

# **Search for Common Ground - Nepal Program**

## **The Role of Youth in Peacebuilding and Community Decision Making in Nepal**

### **Two-Year Programmatic Evaluation Report**

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## List of Acronyms

|        |  |
|--------|--|
| CAAFAG | Children Associated with Armed Forces and Armed Groups |
| CFO    | Community Focused Organization                         |
| CFP    | Community Focal Person                                 |
| FGD    | Focused Group Discussion                               |
| MITRA  | Management Innovation Training and Research Academy    |
| NGO    | Non Governmental Organization                          |
| PNGO   | Partner Non Government Organization                    |
| SFCG   | Search for Common Ground                               |
| SPSS   | Statistical Package for Social Sciences                |
| TOR    | Term of References                                     |
| UNICEF | United Nations Children's Emergency Fund               |
| VDC    | Village Development Committee                          |

## Executive Summary

Search for Common Ground (SFCG), has been working in Nepal since February 2006, with support from the European Commission, UNICEF, the Belgian Ministry of Foreign Affairs and the World Bank. Using media and community-based activities, SFCG aims to foster the participation of key sectors of the population in Nepal in the peacebuilding process, with a particular focus on youth.

In this context, SFCG conducted two-year programmatic evaluation to assess the outcomes, successes and shortcomings of their youth in peace building and community decision making project activities. .

The evaluation team adopted a broad-based methodology to evaluate the project activities guided by the principles of SFCG's work: participatory, culturally sensitive, committed to capacity building, affirming and positive while, honest and productively critical, valuing knowledge and approaches from within the context.

The evaluation is based on the analyses of data and information obtained from the field survey and secondary sources, especially the baseline survey report. While quantitative data were analyzed using SPSS (Statistical Package for Social Science) software, qualitative data were analyzed thematically using content analysis techniques. All data received from the field were analyzed and presented in four levels: (a) outcome level, (b) process level, (c) organization level, and (d) overall. Some cases and examples are used to support the major findings and conclusions.

### 1. Major Findings

#### 1.1 Outcome Level Findings

The SFCG youth program successfully achieved its first behavioral change objective- *rural youth will analyze the pressures on them in terms of what choices they have and how to respond these pressures*. The radio drama program- *Nayaa Bato Nayaa Paailaa* and the district level youth leadership for community peacebuilding training appeared to be a helpful measure of youth participation in peacebuilding processes in their communities. These programs substantially helped the rural youth increase their confidence and their ability to communicate with the adults in the community. Their ability to understand negative consequences of conflict and view education as a basic right shows an improved analytical ability towards understanding the conditions that affect their lives. As a large part of SFCG youth program, community youth realized the need to be involved in peacebuilding processes. The youth demonstrated a sense of control over their lives, showing their ability to set achievable life goals which included participation in the community peace-building process.

The SFCG youth program largely achieved its one of the key behavioral change objectives- *rural youth will be organized to address the root causes of conflict at the local level*. In general, youth's involvement in peacebuilding activities, conflict resolution, social service, social change, social harmony, and civic education has increased. The rural community youth who were contacted in this evaluation reported an increase in their ability to organize and address the root causes of conflict with a greater understanding of their roles in community peacebuilding. However, several factors such as poverty, unemployment, political exclusion, social disparity, and the lack of education

limited SFCG youth program from accomplishing this objective with a greater success. With regard to youth's involvement in bringing people together from across dividing lines, they perceived it difficult but possible to do. In their experiences, political groups are the most difficult groups to bring together, while the youth leadership development training appeared to be useful in bringing people together.

The third objective of the SFCG youth program- *rural youth will represent and take leadership roles in all levels and types of decision making processes*- seems to have been moderately achieved. While the evaluation findings suggest that youth's participation in decision making processes increased, several factors prevented SFCG's youth program from being more effective. Most important is that community adults still do not fully accept youth's abilities to make decisions and solve problems, believing that youth do not have capacity to understand the depth of the problems faced. However, acceptance of the role of youth (by adults) as community level decision makers and problem solvers is slowly increasing as adults are beginning to understand the value of youth participation and its importance in community level decision making processes. Also noteworthy is that adults' perception around youth and conflict/peace is gradually becoming more positive, hopefully affecting youth's leadership roles in community level decision making processes in the future. .

The evaluation findings claim that the SFCG youth program positively impacted its last behavioral change objective- *rural youth will utilize the tools of dialogue and discussion to prevent and resolve disputes at family and community levels*. While most young people in the communities prefer non-violent tools (dialogues and discussions) of conflict resolution, they often do not find opportunities to utilize the tools, prevented from participating in these processes by adults who perceive young people as too inexperienced and immature to participate. However, adults' willingness to engage in dialogues with youth shows an increase in belief that young people have a role to play. Many adults in the community reported that their inability to engage in dialogue with young people is often due to that fact that they themselves do not know how to involve them. SFCG youth program played an important role in turning adults' negative perception of youth into positive ones, demonstrating an increase in community –level empowerment of youth as contributors to the peace building process. As such, this evaluation concludes that SFCG youth program positively contributed to prevent and resolve disputes at family and community levels.

## **1.2 Process Level Findings**

According to the PNGO's, field staff, and community participants, SFCG arguably lacks bottom-up planning<sup>1</sup>. While the evaluation noticed some degrees of flexibility in the SFCG's current monitoring and reporting system and that the monitoring and evaluation system adopted by SFCG seemed largely functional and user friendly, it was reported that the feedback given by the field staff is sometimes omitted by the project management<sup>2</sup>.

