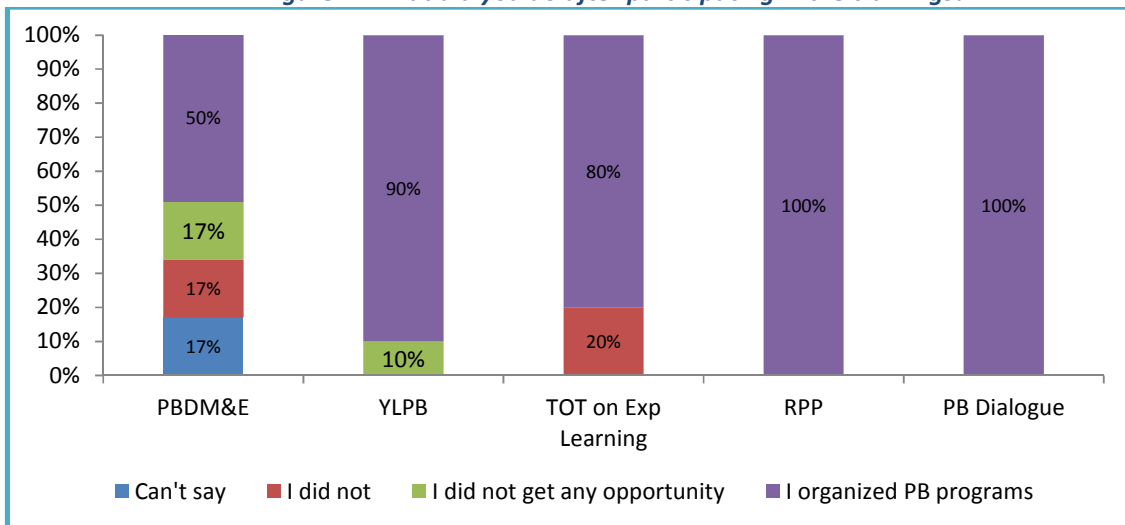
participants said so. Our interactions with two female participants indicated that that the male dominated management team did not pay much attention to the ideas floated by women participants. Also most of the women participants did not occupy senior positions in their organizations.

*I gained a lot of information on the techniques to design, monitor and evaluate our programs through the framework given by DM&E training. I am now reflecting on lessons learnt in previous UNICEF activities. It also sharpened my skills on context analysis, proposal design and budgeting.*  
**Binod Rizal, Dhading**

The self-initiative of the participants in organizing peacebuilding activities is found to be directly proportional to the number of training attended. The higher the number of trainings attended the higher the probability of organizing peacebuilding initiatives at their communities (refer to Figure 1). Every single participant, who attended at least four of the five trainings, organized peacebuilding activities at local level while 80 percent of those who took two trainings and 90 percent of those who took three trainings organized peacebuilding

activities. Contrary to this only 50 percent of those who took one of the trainings managed to initiate similar peacebuilding activities. While 17percent of the participants who attended one of the trainings said that they did not get any opportunity. The FGDs carried out with the training participants in the west found that participants who took one training only feel that they should be given more training opportunities before they can conduct any activity on their own whereas participants who took more than one trainings feel confident enough to create their own opportunities and apply what they have learned in the trainings.

**Figure1: What did you do after participating in the trainings?**



*I have found that using peacebuilding dialogue techniques that I learnt in SFCG trainings have helped improve my facilitation skills’.*  
**SonamBantawa, Ilam**

The evaluation survey found that 67 percent of participants facilitated dialogue between youth with differing identities and helped improve their relationship. Another 48 percent said that they led the dialogue process among the conflicting parties in their community and found win-win solution of the conflict which resulted into peace and harmony in the community. Some of the training participants surveyed

(41%) also use the knowledge and skills learned from the dialogue training and the leadership

and peacebuilding training to coordinate, mediate and facilitate the conflict resolution meetings held in their communities. This clearly shows that the participants were able to apply the learning into practice. Similarly, 48 percent participants surveyed reported that they designed similar training programs as part of their organizational programs and imparted the knowledge and skills youth in their working areas, whereas 41 percent participants organized various programs such as interactions, awareness raising programs and multi-stakeholder meetings in order to promote community harmony and build awareness among people on the importance of peace and harmony for development and reconciliation. Less than one third (30%) of participants were able to reach political leadership and work with them to organize peacebuilding activities in their communities by bringing political leaders from across party lines. This shows that the participants have been able to translate the knowledge and skills into action effectively.

The evaluation also found that all the participants from peacebuilding dialogue training and RPP training said that they organized activities that promoted peacebuilding and facilitate the reintegration and rehabilitation of VMLRs. Whereas 90 percent of participants of the youth leadership and peacebuilding training, 80 percent of participants of TOT on Outdoor and Experiential Learning training and 50 percent of Peacebuilding Design, Monitoring and evaluation training organized activities that meets the objectives of the SFCG peacebuilding component of the project. Since, the PB DM&E training was organized hardly two months before the evaluation, the 50 percent response on follow up activities is quite encouraging. Almost all the participants of those trainings which were organized a year before or so have designed and implemented programs that promote reintegration of VMLRs into the society as well as build their relationship with and local youth and community people. Thus, the SFCG objective of building the capacity of IPs to design and implement and incorporate peacebuilding program into their overall organizational program framework has been successful.

**Table 4: What did you do after participating in the training?**

		1. Eastern	2. Centre	3. Western	4. Mid-Western	5. Far-Western	Total
1. I worked with political leaders to enhance peacebuilding	Yes	42%	0%	0%	43%	0%	30%
	No	58%	100%	100%	57%	100%	70%
2. I facilitated activities to strengthen relationship between the youth with differing identities	Yes	75%	50%	50%	71%	50%	67%
	No	25%	50%	50%	29%	50%	33%
3. I worked to enhance peaceful community and deal with local conflict	Yes	50%	50%	50%	57%	0%	48%
	No	50%	50%	50%	43%	100%	52%
4. I lead the process through playing mediator/facilitator and coordination role	Yes	42%	25%	50%	57%	0%	41%
	No	58%	75%	50%	43%	100%	59%
5. I organized similar training and share learning among youth and youth club	Yes	58%	50%	50%	43%	0%	48%
	No	42%	50%	50%	57%	100%	52%
6. I brought people together to reduce the differences through entertainment/cultural program in my community	Yes	42%	50%	0%	71%	0%	44%
	No	58%	50%	100%	29%	100%	56%
7. Organized activities that promote social harmony and increase awareness in my community	Yes	50%	50%	0%	29%	50%	41%
	No	50%	50%	100%	71%	50%	59%

### 3.3 Outdoor Leadership and Team Building

#### **Result 1.2: Peacebuilding focal person from implementing partners will have increased knowledge and skills to organize effective outdoor leadership activities with youth from across dividing lines.**

The survey asked the participants how whether they applied the knowledge and skills gained in the training. More than half (53%) said that they shared and applied the knowledge and

*I used to be alone all the time. I did not have anyone to share my feelings. I did not have chance to talk to other people around me. When I was inside the cantonment, I was with friends of similar thinking. When I came out of the cantonment, I was feeling lonely and confined to myself. When I went to the Picnic organized by different organizations, I felt that I have the opportunity to share my feelings and shared it with many other friends. I felt that my circle of friendship widened a lot. I made so many friends and it helped me to open up myself to a lot. I felt relieved and placed myself among newfound friends.*

*One of the Female VMLRs (Source UNICEF Evaluation 2011)*

skills in designing youth club activities and implement them. The participants of the FGDs said that the skills and knowledge provided by the training, and review meetings provided them opportunity for them to practice the skills and reflect on them once they gather for review meetings.