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<sup>1</sup> A practice of project planning and programming by involving direct beneficiaries in all components of a project cycle.

<sup>2</sup> Project Management refers to SFCG's country level management.

SFCG's partner NGOs seemed to be very happy with the freedom and flexibility provided to them during program implementation and reporting. However, they raised an issue of their participation in the planning and programming phase of the project. Structural issues to amalgamate<sup>3</sup> the project staff into partners' organization were also observed during the evaluation. Field staff reported that the criteria for entering partnerships are often unclear, particularly during the phase-in and phase-out activities.

The *Nayaa Baato Nayaa Paailaa* radio program was reported in the field to be very effective among others. It stood up in the second position among other most popular radio programs: *Saathi Sanga Manakaa Kuraa*, *Ramolbali Daamodar*, *Din Pratidin*, and *No Tension*. Participants who took part in the evaluation reported the usefulness of the programs, particularly the radio program, in peace building, behavioral change, awareness building, entertainment, and promoting education and development. District level youth leadership training in peacebuilding was also found effective in developing and empowering youth but it is expected to organize such training in a mobile training module<sup>4</sup> in order to make it contextual and more inclusive.

The evaluation team found SFCG staff<sup>5</sup> very motivated and committed. The process followed in staff selection was innovative and appropriate. Staff socialization, induction, training, and scheduled review meetings appeared to be highly successful while some concerns such as low pay, short periodic contract, and lack of minimum required physical facilities appeared as grey areas which need to be addressed in future.

### **1.3 Organization Level Findings**

The evaluation team observed self-managed teams at SFCG as by-products of organizational vision, values, strategic orientation<sup>6</sup>, and culture developed at and around SFCG. SFCG has adopted a "T Approach"<sup>7</sup> as a guide to designing and implementing its whole program activities. Using media and community-based activities, SFCG is promoting advocacy for peacebuilding at wider level, and building capacities of civil society actors to raise a voice in reconciliation, conflict prevention, and resolution at the local level.

As observed by the evaluation team SFCG holds strong organizational culture<sup>8</sup> with informal communication, strong ownership, young/energetic and motivated staff, routine review meetings and assertive behaviors<sup>9</sup>. The support system and project management system were remarkable. One weakness seems to be with regard to advocacy on knowledge gained during program implementation.

Organizational effectiveness<sup>10</sup> of SFCG was analyzed in terms of its strengths, weaknesses, opportunities, and threats/constraints/challenges (SWOT<sup>11</sup>/C/C). Results

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<sup>3</sup> It means to combine field staff together with the partners' staff.

<sup>4</sup> Mobile training module is a training program that is conducted in many places covering participants from specific localities rather than conducting training in one place covering participants from many places.

<sup>5</sup> All staff from project management level to community level.

<sup>6</sup> Meaning: Vision-led program design.

<sup>7</sup> An approach to designing and implementing programs in two directions: horizontal and vertical

<sup>8</sup> Organizational culture is a pattern of shared assumptions that the group learns as it solves its problems.

<sup>9</sup> Assertive behavior means showing aggressively self-assured actions.

<sup>10</sup> ...the quality of being able to bring about an effect (source: WordWeb Dictionary)

showed that SFCG organizational internal strengths outweigh its weaknesses, while Opportunities and constraints/challenges are just important for SFCG.

#### **1.4 Overall Findings**

The evaluation revealed that SFCG project, particularly the radio program *Nayaa Baato Nayaa Paailaa*, has had a positive impact in building awareness, fostering positive attitudes, and motivating youth towards participating in the peacebuilding process; Youth's knowledge, attitude, and behavior have changed since the baseline survey.

Youth leadership and community capacity building training programs were found highly effective in developing youth's capacity, establishing youth's clubs and networks, and imparting knowledge on conflict transformation and peacebuilding. Similarly, small grant supports provided to some youth clubs have been very effective in organizing short-term programs like *Antar Pustaa Lok Dohori*.

An effective organizational culture, strong motivated project team, and partnership with effective media organizations and local partner organizations was also observed. However, working with weak FM stations and their limited coverage, relatively weak partnership criteria, and insufficient physical facilities at the project offices appeared as major challenges for the SFCG programming.

#### **2. Lessons Learned**

Major lessons learned from the project implementation are (a) SFCG's "T" approach<sup>12</sup> is effective in building awareness of conflict transformation and peacebuilding, with a particular focus on youth, (b) network is important and cost effective in program design, ownership development, program dissemination, and capacity building, (c) while the project implementation process is just important, more important is the community participation in the process, and (d) sustainability issue has become a critical concern for youth network clubs since poverty has limited youth from regularly participating in clubs' activities.

#### **3. Recommendations**

A helpful recommendation to SFCG would be to incorporate bottom-up planning as a part of the larger project design process, opening contact offices, documenting lesson learned, knowledge advocacy, and strengthening internal systems so as to create new sources of public values. For this, SFCG requires focusing on two areas of institutional development: strengthening the internal system, and coping with the ongoing changes.

Program effectiveness always seeks quality assurance<sup>13</sup> in program design, production, and implementation. It requires to establishing quality assurance department<sup>14</sup>,

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<sup>11</sup> SWOT analysis is a management tool which analyzes strengths, weaknesses, opportunities, and threats in terms of internal and external organizational context.

<sup>12</sup> An approach to designing and implementing in two directions: horizontal and vertical.

<sup>13</sup> It is derived from Total Quality Management Concept and refers to a statement intended to inspire confidence.

<sup>14</sup> Quality assurance department basically looks after quality aspects of programming and is different from existing DM&E (Design, Monitoring, and Evaluation).

outsourcing<sup>15</sup> and partnership for quality assurance, and process evaluation for quality management.

It is recommended that SFCG carefully capitalize its wider network<sup>16</sup> for tracking funds, monitoring, and implementing programs properly, involving youth clubs as network-type organizations. Adopting the strategy of establishing SFCG as a network organization may have immediate impact to justify for its ongoing activities and motivates its community focal points, other staff, and the communities (beneficiaries) themselves so that each stakeholder will develop ownership and a space in SFCG future programs.

It is strongly advised that SFCG focus on sustainability issue with strategies including the organizational development of youth's clubs, long term orientation in program design, and motivation of community based organizations and clubs in an entrepreneurial development approach towards a sustainable peace at the community level and more generally at the national level. These recommendations will have many implications at multiple levels. One of the critical implications for SFCG would be to extend its program duration and developing appropriate phase-in and phased-out criteria and conditions for its partner organizations as well as for youth network clubs.

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<sup>15</sup> Obtaining goods or services from an outside organization and/or person.

<sup>16</sup> An interconnected system of people and/or organizations

## **CHAPTER 1: INTRODUCTION**

### **1.1 Introduction to Search for Common Ground**

Since 1982, Search for Common Ground (SFCG), an international non-governmental organization, has been working to transform the way the world deals with conflict: away from adversarial confrontation toward cooperative solutions. The SFCG philosophy is to “understand the differences,” but “act on the commonalities.” SFCG is engaged in a long-term process of incremental transformation, so it promotes long-term commitments. SFCG works to develop cross-cultural integration of indigenous and international concepts of conflict prevention, and works with partners to strengthen local capacity to deal with conflict. The SFCG “toolbox” includes mediation/facilitation training, community organizing, radio/TV, journalism, sports, drama, and music. SFCG works in 17 countries including Nepal.

Search for Common Ground has been working in Nepal since February 2006, in partnership with The Antenna Foundation; a local NGO that produces media content for social change. Using media and community-based activities, SFCG aims to foster the participation of key sectors of the population in Nepal in peacebuilding, with a particular focus on youth.

### **1.2 SFCG’s Working Approach in Nepal**

Using media and community-based activities, SFCG is strengthening the role of key sectors of the population – youth, media, and civil society organizations – in peacebuilding, and giving civil society actors a voice in reconciliation, conflict prevention, and resolution. With support from the European Commission, UNICEF, and the World Bank SFCG works to improve the conditions in which the peace process can be successful and lead to sustainable peace. With media activities such as interactive talkshows, soap operas and outreach campaigns, SFCG reaches a broad cross-section of people across the country. It works with, and develops capacity of, journalists (of both print and radio) on how to cover the issues related to children affected by the armed conflict in a ‘common ground’ way. Further, it also works with members of civil society, including youth leaders, providing youth leadership and community capacity development training, and guiding to youth on how to use their sphere of influence in building peace in Nepal.

### **1.3 Programmatic Evaluation of SFCG Project**

The evaluation team conducted a two-year programmatic evaluation of SFCG project on the role of youth in peace building and community-level decision making. This evaluation was done over a two month period and submits the present report as its findings. The evaluation assessed the program effectiveness of SFCG over the first two years operation in Nepal. The evaluation aims to assess the outcomes of the activities in media advocacy and peace building initiatives of the project. It also tries to document major lessons learned and recommendations for future programming. The study also assessed the effectiveness and relevance of the project strategy and ongoing activities in creating demand for civic education, peacebuilding and development in the post conflict situation.

In this context, a professional team from Management Innovation Training and Research Academy (MITRA) —a research institute having substantial understanding on the organization development issues and conflict context—prepared this report based on the terms of reference (TOR) and proposal submitted. The leverage given to professional evaluators with the commitment to disseminate findings publicly is highly appreciated. The team tried to streamline objectives, adapted the evaluation methodology, reviewed the documents, organized series of consulting meetings at SFCG, developed survey instruments, designed evaluation plan, and completed the field survey research in Rolpa, Kailali, Shankhuwasawa, and Kathmandu districts. Based on secondary review and primary field research the team generated information, tabulated data, analyzed, discussed the results to draw conclusions, lessons learned, and provided recommendations within the stipulated period of time.

#### **1.4 Objectives of the Evaluation**

The main objective of this evaluation is to assess the successes and shortcomings of the SFCG's two-year programmatic media advocacy and peacebuilding activities with the following specific objectives:

- to review the past outcomes of SFCG project;
- to assess the strategies and approaches adopted by the project;
- to identify and document major lessons learned; and
- provide recommendations for policy and strategic options for future direction.

In order to better present and analyze data and information the above objectives are further elaborated as follows:

- To analyze the outcomes of the program activities of SFCG observing changes in youth knowledge, attitude, and behavior;
- To assess the unintended results of the project, if any;
- To identify the challenges/lesson learned during project implementation period;
- To identify effects on the community and review external factors;
- To assess the contribution of the project in the national peace process;
- To examine the outcomes of media work on the community work in the field;
- To assess the appropriateness of the field selection;
- To examine the more successful and less successful methods implemented in SFCG project;
- To assess complimentary program components;
- To review external factors and their influence on the project implementation;
- To assess the ability of SFCG to link with appropriate target groups; and
- To examine the program management effectiveness of SFCG.