This was also verified by

the youth club members who participated in the experiential learning training. The youth club members in Kailali and Dang said that they were able to reach VMLRs in their locality and organize joint programs such as cleaning campaign, peace rally, writing competition among students. It was reported in the FGDs that such program significantly helped the local youth to build relationship with VMLR youth, help the VMLR to mingle with the community people and local youth and local adults to change their perception about VMLRs that they are also young people like any other youth boy or girl in their community.

The outdoor activities were jointly organized by the UNICEF implementing partner organizations and SFCG field staff. The focus group carried out with the participants and youth club members and VMLRs found that this is one of the most influential program that help build relationship

*Coaching was very helpful. I had no idea about peacebuilding. When I attended coaching, I realized that peacebuilding is so important to our work. The instructors of vocational schools need to know peacebuilding so that they can deal with VMLRs. The trainers and other administrative staff dealing with VMLRs and ex-combatants should be aware on conflict sensitivity. If we were given orientation in the beginning of the project, we would have dealt with the VMLRs better than what we did without orientation. The peacebuilding outdoor events such as picnic brought major changes in their relationship with other people. After the peacebuilding event, the behavior of VMLRs undergoing training at BTI showed drastic change. Those who used to be aggressive earlier started to deal with politeness with the instructor and the administrators.*

*Chandra Bahadur Chhetri, Butwal Technical School, Evaluation*

between VMLRs, local youth and the member of implementing partners as well as technical institutes that were provided training to VMLRs.

Out of the 27 survey respondents who responded to the survey questions only 22 reported that they have organized some kind of activities. Out of the 22 respondents who responded to the question, 84 percent organized peacebuilding events, 91 percent organized sports related

outdoor activities and 32percent organized cultural programs involving VMLRs, local youth and community people. Similarly, 64 participants designed programs such as poetry competition, essay competition, street drama, peace run and youth camps, among others. Similarly, 86 percent organized similar peacebuilding, youth leadership and experiential learning training to local youth and VMLRs. Similarly, 21 percent facilitated school enrolment of VMLRs associated with them and 27 percent provided peacebuilding and conflict transformation training to local decision makers and 55percent organized sharing and planning workshop within their own organizations to incorporate peacebuilding programming into their overall program design. The types of programs organized by implementing partners demonstrate a clear indication of SFCG’s success in building their capacity in peacebuilding programming. The FGDs carried out with the participants as well as local youth and VMLRs found that the outdoor activities and other peacebuilding programs involving VMLRs and other community youth and adults helped to build relationship, minimize prejudices and develop empathy between each other.

**Table 5: Peacebuilding and outdoor activities organized by IPs after the training.**

Outdoor Activities	Frequency
PB related dialogue events	18 (84%)
Outdoor activities (Sports)	20 (91%)
Outdoor activities (Cultural program)	7 (32%)
Other outdoor activities (poetry and essay competition, street drama, peace run, youth camp, picnic etc.)	14 (64%)
PB related orientation training to youth/Youth Club/VMLRs	19(86%)
School admission of VMLRs	5 (21%)
Sharing and planning activities	12 (55%)
Established Hoarding Board	11%
Facilitated PB and conflict transformation training the local decision makers	6 (27%)

### 3.4 Development of Resources on Peacebuilding

#### **Result 1.3.1: Peacebuilding practitioners will have increased access to resource materials on peacebuilding to widen their understanding of the subject.**

Since all the 48 implementing partners covering 52 district did not have prior knowledge and experiences on peacebuilding and conflict transformation programs, the project intended to make available as many relevant resources as possible including training manuals, peacebuilding frameworks, program guide books and training videos, documentary and literatures so that participants from the IPs, can sharpen their knowledge and skills learned from the training and apply them effectively in their professional work.

After receiving requests from the implementing partners for resource materials on peacebuilding for their local use, SFCG Nepal adapted and translated number of useful peacebuilding resources. A need assessment was carried out to 48 implementing partners who identified the need for training manuals, training guides and program guides on peacebuilding. In addition, audio visual training aids and reading materials on peacebuilding theories was also requested.

SFCG has not only translated the resources but adapted them by adding local context and examples to them. SFCG translated and adapted a number of peacebuilding literature from English to Nepali. In addition, SFCG selected and voiced over number videos and documentaries on peacebuilding developed by different organizations. Permission from authors and publisher were taken before proceeding with the translation and adaptation work. The translated and adapted materials include the following:

**Guides and Manuals:**

1. Reflective on Peacebuilding Practice (RPP) guide,
2. Youth Leadership for Peacebuilding Training Manual
3. Resource Materials on Facilitating Peacebuilding Dialogues
4. Yvonne Kemper- Youth in War to Peace Transition
5. A Distinction with a Difference: Conflict Sensitivity and Peacebuilding by Peter Woodrow and Diana Chigas
6. A Caritas Peacebuilding Training Manual

**Audio/Visual Resources:**

1. SFCG Nepal Youth and Peacebuilding Documentary
2. Haami Yuva (We the Youth) Documentary
3. The Story of Panyee FC produced by TMB Bank
4. From Peace to Politics: Burundian Women Take Charge produced by UNIFEM
5. Conflict Resolution Ways to Settle Disputes produced by Coronet International
6. Youth Theatre for Peace – Tajikistan produced by International Research and Exchange Board (IREX)
7. Official translation of the National Plan of Action for Rehabilitation and reintegration of children affected by armed conflict in collaboration with the Ministry of Peace and Reconstruction (MOPR).

The review of resource materials at SFCH office was made by the evaluation team and they are found to be very useful resources for target IPs and other organizations and institutions working the field of peacebuilding and conflict transformation in Nepal. The added value of these resource materials is that they are all in Nepali language and peacebuilders from across the country can fully use these resources and implement peacebuilding activities effectively and efficiently. However, the interviews conducted with number of participants found that most of the resources, except RPP Manual, Peacebuilding Dialogue Manual and Youth Leadership and Peacebuilding Training Manual, are yet to reach the participants for them to use. It is important that SFCG acts quickly to disseminate these resources to the IPs as soon as possible so that the peacebuilding practitioners can have easy access to resource materials developed for them.

### **3.5 Outdoor Activities and VMLRs and CAFAAG**

#### **Result 2.1: VMLR, CAAFAG and other youth work together to contribute to peacebuilding and social reintegration at the local level.**

The VMLRs interviewed in Kailali and Dang said that they feel that the society looks down at them with prejudice and since UNMIN tagged them as “disqualified” they feel that they have been stigmatized by the society. Under the prevailing circumstances, they strongly believe that have no option but to return home but they find it very difficult as the community people carry strong stigma against them.