## 1.5 Methodology of the Evaluation

This project evaluation explores and assesses the extent of effectiveness, efficiency, short-term and long-term outcomes of the project. Thus, the evaluation team first tried to understand the guiding principles of SFCG's work: participatory, culturally sensitive, committed to building capacity, affirming and positive while honest and productively critical, valuing knowledge and approaches from within the context. Next, the evaluation team adopted a broad-based methodology to evaluate the project effectiveness.

**The evaluation frame** was designed in a mixed method approach pursuing triangulation of qualitative and quantitative information. A series of methodological steps was applied in generating data/information (Annex 1). In addition, the evaluation team designed a logical framework matrix (Annex 2) based on the TOR to carry out the evaluation activities systematically.

**The survey instruments** were designed (See Annex 3) and administered to assess the knowledge, attitude, and behavior changes among youth in the community. The instruments adopted most of the relevant variables of base line survey – serving as a base for comparative changes over the two years project period.

**The structured Interviews and FGD checklists** were designed to generate qualitative information from listeners, trainee youth participants, partner NGOs (PNGOs), civil society trainee participants, media partner, community adults, and SFCG field staff. The interview guidelines and FGD checklists specially designed to gather information from these respondents through interviews and discussions are presented in Annex 4.

**The sampling technique** followed for the survey was non-probability type purposive sampling. 176 listeners of *Nayaa Baato Nayaa Paailaa* radio program from three sample districts- Rolpa, Kailali, and Shankhuwasawa were contacted for the evaluation. The respondents were also from the youth leadership and civil society/community capacity development training participants.

**An intensive survey** was conducted mainly for youth listeners of the radio program to gather the quantitative data while **FGDs, interviews, and individual discussions** with regular/non-regular listeners, youth leadership trainees, partner NGOs (PNGOs), civil society trainees, media partner, community adults, representatives of district level line agencies (e.g., District Administration Office, Local Development Office) and other organizations (e.g., District Child Welfare Board, Child Workers In Nepal), key informants (e.g., teachers, representatives of political parties), and SFCG field staff were held to collect the qualitative data.

**The case method** of investigation was based on observation and document review. Some case studies were developed to justify the impact of the project activities and given in Annex 5. Further, some photos generated during the evaluation are other important evidence of the evaluation and are provided in Annex 6.

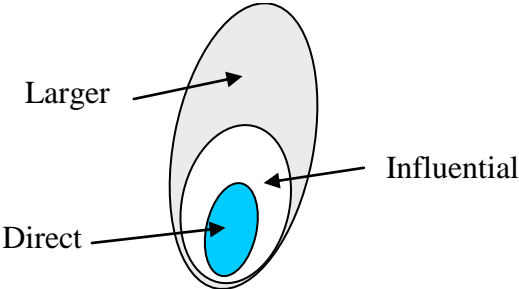
Various analytical tools were used for information/data tabulation and analysis. Quantitative data were analyzed using simple tools such as descriptive and frequency analysis, cross tabulation, correlation, and analysis of variance. Qualitative information were analyzed through content analysis in order to draw some meaning and conclusions in some specific themes.

**1.6 Evaluation Assumptions on Presentation and Analysis**

The evaluation team assumed that the impact of SFCG programs was multidimensional layers in system approach e.g., direct and project level impact, influent or stakeholders’

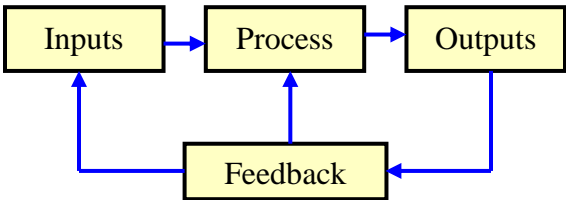
level impact, and general environmental level impact (see figure 1). However, the evaluation team focused more on direct and project level impact considering the impact of various layers.

Figure 1: Levels of Impact



The evaluation was carried out at four different levels: output/outcome, process, organizational, and overall. This report focuses more on output/outcome level with due consideration of inputs and process levels (see figure 2).

Figure 2: Levels of Evaluation



The basic assumption of the base line survey was adopted during the present evaluation. Following the assumptions, the evaluation team designed some key evaluation components such as effectiveness, efficiency, effects and impact, sustainability, gender equity and social inclusion, and lessons learned that are briefly discussed below.

**Effectiveness** examined the relationship between the purpose and outputs of the project, checking how the outputs contributed to the achievement of the project purpose. The study team not only collected information but also investigated the causes and effects about the reported benefits and how target groups were. Effectiveness of the project also viewed the **relative perspective** and the **relevance of** project purpose and overall goal in accordance with the needs of the direct beneficiaries and government policies. The focus of the evaluation was on an analysis of whether or not the project achieved the goals and objectives set forth at the beginning of the project.

**Efficiency** investigated the degree to which project personnel, material and financial inputs have been converted into project outputs. To evaluate the efficiency of the project, as per the indication of TOR, project elements such as effective utilization of inputs provided by the project, the extent of outputs and outcomes achieved, appropriateness of project design, and quantity, quality and timing of inputs were investigated.

**Effects and Impact** refer to the positive and negative effects of the project. It also include direct and indirect effects as well as expected and unexpected effects. The impact of the project was examined across a wide range of viewpoints i.e., project level, stakeholders’ level, and general environmental level (figure 1).

**Sustainability** of this project looked at how the project activities are likely to be sustained. A heavy consideration was put in assessing capacity development of youth clubs and their entrepreneurship development.

**Gender equity and social inclusion** refer to providing access to an equitable distribution of, and participation in, the resources and benefits of the project activities. The SFCG project has involved youth as a key stakeholder in peace-building and social inclusion processes, and has helped civil society actors including different castes/ethnicity raise a voice in reconciliation, conflict prevention, and resolution at the local level. Evaluation questions and the sample selection frame were designed to assess the contributions of the project in promoting gender equity and social inclusion.

**Lessons learned** were also documented based on the knowledge gained during project implementation that will serve as bases for further program design and replication of good practices.

### **1.7 Limitations of the Evaluation**

The evaluation team had to bear some difficulties and work in limitations during the course of field visit. The field visits scheduled could not be maintained and followed due to various constituent assembly related programs organized by the political parties in the locations where the evaluation team had to visit. Consequently, the field visit program was changed frequently, often preventing the evaluation team from meeting with targeted respondents on the scheduled time and date. Also, the tight schedule for field visits meant that the evaluation team could not cover all program implementation areas and target groups. As a result, there appears to be an unintentional omission of upcoming challenges for peace-building.

## CHAPTER 2: FINDINGS

This chapter describes SFCG project's major successes and shortcomings in each of the key result areas listed in its project document. The analyses, findings, and conclusions are presented in the following four sections:

- 1) Outcome level;
- 2) Process level;
- 3) Organizational level; and
- 4) Overall.

The results below are summary findings from the field survey, interviews and discussions conducted with project stakeholders at different levels-local, district, and central. Of total 373 persons contacted in this evaluation, 176 were the rural youth who were also the regular listeners of the *Nayaa Bato Nayaa Paailaa* radio program. A district-wise summary table of total respondents is provided in Annex 7. Next, the analyses of quantitative data are presented in the related text supported by the qualitative data and participants' detailed responses (qualitative) and justifications for the findings are provided in Annex 8. Similarly, Annex 9 and Annex 10 present a brief analysis of the contents of the *Nayaa Bato Nayaa Paailaa* radio program and terms of reference for the evaluation respectively.

### 2.1 Outcome Level Findings

This section analyzes SFCG's two-year programmatic outcomes and compares them with the baseline results. The goal of this initiative was to facilitate the participation of youth in peacebuilding and community decision making in Nepal through media, community capacity building, youth leadership and community capacity development, and network development programs. After launching the program in 2006, a baseline survey was carried out in September 2006. Adopting the major indicators of the baseline survey, this evaluation included a survey design in its multi-method approach<sup>17</sup> for evaluation.

The analysis attempts to assess the effectiveness and impact of project activities measuring knowledge, attitude, and behavioral changes among community youth. The baseline survey was based on indicators for four key outcomes which were also adopted in this evaluation to compare and contrast with the present evaluation findings. Therefore, the analysis is based on those four key outcomes (key result areas mentioned in the project document): 1) rural youth will analyze pressures and make choices, 2) rural youth will be organized to address the root causes of conflict, 3) rural youth will take leadership roles and participate in decision-making processes, and 4) rural youth will use the tools of dialogue and discussion to prevent and resolve disputes. Each of these key result areas consists of multiple indicators to measure changes in youth awareness, attitude, and action at the community level.

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<sup>17</sup> In this approach evaluation is done using various methods as described in section 1.5.

**2.1.1 Rural youth will analyze the pressures on them in terms of what choices they have and how to respond these pressures**

Few specific indicators in line with the baseline indicators are adopted in the present evaluation to assess the change in youth’s knowledge, attitude and behavior. The evaluation analyzed the pressures on youth in terms of what choices they have and how they responded to those pressures. Youth’s ability to communicate with adults on the issues they feel strongly about, their ability to analyze the consequences of choices, their ability of understanding the risks of becoming involved in violence, awareness on their right to education, sense of control over their life, and their perceptions about their role in their community are also analyzed.

**2.1.1.1. Youth’s ability to communicate with adults**

The question– *how often do you communicate with adults*– was asked to youth in order to measure their ability to communicate with adults on the issues they feel strongly about. Table 1 presents comparative data on youth’s ability to communicate with adults generated from the baseline survey and the present evaluation.

When asked about the youth’s ability to communicate with adults, a majority of the respondents (59%) said that they very-often tend to communicate their feelings with adults and some respondents (35%) said that they always tend to communicate their feelings with their adults. While in the baseline survey, 25.7 percent and 7.7 percent of the respondents said very-often and always respectively. Other way around, the set of first two categories (never and not very often) were remarkably found to have decreased and very often and always substantially increased. Result shows that *never* (8.7%) and *not very often* (5.7%) responses of the baseline survey have decreased to 0.0% and 1.2% respectively in the present evaluation. It is, therefore, more evident that youth sharing their feelings with adults have largely increased in recent years.