Under the shadow of helplessness and hopelessness, the VMLRs found the outdoor activities such as picnic, home stay programs, sports events and cultural programs involving VMLRs, local youth and community people extremely helpful in regaining their lost confidence and bring them out of isolation

*The outdoor activities were very helpful for me to start my friendship with other youth from the community. Until I joined the outdoor picnic, I did not think that anyone was interested to talk to me. It gave me first chance to speak with people outside of my party circle. The picnic helped me to realize that I was also part of the society and as ordinary youth as others in the community. During that day I clearly observed that the organizers and other youth were treating me equally and it helped me to build my confidence. In the morning, I was sitting alone in the bus and feeling lonely and isolated. I did not speak to anyone. By the end of the day, I felt that I have so many new friends. My husband is in PLA and I have six years old son, who also joined me in the picnic. He also enjoyed a lot in the picnic and was loved by all the participants. That particular day was a turning point for me to change my perception and belief towards the society. Now I feel myself as a part of the society, unlike in the past.*

*A female VMLR interviewed in Kailali.*

and help them mingle with the community people. The VMLRs had been offered different packages by the Government of Nepal and the UNDP, but all of the VMLRs who were interviewed by the evaluation team were not satisfied with the package. It was found that there were three types of VMLRs. The first categories are those who took the package and are satisfied, second: those who took the package but are not satisfied and third: those who did not take the package and living as a group in number of shelters in Kailali, Kanchanpur and Dang, among others. The evaluation team had the opportunity to meet the second and third categories of the VMLRs and listen to their grievance and plights. Those VMLRs who have taken the packages and are graduating

*One VMLR, connected with TPO Kailai, was seriously disturbed as his wife eloped with another man. She left a 5 years old son with the VMLR. He was preparing for the final exam of the class 12 exam, but lost his interest in the preparation after that incident. TPO provided him counseling services to overcome the depression and they encouraged to be part of the picnic organized in Joker Lake in Kailali. He was not motivated to join the picnic as he still felt disturbed. Staff from TPO repeatedly asked him to join the picnic and unwillingly he joined the picnic. However, once the group reached the picnic spot and started to mingle with each other, he was so happy and excited he took the lead in preparing everything in the picnic. He later said that the program changed his thinking and re-motivated him to focus on his goal despite that family crisis. He said so happy for not missing the picnic program. Later he took care of his son well and also prepared and appeared in the exam. The result was yet to be declared during the time of evaluation. That day brought a major change in his life. Narrated by Pabitra Chaudhary, TPO, Kailali.*

of the facilities, their future is still uncertain.

This tells that the VMLRs are largely dissatisfied with whatever has been given to them, and not just with the UN they have their grievances with their own leaders too.

The PLA was supporting the participating VMLRs for six months for basic needs like food and rent. A number of organizations came and discussed with them and promised a lot of things, but it stopped at that. After that no one did anything. So these VMLRs do not have any organizations supporting them nor do they have a direct relation with the party after they were declared “disqualified”.

*More than training, first and foremost we need basic things to survive; after that comes rehabilitation in the society.*

*A VMLR who did not take the package*

They are now in a very difficult position as it is not possible to live with their own family, as they still consider them to be combatants and the community also sees them as “culprits of the past” and are not positive towards them. As long as this attitude of people and their behaviour towards them do not change the VMLRs will have a tough time trying to live in their own homes and communities. Thus, it is important that the reconciliation efforts at the community level involving community youth and local leaders is very important to develop a favourable environment for the VMLRs to return to their society without direct and indirect resistance from the community people, especially from the political parties other than their mother party. The VMLRs reported that whenever they visited their families during holidays or weekends, many sarcastic comments were targeted towards them. This was also corroborated by the members of IPs, who worked closely with VMLRs as well as community members in the past few years in the course of reintegration and rehabilitation of CAFAAG and VMLRs. The VMLRs said that they feel very uncomfortable and stigmatized because of the unfavourable circumstances, which was also echoed by the staff of IPs who are working with them. This highlights the importance of the capacity building training offered by SFCG to IPS and other peacebuilding work such as outdoor activities supported by SFCG in order for effectively reintegrate and rehabilitate the VMLRs in the community they belong to.

*They gave us training on goat raising but didn't give us goat, and we cannot even afford to buy a goat. How can we say that we are satisfied with the package?*

*A VMLR who took the package*

The FGDs with the VMLRs found that they expect short term basic needs like food, shelter and clothes. In addition, they have long term expectations of supportive environment for employment especially because at this stage many people are not positive towards them.

The group discussion with 18 VMLRs including three women in one of the shelters in Kailali found that the party leadership advised them not accept any packages and they followed their advice. However, later the party leadership did not bother to address their plights but ‘now the party does not care about them’.

The VMLRs are in such a situation where they articulated that they feel betrayed, and have become very aggressive. This could lead to a worsening situation considering the fact that they have a long time experience with arms and mines and explosive devices. What is disappointing is the fact that even UNDP and one of the European Ambassadors paid visits to them and made lots of promises but they have not followed-up after that. The VMLRs thus are very disillusioned with everyone and are not even interested to join a discussion. SFCG could play a vital role in this situation and take up this issue and address it.

*I finished my +2 education offered by the UN Package but cannot do anything beyond that. They cannot support me for further education. I and my family cannot afford to pay for my further education and hundreds of people with Masters Degree education in Bajhang district. The only employment option in the remote district is teaching in schools. So what employment I can expect with my +2 education. This UN package is taking us nowhere.*

*A female VMLR, who took education package, graduated with +2 education and currently living with the groups of VMLRs in Kailai in a joint shelter expressing her frustration*

the FGD results was also corroborated by the survey result that 72 percent of the training participants said that the VMLRs they are working with are not satisfied with the packages provided to them and they are having difficulty for their reintegration and rehabilitation into

the society, whereas only 28 percent are satisfied with the packages are employed or continuing their education. The evaluation survey also found that 69 percent of the VMLRs were not satisfied with psychosocial package while 55 percent of them were dissatisfied with the education package. On the contrary, 50 percent of those who were offered vocational training packages are satisfied with the package as most of them got employment immediately after completing the vocational training. Our evaluation also suggests that our results are aligned with UNICEF’s own evaluation report<sup>6</sup>, which also documents evidences of VMLRs being not satisfied with the package offered by the UN and the Government of Nepal for their so-called reintegration and rehabilitation.