**Table: 1: Youth’s Ability to Communicate with Adults**

| Categories        | Baseline Results |               | Evaluation Results |               |
|-------------------|------------------|---------------|--------------------|---------------|
|                   | Frequency        | Valid Percent | Frequency          | Valid Percent |
| 1. Never          | 26               | 8.7           | 0                  | 0             |
| 2. Not very often | 17               | 5.7           | 2                  | 1.2           |
| 3. Sometimes      | 157              | 52.3          | 70                 | 42.2          |
| 4. Very often     | 77               | 25.7          | 59                 | 35.5          |
| 5. Always         | 23               | 7.7           | 35                 | 21.1          |
| Total             | 300              | 100           | 166                | 100           |

The results show that youth’s ability to communicate with adults has increased. Field survey respondents- listeners (both regular and irregular) of *Nayaa Bato Nayaa Paailaa* radio program, youth (Trainees of training programs: youth leadership, community capacity development), community adults, and PNGO representatives- admired the effectiveness of the radio program and “Community Peace Building Initiatives” of SFCG. Youth radio listeners said that they were impressed after listening to the radio episodes and learned a lot in finding their role and becoming models in the peacebuilding process

in their communities. As a result, youth have become more open and confident to share their ideas with adults. A majority of youth during the focus group discussions said “We often share with our adults about various matters such as future plans, school results, selection of subjects, and so on but non-response sometimes gives tension”. They further said “It is difficult to convince adults at the first time but they are convinced after showing exemplary actions”. Almost all trainees of youth leadership and civil society capacity development training programs reported that they tend to discuss issues with their parents, school teachers and neighbors, seeking their permission to get involved in community programs, including those on conflict mitigation and resolution.

What can be concluded from the above discussions is that the radio drama program- *Nayaa Bato Nayaa Paailaa*, district level youth leadership for community peacebuilding training and civil society capacity development training programs have substantially helped youth participants understand peacebuilding issues and increase their confidence level and ability to communicate with their adults.

### 2.1.1.2. Youth’s ability to analyze the consequences of their choices

In order to analyze the youth’s ability to analyze the consequences of their choices, the question- *what would you do if your family doesn’t have money to pay for your fees*- was asked to rural youth. Table 2 presents the data on youth’s ability to analyze the consequence of their choices. In response, very few youth (0.6%) said that they would drop out their study if they had no money to pay their school fees. While in the baseline survey, 4.3 percent youth had reported that they would drop out their study if they had no money to pay their school fees. Other options such as “borrow with relatives” and “go to other countries for job” appeared to be nearly the same in both the baseline survey and the present evaluation. The option “others” refers to searching for jobs and scholarships that has slightly increased in the present evaluation.

**Table 2: Youth’s Ability to Analyze the Consequence of Their Choices**

| Categories                    | Baseline Results |               | Evaluation Results              |               |
|-------------------------------|------------------|---------------|---------------------------------|---------------|
|                               | Frequency        | Valid Percent | Frequency                       | Valid Percent |
| Drop study                    | 12               | 4.3           | 1                               | 0.6           |
| Borrow with relatives         | 230              | 81.9          | 140                             | 82.4          |
| Go to other countries for job | 7                | 2.5           | 5                               | 2.9           |
| Others                        | 32               | 11.4          | 24                              | 14.1          |
| Total                         | 300              | 100.0         | 170                             | 100.0         |
|                               |                  |               | Out of 176 rest non-respondents |               |

The analysis shows that youth’s ability to analyze the consequences of their choices has enhanced. Youth want to continue their education by borrowing money from their relatives or working part time. One of the baseline survey findings showed high drop-out rate of youth but in the present evaluation their increasing willingness to continue their education appears to be a positive factor in their lives. A majority of youth demonstrated their increased analytical ability, saying “Existing conflict is more negative

and less positive, having psychological/mental torture and trauma<sup>18</sup> and loss of property and lives”. In this context, the evaluation concludes that youth’s understanding on the negative consequences of dropout and possible unethical actions<sup>19</sup> substantiates their improved analytical ability which would help them analyze the pressure on them in terms of what choices they have.

**2.1.1.3. Youth’s understanding of conflict, its consequences, and risks of getting involved in the conflict.**

During the evaluation, the evaluation team framed an indirect question as *“In your opinion, to what extent do you understand the basic reasons of conflicts?”* in order to measure youth people’s understanding of the causes of conflict, its consequences, and the risks associated with getting involved in conflict. The responses provided by the rural youth are presented in Table 3.

Of total respondents, about 25 percent respondents indicated that they have fully understood the basic reasons of, consequences of, and risks of getting involved in, the conflicts. Similarly, 47.7 percent and 5.2 percent youth reported that they have understood the basic reasons and consequences of the conflict and risks of getting involved in it to a large extent and to some extent respectively. However, 21.6 percent and 0.7 percent youth mentioned little and very little knowledge of conflict, its consequences, and risks of getting involved in the conflict respectively.

**Table 3: Youth’s Understanding of Conflict, Its Consequences, and Risks of Getting Involved in the Conflict**

| Categories           | Frequency | Percent | Valid Percent |
|----------------------|-----------|---------|---------------|
| 1. Very little       | 1         | .6      | .7            |
| 2. Little            | 33        | 18.8    | 21.6          |
| 3. To some extent    | 8         | 4.5     | 5.2           |
| 4. To a large extent | 73        | 41.5    | 47.7          |
| 5. Fully             | 38        | 21.6    | 24.8          |
| Total                | 153       | 86.9    | 100.0         |
| Missing              | 23        | 13.1    |               |
| Total                | 176       | 100.0   |               |

The evaluation data show that youth understand the risks of getting involved in violence. During the evaluation, youth respondents (especially the CAFAAG youth respondents) recognized conflict as an inevitable and natural process having both positive and negative consequences. They further added that although conflict is needed for social change and development, it has negative consequences such as violence. They also realized the need to become involved in peacebuilding processes as an option rather than getting involved in violence. The majority of young people can envisage the risk of getting involved in violence and analyze their options prior to making pressures choices.

<sup>18</sup> Any physical damage to the body caused by violence or accident (source: WordWeb Dictionary)

<sup>19</sup> Behaviors that are not accepted by the society.

#### 2.1.1.4 Youth’s knowledge of their ‘Right to Education’

Community youth were asked about their knowledge of their rights, in order to analyze their knowledge of human rights and their rights as young people. The comparative results of the baseline survey and the present evaluation are presented in Table 4.

The analyses of the data obtained from the baseline survey and the present evaluation showed that 81.3 percent rural youth have identified the ‘right to go to school’ as their first right as compared to 9 percent youth having same opinion in the baseline survey. Similarly, the data in Table 4 also showed that 8.2 percent rural youth indicated ‘right to live in a nice house’ and none of them indicated ‘right to have enough property’ in the present evaluation, while 36.3 percent and 5 percent youth chose ‘right to live in a nice house’ and ‘right to have enough property’ options respectively in the baseline survey.

**Table 4: Youth’s Knowledge of their ‘Right to Education’**

| Categories                    | Baseline Results<br>(not demonstrated) |               | Evaluation Results   |               |
|-------------------------------|--|---------------|----------------------|---------------|
|                               | Frequency                              | Valid Percent | Frequency            | Valid Percent |
| Right to live in a nice house | 109                                    | 36.3          | 14                   | 8.2           |
| Right to have enough property | 15                                     | 5.0           | 0                    | 0             |
| Right to have a job           | 147                                    | 49.0          | 18                   | 10.5          |
| Right to go to school         | 27                                     | 9.0           | 139                  | 81.3          |
| Right to take revenge         | 1                                      | .3            | 0                    | 0             |
| Sub Total                     | 299                                    | 100           | 171                  | 100           |
| Total                         | 1 Missing out of 300                   |               | 5 Missing out of 176 |               |

The analysis of data shows that youth’s knowledge of their right to education is the most important “right” for them. The survey results showed that comfortable living and freedom for youth were rated notably. Many youth respondents indicated that there is still generation gap and a lack of support from adults in many circumstances to minimize discrimination and coercion. The analysis of data and findings led to conclude that education is the key to empower youth which will eventually help them understand their fundamental rights which would further help them to think critically and response to the pressures around them.

#### 2.1.1.5 Youth’s sense of control over their life

Questions such as *how do you make decisions about your plan, what is your plan, and how will you achieve it* were also asked to youth during the focus group discussions in order to obtain information on whether they are able to analyze the pressures they face and the choices they have. In analyzing the information on the sense of control over their lives, it appeared that most youth make their decisions on their own, while some youth said that they still prefer consulting with their parents or other adults in the community, and friends. They expressed their willingness to become involved in social work, peacebuilding, conflict resolution, teaching, social transformation, and eradicating social malpractices.

The evaluation finds that youth's sense of control over their life seemed to have increased as observed their high self-efficacy<sup>20</sup> and internal locus of control<sup>21</sup>. The baseline survey reported that rural youth of Nepal do not seem to have total control over their life resulting in weaker capability in analyzing and coping with the pressures they faced. However, the present evaluation found that the rural youth seem to have a reasonable amount of understanding of factors that might influence their lives, conflict resolution, self-efficacy, and to become involved in peacebuilding process. Youth's ability to analyze the pressures on them in terms of what choices they have and how to respond to these pressures shows that they are, to some extent, able to set their life goals (what they want to achieve in life), make sure that the set goals can be achieved, and find ways to achieve the set goals (how to achieve the set goals). They were also found to be very happy in becoming a part of ongoing change and socio-political transformations process accepting conflict for faster change with minimum possible violence.

#### **2.1.1.6 Youth's perception on their role in their community**

In response to a question – what roles do you see in your community – the rural youth identified themselves as agents of change and models for peacebuilding. They also explored some of their major roles in awareness building, education, trainings, working against social malpractices, developing harmony, and community development. Discussions with the rural youth revealed that about 90 percent youth tend to participate in community work. Similarly, the experience of young people showed that the most effective way of initiating youth activities is during the festivals and local level cultural and religious programs.

Youth's perception about their role in their community was found in their willingness to actively participate in the community peace-building process. It is important to rural youth to perceive that they have a positive role in the community and will receive support to take a more active role in social transformation and community peacebuilding. Youth are enthusiastic about their club activities where they could exert the minimum possible contribution in peacebuilding initiatives in their communities. Case 1 in Annex 5 gives an example on how the radio program *Nayaa Baato Nayaa Paailaa* encouraged youth to become a role model and involve in community affairs.

In conclusion, the findings discussed above indicate that SFCG youth program successfully achieved its first behavioral change objective- **rural youth will analyze the pressures on them in terms of what choices they have and how to respond these pressures**. The radio drama program- *Nayaa Bato Nayaa Paailaa* and the district level youth leadership for community peacebuilding training were found useful measures to youth participation in peacebuilding issues in their communities. These programs largely helped the rural youth enhance their confidence level and ability to communicate with their adults. Their ability of understanding the negative consequences shows their improved analytical ability. As the change agents in conflict transformation process, community youth realized the need to be involved in peacebuilding process rather than to be only a part of violence. They viewed education as their basic right. Further, the

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<sup>20</sup> Capacity or power to produce a desired effect. (Source: WordWeb Dictionary)

<sup>21</sup> Centrally controlled from within.

sense of control over their life seemed to have increased as they shared about the achievable life goals with their perception on their participation in community peace-building process. Thus, youth’s knowledge, attitude and behavior is improving with their increased ability of analyzing the pressures and cope with such situation.