**Table 6: VMLR Associated with UNICEF IPs under different packages (as reported by surveyed IPs)**

Package	VMLR %	Status		
		Satisfied and existing condition is good	Less satisfied and existing condition is poor	Not satisfied and existing condition is poor
Education Package	44%	28%	17%	55%
Vocational Training Package	14%	50%	50%	0%
Psychosocial Support	24%	25%	6%	69%
Did not take any packages	18%			
Total	100%	28%	16%	56%

Table7 illustrates that this project was successful in engaging directly with the VMLRs through different UN packages and other activities. Overall training participants have worked with 45 percent of VMLRs residing in the 15 districts surveyed. Table 7 shows that the IPs have worked with 76 percent of VMLRs in Ilam, 93 percent of VMLRs in Chitwan and 92% of VMLRs in Banke. However, very few VMLRs from Dhankuta (2%), Arghakhachi (7%), Makawanpur (9%), Nawalparashi (12%) Sankhusabha (12%) and Morang (19%) have reached UNICEF IPs to discuss the packages or rehabilitation process. Despite the initial strategy of the UNIRP to reach as many as VMLRs as possible, the decision to focus the implementation of peacebuilding activities in regional centers is decided with the intention of serving larger number of VMLRs who wished to take part in the vocational and micro-enterprises training at the regional centers. This strategy adapted only after the completion of youth leadership and peacebuilding training to youth from local youth clubs<sup>7</sup>. However, this strategic shift deprived large number of VMLRs the opportunity of reintegrating and rehabilitating into their own communities in the lack of the community focused reintegration and reconciliation focus. The cost and benefit of the strategic shift needs a serious reflection by all involved in the project so that future activities can be planned based on the findings of the reflection.

Further it is also important for the Government of Nepal, especially the Ministry of Peace and Reconstruction (MOPR) in the course of implementing the National Plan of Action on Rehabilitation and Reintegration of Children affected by Armed Conflict in the coming years focuses on reaching as many VMLRs as possible and devises activities and strategies in order to ensure their smooth reintegration and reconciliation so that they can start their life anew.

<sup>6</sup>UNICEF Literature ([www.unicef.org/Nepal](http://www.unicef.org/Nepal))

<sup>7</sup> SFCG, 2001. Capacity Building in Youth Leadership and Peacebulding. Final Evaluation Report, 2011.

**Table 7: Total VMLR and the training participants (UNICEF) working with**

Region	District	Total VLMRs	VLMRs who participated in UNICEF Programs	Total %
Eastern	Dhankuta	87	2	2%
	Ilam	132	100	76%
	Jhapa	76	32	42%
	Morang	59	11	19%
	Sankhuwasabha	104	16	15%
	Terathum	52	23	44%
	<b>Total</b>	<b>510</b>	<b>184</b>	<b>36%</b>
Centre	Chitwan	42	39	93%
	Makwanpur	91	9	10%
	<b>Total</b>	<b>133</b>	<b>48</b>	<b>36%</b>
Western	Arghakhanchi	56	4	7%
	Nawalparasi	67	8	12%
	<b>Total</b>	<b>123</b>	<b>12</b>	<b>10%</b>
Mid-western	Banke	136	125	92%
	Bardiya	202	101	50%
	Dang	267	104	39%
	Jajarkot	34	22	65%
	<b>Total</b>	<b>639</b>	<b>352</b>	<b>55%</b>
<b>Far-western</b>	Kailali	145	99	68%
		<b>1550</b>	<b>695</b>	<b>45%</b>

However, there are many examples of success stories of improved relationship between VMLRs and local youth and youth clubs. In the Eastern Region, the evaluators found that VLMR/CAFAG and other youth have been working together to contribute to peacebuilding and social reintegration at local level. Examples suggest that youth clubs have been most effective in bringing the VLMR/CAFAG and other youth together and giving them common platform. Organizing different games such as volleyball and football have also been effective reintegration tool. Many VMLRs and CAFFAGs themselves have taken leadership roles in various youth and sports clubs. For example one VMLR in Kailali is currently the president of the Kachanjuga Youth Club whereas Raja Nepali, A CAFAAG, has been elected as the president of Aware Society Service (OKHE) which works on building peace in the society. With the help of the youth clubs, the reintegration process of these VMLRs and CAFAAGs has become much smooth. As a result, school teachers started to treat all the youth from the community equally.

In the Western region, after consultations with UNICEF implementing partners, local children's club and youth clubs have been helping the reintegration and rehabilitation process of VMLR/CAAFAG. In the Mid-west, Youth Alliance in Dang has collected school stationeries for 20 CAFAAGs in the district. Similarly, they have also given 10 VMLRs positions in the Alliance and have given them various responsibilities. In Salyan youth club after the opening membership to VMLRs have become active and started taking leadership role in development work in the community.

In the Centre Region, recreational events such as picnics helped VMLRs to open up easily. This helped in the process of psychosocial counselling. In addition, VMLRs problem was easy to identify and solve because they were more open. Similar results were obtained through incorporating VMLRs in outdoor experiential learning.

#### **4. IP's Lesson Learnt working with VMLRs**

UNICEF's implementing partners have extensively worked with CAFAAG and VMLRs for the last three years. Based on their experience they were asked to pen down their working experiences and lesson learnt working with VMLRs and CAAFAGs. The implementing partners suggested that it was easier for them to identify VMLRs/CAAFAGs issues and problems after involving them in the executive body of local youth organizations. However, they also stated that building trust and rapport is a difficult process and requires proper skills. However, they felt confidence and empowered to deal with the VMLRs after receiving training on peacebuilding and conflict transformation.

IPs suggested that to understand real problems and issues of VMLRs and CAFAAGs they have to establish a good relationship. Furthermore, IPs also stated that involving VMLRs/CAAFAGs in community development projects helps them to reintegrate in their respective societies. They suggested that individuals working with VMLRs/CAAFAGs should firstly work on gaining acceptance from them by creating an environment of trust and should have good facilitation skills as well as good understanding of conflict sensitivity.

The IPs stated that the interest and needs of VMLRs/CAAFAGs should be identified and focus should be given to skill development training for employment opportunity along with activities that facilitate community acceptance and understanding. Furthermore, follow-up support needs to be continued because economic/social/psychosocial reintegration is a long process.

The IPs identified that VMLRs/CAAFAGs are not self-reliant and dependent on projects. However, youth clubs are the appropriate forum to engage them while dialogue can be used as appropriate tools to solve their problems. In addition, they also stated that dialogue and cultural activities helps to address the grievances of VMLR/CAAFAG. Furthermore, these activities also help in the process of behavioural change. According to IPs VMLRs/CAFAGs are key actors for peacebuilding and there are lot of possibilities to integrate them into society.

The peacebuilding component supported by SFCG was a small component of the larger project consortium which is implementing a number of other activities to support the reintegration of VMLRs. Thus, it is difficult to assess the sustainability aspect of the peacebuilding component in isolation. The component becomes sustainable, only, if the youth clubs are given support or guided to collaborate with other local and external organizations. It is important that the sustainability aspect needs to be looked as part of the overall program streams and their impact at societal and individual level.

One of the biggest challenges SFCG encountered was that of the struggle of generating multiplier effects of the training and developing linkages and coordination with other activities. SFCG did not have any control and influence over the activities of the UN organizations as well as UNICEF IPs, whose programs are already developed and any activities related to reintegration of VMLRs are not their priority programs, rather a short

term project. Many IPs reported that when they plan their activities they did not have budget to develop programs and use the learning from the training on peacebuilding. One particular example was that of Reflecting on Peace Practices training. When they underwent RPP training, they were very much excited to apply that learning on program design. However, there was a sense of frustration among the participants that once it comes to program design, they had very little time and opportunity to apply RPP skills in program design due to limited funds.

The capacity building in youth and peacebuilding project was implemented with the participation of a number of partner organizations including SFCG. The evaluation focuses on looking, reviewing and reflecting into the activities for which SFCG was responsible. However, the evaluation team found it difficult to look into the contribution of SFCG intervention in isolation as all the activities implemented by different partner organizations were interlinked. Effectiveness or ineffectiveness of one activity/program strand or one partner has consequences on the activities implemented by other partners. Despite the fact, the evaluation team has tried to look into the effectiveness or contribution of SFCG interventions towards achieving the goal of facilitating social-reintegration of VMLRs, including self/informally released CAAFAG in their community and enhance their participation in the peace process as agents of change at the local level.

## **5. Conclusions and Recommendations**

The evaluation shows the project has been successful in meeting its overarching goal to support the overall peace process through the promotion of social reconciliation and peacebuilding at the local level. The evaluation shows that there has been a significant increase in knowledge on peacebuilding among the training participants as a result of these trainings. Through the various trainings and coaching provided by this project the program coordinators of the implementing partners have shown visible increase in their capacity to design, implement and evaluate peacebuilding programs. There are also instances of UNICEF IPs incorporating peacebuilding programming as part of their overall programs.

It was found that the TOT on Experiential Learning training was particularly effective in shifting the knowledge and attitude of the participants and how they will facilitate training in the future. The expected result of increasing the knowledge and skills to organize effective outdoor leadership activities with youth from across dividing lines by peacebuilding focal person from the implementing partners was met.

The dialogue training was a first of its kind for all the participants as none of them had participated in any types of dialogue training in the past. This evaluation found that after the dialogue training, the participants were able to apply that knowledge to organize dialogues at local level. Similarly, the RPP training and Peacebuilding DM&E training were particularly effective in building conflict analysis skills, conflict sensitivity, programs design and developing reflective lens while designing and implementing any programs or projects. Overall evaluation of the trainings suggests that almost all participants found the trainings to be useful and relevant. As a result of the project VMLR, CAAFAG and other youth have started to work together to contribute to peacebuilding and social reintegration at the local level. More than half of the participants said that they shared and applied the knowledge and skills in designing youth club activities and implementing them. Additionally, the resource materials that SFCG translated were found to be very useful resources for target IPs and other

organizations and institutions working the field of peacebuilding and conflict transformation in Nepal.

In a situation where the VMLRs feel that the society looks at them negatively and since the UNMIN tagged them as “disqualified” they feel like they have stigmatized in the society and feel that they will not be accepted by their community; the project has played a positive role in engaging directly with the VMLRs through different outdoor and experiential learning methodologies. It has equipped IPs with new ways to engage VMLR, build trust, and provide value to them in their work. There are many examples of success stories of improved relationship between VMLRs and local youth and youth clubs. Though there is still a long way to go and there are challenges working with the VMLRs and the communities they live in, this project has provided a base for carrying forward more such social reconciliation and peacebuilding activities at the local level.

The following recommendations are meant to further improve the project achievements in the future.

1. For reintegration and reconciliation, more outdoor and experiential learning activities should be organized not only with youth but also with the community people where the VMLRs are being reintegrated and rehabilitated. This creates a favorable environment at the receiving end for the reintegration and rehabilitation of VMLRs. SFCG should also work with key people who can have influential effect in the communities. This will ensure continued peacebuilding in the project areas.
2. SFCG needs to develop some program strategies that helps the 48 organizations to apply the skills learnt from the training into [practice so that the learning becomes sustainable.
3. SFCG field staff should provide regular follow up visit and provide technical support to and on-site coaching to IPs, so that their ownership of work related to SFCG grows. If this is done then the implementing partners will incorporate peacebuilding components in their own annual planning.
4. There has been a huge demand for further SFCG trainings technical support for outdoor activities and peacebuilding training and SFCG should definitely continue providing such support and trainings in the future. SFCG needs to develop resource materials for outdoor activities and experiential learning methodologies in Nepali and provide them to IPS, so that they can organize such activities locally and frequently.
5. To avoid blanket approach three different types of interventions should be developed for different types of VMLR groups. The evaluation has identified three types of VMLRS- i. VMLRs who took the package and are satisfied, ii. VMLRs that took the package and are not satisfied iii. VMLRs who did not take any packages. To address the issues of these three groups’ different types of intervention should be developed respective to the three different VMLR groups.
6. Long term needs of VMLRs should be identified and addressed. However, first priority should be given to short term (basic needs) of VMLRs. This helps the VMLRs to provide themselves with basic necessities as well as empower them to

tackle future problems. In addition, SFCG programs could act as a bridge between the VMLRs and their respective communities.

7. While dealing with VMLRs, the facilitators and trainers should have patience and good knowledge on conflict sensitivity. SFCG trainings should be more focused on these aspects while giving trainings to trainers.
8. The evaluation also found that a lot has been invested for VMLRs but they are not satisfied and the funds are not working effectively enough, in their perception, to reintegrate them in the society. These findings suggest that current situation provides an opportunity where SFCG, IPs and UNICEF can identify VMLR needs and design appropriate training responses to address those. Experiences from the field suggest that if we meet the expectation and interest of VMLRs, even a small amount can bring big changes in terms of intervention and reintegration.



### Annex 1: Surveyed participants (In summary)

Training	Female		Male		Total	
Designing, M&E Peacebuilding Training	5	42%	11	23%	16	27%
Advance Youth Leadership Training	2	17%	4	8%	6	10%
ToT on Outdoor Leadership and Experiential Learning	2	17%	10	21%	12	20%
Reflecting on Peace Practice (RPP) Training	2	17%	9	19%	11	18%
Training on Conducting "Peacebuilding Dialogue"	1	8%	11	23%	12	20%
Review and Planning	0	0%	3	6%	3	5%
<b>Total</b>	<b>12</b>	<b>100%</b>	<b>48</b>	<b>100%</b>	<b>60</b>	<b>100%</b>

### Annex 2: List of surveyed participants

SN	Name	Sex	Age	District	Organization	Position
1	Dinesh Pradhan	M	33	Dhankuta	SOLVE-Nepal	Facilitator
2	SaratiMoktan	F	21	Dhankuta	SOLVE-Nepal	Facilitator
3	LokBahadurKhadka	M	23	Dhankuta	SOLVE-Nepal	Staff
4	Tika Ram Linkha	M	31	Sankhuwasabha		Staff
5	Bishnu Kumar Devkota	M	28	Dang		Board Member
6	Prakash Adhikari	M	35	Ilam	PAG-Nepal	Staff
7	Ram SharanTimalshina	M	30	Makawanpur	Child Welfare Society	Staff
8	Sushil Raj Giri	M	27	Makawanpur	Child Welfare Society	Staff
9	GomaPanthi	F	26	Argakhanchi	Oppressed Tribal Cast and Development Council	Staff
10	BishnuPoudel	F	42	Morang	CIMN	Staff
11	ParbatiPande	F	22	Banke	CVICT,Nepal	Staff
12	Birendra K Thapa	M	27	Nawalparsi	IndreniSamaj Kendra (ISK)	Staff
13	Madahv Pokharel	M	30	Pyuthan	Janajyoti Community Development Centre	Board Member
14	UttamGurung	M	32	Chitawan	DiyaloParibar	Facilitator
15	Lok PpriyaKhanal	M	32	Ilam	PAG-Nepal	Staff
16	KhagendraBaskota	M	35	Panchthar	PAG-Nepal	Executive Member
17	DikBahadur Karki	M	42	Terathum	PAG-Nepal	Staff
18	Chandra P Chundal	M	39	Jhapa	PAG-Nepal	Executive Committee
19	SonamBantawa	F	32	Ilam	PAG-Nepal	Staff
20	Ram Jung Saha	M	40	Jajarkot		Staff
21	Radha Dhungana	F	35	Morang	CMN	Staff
22	RajuBhandari	M	39		World Education	Staff
23	Gita Khatri	F	25	Kailali	Nepal Red Cross Society, Kailali	Staff
24	Laxmi Nath Gyawali	M	40	Rupandehi	IndreniSocial Development Centre (ISDC)	Program Coordinator
25	Kama DhojSilwal	M	20	Dang		Staff
26	PabitraChaudhari	F	25	Kailali	TPO, Kailali	Counselor
27	Barsha Shah	F	24	Dang	Youth Network	Social Mobilizer

### Annex 3: Training Held

Year	Training	Date	Place	Male		Female		Total
2010	Youth Leadership for Peacebuilding Training	2-6 August 2010	Nepalgunj	15	65%	8	35%	23
	Youth Leadership for Peacebuilding	20-24 June 2010	Kathmandu	15	68%	7	32%	22
	Reflecting on Youth & Peacebuilding Practice	30 June -3 July 2010	Kathmandu	24	80%	6	20%	30
		14-17 September 2010	Kathmandu	21	91%	2	9%	23
Total				75	77%	23	23%	98
2011	Tot on experiential learning		Chitawan	22	76%	7	24%	29
		05-09 September 2011	Chitawan	19	90%	2	10%	21
	Advanced Youth Leadership Training	14 -16 November 2011	Kathmandu	12	25%	36	75%	48
	Workshop on Designing Monitoring and Evaluating Peacebuilding Programs	14th -16th Nov 2011	Kathmandu	21	70%	9	30%	30
Total				74	58%	54	42%	128
<b>Total</b>				<b>149</b>	<b>66%</b>	<b>77</b>	<b>34%</b>	<b>226</b>

#### **Annex 4: Different Types of Training Offered by SFCG to 48 UNICEF IPs**

Following training were provided by SFCG to the UNICEF IPs over the past one year, besides review meeting, outdoor activities and follow up coaching by SFCG field coordinators.

***Training on Youth Leadership for Peacebuilding:*** The training was based on SFCG's basic training module on 'Youth Leadership for Peacebuilding'. The purpose of the training was to provide participants with knowledge and skills on peacebuilding tools to work with different youth and community clubs and to design and sustain youth and peacebuilding programs at local and district levels.

***Advance training on Youth Leadership for Peacebuilding:*** The purpose of the training was to build the capacity of these youth leaders so that they can define their role in peacebuilding and can design and conduct peacebuilding activities in their respective communities.

***Training of Trainers on Outdoor and Experiential Learning in Peacebuilding:*** The objective of the training was to equip the participants with experiential learning and outdoor tools so that they can use it in peacebuilding.

***Training on Design, Monitoring and Evaluating Peacebuilding Programs:*** The overall objective was to enhance the knowledge and skills of the participants to design, monitor and evaluate peacebuilding programs that engage youth in all phases of project development with best practice concepts and tools.

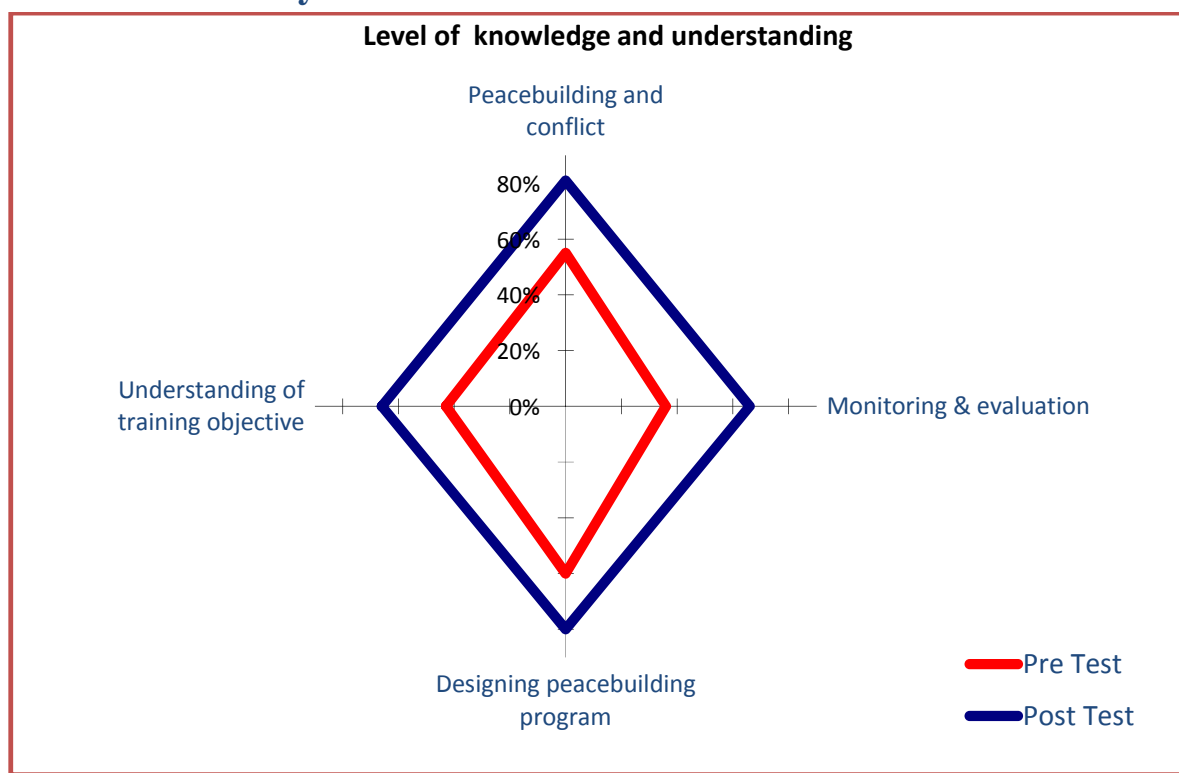
***Peacebuilding Dialogue Training:*** This was a demand driven training tailor made for the UNICEF project implementing partners to help them facilitate dialogue training at local level. The overall objective of the training was to build the knowledge and skills of the partner NGOs to facilitate dialogue with VMLRs and with VMLRs and community people including political stakeholders.

## Annex 6: Sample result of pre- and post-test of training programs

### Training on Design Peacebuilding Program Pre-Post Test Analysis

<b>Training Name</b>	Design Peacebuilding Program
<b>Date</b>	15-18 February 2012
<b>Venue</b>	Park Village, Budhanilkantha
<b>Total Participants</b>	30
<b>Facilitators/Trainers</b>	Shiva K Dhungana & Mina Sharma
<b>Project</b>	UNICEF

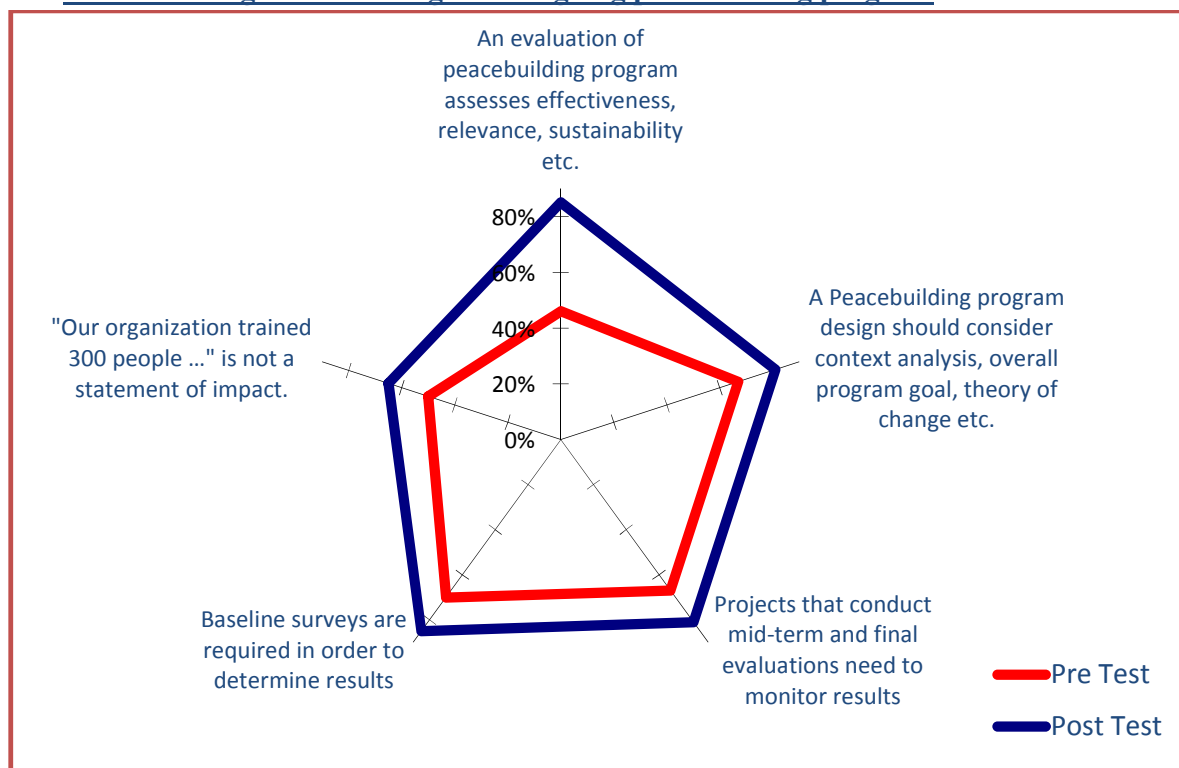
#### Part A: Summary



SN	Areas	Pre Test (A)	Post Test (B)	Differences (C=B-A)
1	Understanding on peacebuilding and conflict	55%	81%	26%
2	Knowledge on monitoring & evaluation	36%	66%	30%
3	Understanding and knowledge on designing peacebuilding program	60%	80%	20%
4	Understanding of training objective	43%	66%	23%
	<b>Total</b>	<b>49%</b>	<b>73%</b>	<b>24%</b>

## Part B: Details

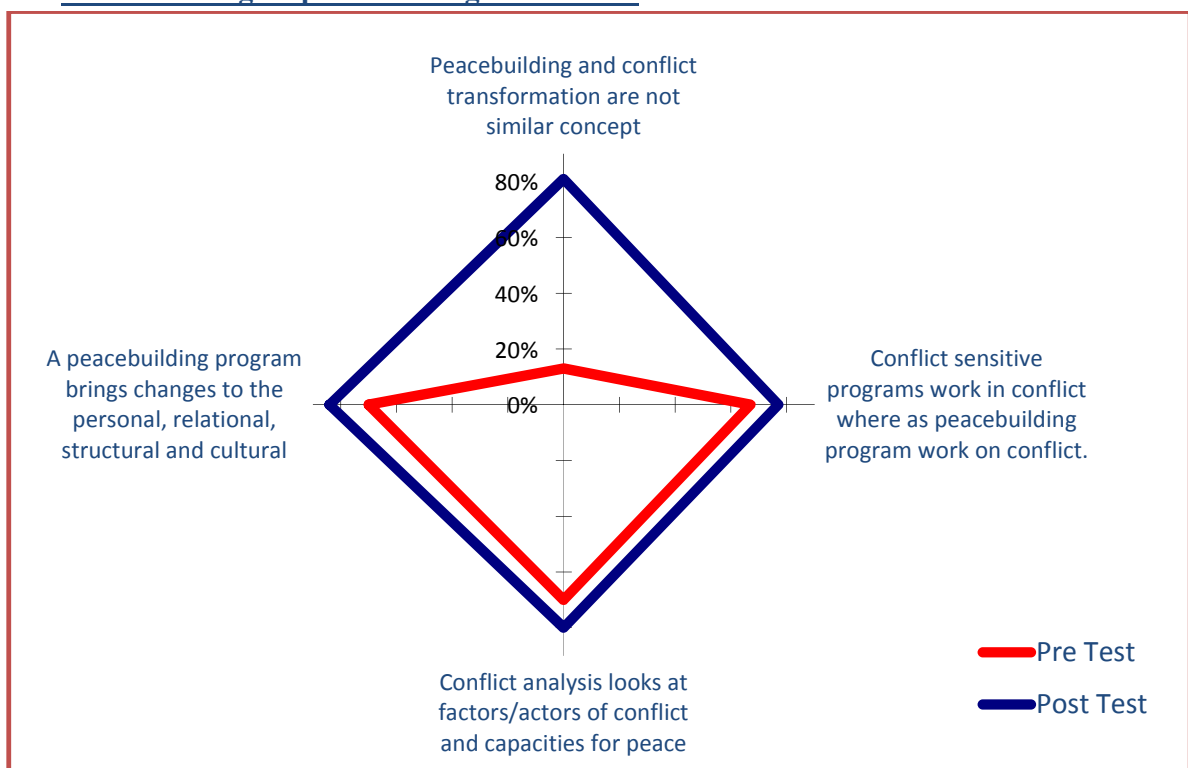
### B1: Understanding and knowledge on designing peacebuilding program



SN	Areas	Pre Test (A)	Post Test (B)	Differences (C=B-A)
1.	<b>An evaluation of peacebuilding program assesses following aspects of a program</b>			
	1.1 Effectiveness	27%	3%	-24%
	1.2 Relevance	0%	0%	0%
	1.3 Sustainability	10%	12%	+2%
	1.4 Coherence	0%	0%	0%
	1.5 Coordination	10%	0%	-10%
	<b>1.6 All of the above</b>	<b>46%</b>	<b>85%</b>	<b>39%</b>
	1.7 Don't know	7%	0%	-7%
2.	<b>A Peacebuilding program design should consider the following aspects</b>			
	2.1 Context analysis and need assessment	17%	0%	-17%
	2.2 Overall program goal	3%	0%	-3%
	2.3 Theory of change	10%	4%	-6%
	2.4 Specific objective and activities	3%	0%	-3%
	2.5 Stakeholders, beneficiaries and spoilers	0%	0%	0%
	2.6 Scope, resources and risks	0%	0%	0%
	2.7 Indicators of success	0%	15%	-15%
	<b>2.8 All of the above</b>	<b>67%</b>	<b>81%</b>	<b>+14%</b>

	2.9 None of the above	0%	0%	0%
	2.10 Don't know	0%	0%	0%
3.	Projects that conduct mid-term and final evaluations do not need to monitor results			
	1.1. True	17%	15%	-2%
	<b>1.2. False</b>	<b>67%</b>	<b>81%</b>	<b>+14%</b>
	1.3. Don't know	16%	4%	-12%
5.	Baseline surveys are required in order to determine results			
	<b>1.1. True</b>	<b>70%</b>	<b>85%</b>	<b>+15%</b>
	1.2. False	27%	11%	-16%
	1.3. Don't know	3%	4%	+1%
2.	"Our organization trained 300 people this year in conflict sensitive development" is a statement of impact.			
	1.1. True	23%	27%	+4%
	<b>1.2. False</b>	<b>50%</b>	<b>65%</b>	<b>+15%</b>
	1.3. Don't know	27%	8%	-19%
	<b>Total correct answer</b>	<b>60%</b>	<b>80%</b>	<b>20%</b>

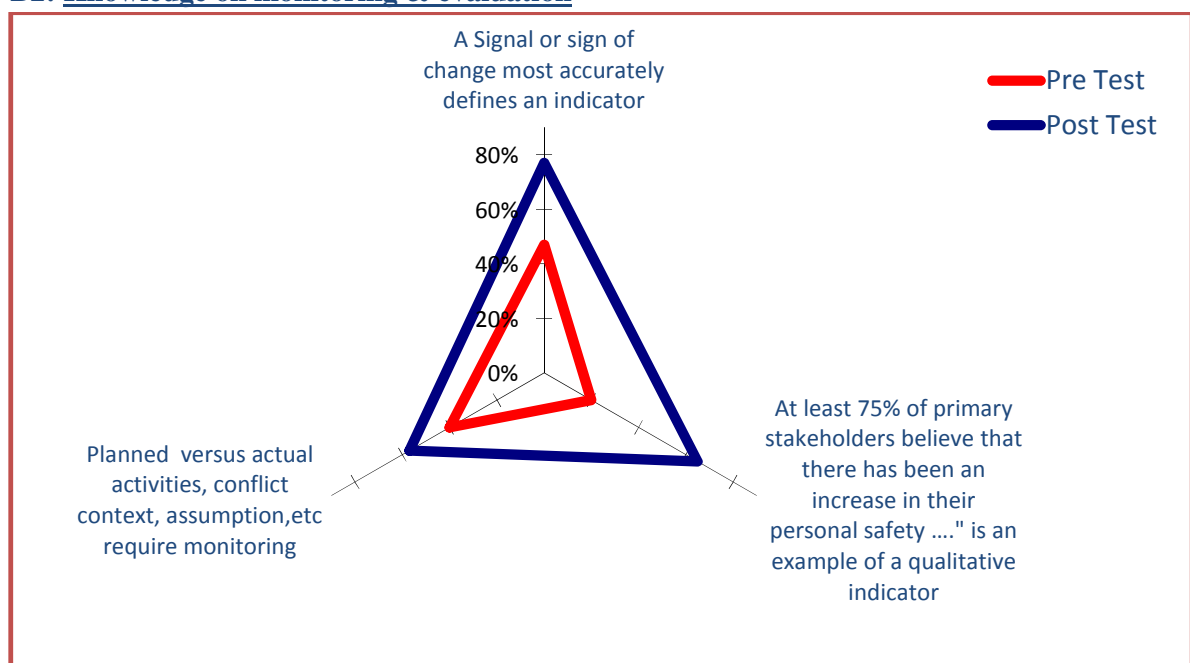
## B2: Understanding on peacebuilding and conflict



SN	Areas	Pre Test (A)	Post Test (B)	Differences (C=B-A)
1.	Peacebuilding and conflict transformation are similar concept			
	1.1. True	53%	19%	-34%

	<b>1.2. False</b>	<b>13%</b>	<b>81%</b>	<b>+68%</b>
	1.3. Don't know	14%	0%	-14%
2.	Conflict sensitive programs work in conflict where as peacebuilding program work on conflict.			
	<b>1.1. True</b>	<b>67%</b>	<b>77%</b>	<b>+10%</b>
	1.2. False	20%	19%	-1%
	1.3. Don't know	13%	4%	-9%
3.	Conflict analysis looks at			
	3.1. Factors of conflicts	17%	12%	-5%
	3.2. Actors of conflicts	3%	8%	+5%
	3.3. Capacities for peace	10%	0%	-10%
	<b>3.4. All of the above</b>	<b>70%</b>	<b>80%</b>	<b>+10%</b>
4.	A peacebuilding program brings changes to the following level			
	4.1 Personal	7%	0%	-7%
	4.2 Relational	0%	4%	-4%
	4.3 Structural	7%	4%	-3%
	4.4 Cultural	0%	0%	0%
	4.5 All of the above	70%	84%	+14%
	<b>4.6 One or more of the above</b>	<b>17%</b>	<b>4%</b>	<b>-13%</b>
	4.7 Don't know	0%	4%	+4%
	<b>Total correct answer</b>	<b>55%</b>	<b>81%</b>	<b>26%</b>

## B2: Knowledge on monitoring & evaluation



SN	Areas	Pre Test (A)	Post Test (B)	Differences (C=B-A)
1.	Please indicate which one of the following most accurately defines an indicator			
	1.1 The number of results from the	20%	19%	-1%

	project/program			
	1.2 A Signal or sign of change	<b>47%</b>	<b>77%</b>	<b>+30%</b>
	1.3 Proof that the project/program is doing what is said it would do	3%	4%	+1%
	1.4 The short term consequences of project outputs	0%	0%	0%
	1.5 Do not know	30%	0%	-30%
2.	"At least 75% of primary stakeholders believe that there has been an increase in their personal safety since the beginning of the program" is an example of			
	2.1 A quantitative indicator	23%	35%	+12%
	2.2 A qualitative indicator	20%	<b>65%</b>	<b>+45%</b>
	2.3 A proxy indicator	10%	0%	-10%
	2.4 A compound indicator	20%	0%	-20%
	2.5 Do not know	27%	0%	-27%
3.	Which of the following require monitoring			
	3.1 Planned versus actual activities	50%	31%	-19%
	3.2 The conflict context	3%	0%	-3%
	3.3 Assumptions	0%	4%	+4%
	3.4 External evaluators	0%	4%	+4%
	3.5 Progress toward results	7%	4%	-3%
	3.6 All of the above	40%	57%	+17%
	<b>Total correct answer</b>	<b>36%</b>	<b>66%</b>	<b>30%</b>