**2.1.2 Rural youth will be organized to address the root causes of conflict at the local level**

Another major indicator to assess knowledge, attitude, and behavior change among the community youth is to understand whether they are organized to address the root causes of conflict at the local level. This measures youth activities and their ability to use local resources in their own initiatives, use their knowledge understanding the root causes of conflict and have an active role in bringing people together from across dividing lines, a basic principle of conflict transformation.

**2.1.2.1 Youth’s involvement in peacebuilding activities**

The evaluation included a qualitative inquiry on youth’s involvement in peacebuilding activities asking them “*What do you think about your role in community?*” The analysis of the information obtained from the discussions held with the rural youth showed that they were eager to contribute through different types of actions focusing on peacebuilding, conflict resolution, social service, social change, social harmony, and civic education.

Another question “*Are you involved in any peace-building activities?*” was asked to youth in order to understand whether they are involved in conflict transformation and peacebuilding activities. A summary of their responses is presented in Table 5.

**Table 5: Youth’s Involvement in Peacebuilding Activities**

| Categories | Frequency | Percent |
|------------|-----------|---------|
| Yes        | 110       | 62.5    |
| No         | 59        | 33.5    |
| Missing    | 7         | 4.0     |
| Total      | 176       | 100.0   |

Table 5 shows that about two third of the respondents confirmed their participation in conflict transformation and

peacebuilding activities as compared to 41.2 percent youth responded this question positively in the baseline survey. However, it clearly shows that there are still some rural youth (33.5%) who are not involved in peacebuilding activities (Table 5).

The analysis indicates that youth’s involvement in peacebuilding has been increasing. The analysis of field survey data/information revealed that youth leadership and community capacity development training programs seemed to have contributed in empowering youth and building their networks within the communities. One of the results of this evaluation concluded that the initiation of SFCG program to empowering youth and strengthening their networks has largely been successful and perceived as a positive development in the communities. *Antar-Pustaa Lok Dohari* program can be taken as an example of peace related programs organized by youth clubs and network organizations. Youth Clubs have been involving in managing minor conflicts of schools, communities, and households (Case 2 in Annex 5 gives an example of how youth club solved a household related conflict). While many youth admitted their inability to

contribute, at a desired level in peacebuilding activities due to lack of resources, they hold a strong will to engage in the peacebuilding process.

### 2.1.2.2. Youth’s understanding on the root causes of the conflict

When asked about their understanding on the root causes of the conflict, the youth interviewed unanimously agreed that youth leadership and community capacity development training programs substantially helped them fully understand the root causes of the conflict. A vast majority of the radio listeners expressed that their awareness and capacity to understand the root causes of conflict have increased as a result of listening to the radio soap opera *Nayaa Baato Nayaa Paailaa*. Most of the youth trainees of the leadership and community capacity development training programs shared their understanding that the conflict is emerged as a result of latent and causal factor rather than the observed disagreement and violence.

As a result, it can be said that youth’s understanding of the root causes of conflict is important if they are to organize to address those causes. Results of the baseline survey showed the inability of youth to prioritize the root causes of the conflict however, they listed some of the causes of conflict as poverty, unemployment, political exclusion, social disparity, and the lack of education. The present evaluation showed that rural youth were able to identify some of the important causes of the conflict such as ideological differences, resources distribution, and power distance. Most of the trainee participants highly appreciated that the youth leadership development and community/civil society capacity development training programs were successful in empowering and understanding the root and latent causes of conflict and how to resolve conflict using the common ground approach. Thus, it can be concluded that the finding is self evident in understanding the root causes of conflict by the rural youth.

### 2.1.2.3 Youth’s involvement in bringing people together across dividing lines

Rural youth were asked whether or not they are involved in bringing people together from across dividing lines, a basic principle of conflict transformation. When asked - *are you involved in bringing different people together from across dividing lines*- the majority of the youth said that they are involving in bringing different people together from across dividing lines to discuss on the issues related to community level disputes. While in the baseline survey, 69 percent youth reported that they were never involved in bringing people together from across dividing lines.

In response to another question- to what extent is it possible to bring different people together from across dividing lines and solve problems- they said that it is very difficult to bring different people together from across dividing lines. Table 6 presents the analysis of data provided by the youth

**Table 6: Possibility of Bringing People Together from Across Dividing Lines and Solving Problems**

| Categories        | Frequency | Percent |
|-------------------|-----------|---------|
| Very little       | 3         | 1.7     |
| Little            | 17        | 9.7     |
| To some extent    | 6         | 3.4     |
| To a large extent | 66        | 37.5    |
| Fully             | 60        | 34.1    |
| System missing    | 24        | 13.6    |
| Total             | 176       | 100.0   |

respondents on the possibility of bringing people together from across dividing lines and solving problems.

Data in Table 6 show that 34.1 percent youth appeared to be fully confident on the possibility of bringing people together from across dividing lines and solving problems. Similarly, 37.6 percent youth expressed their views that people can, to a large extent, be brought together from across dividing lines in order to solve problems. Very few rural youth (1.7%) said that there is very little possibility to do so.

The evaluation arguably concludes that youth's involvement in bringing people together from across dividing lines is a new idea for them. The percent of youth who are active in bringing people together from across dividing lines was an indicator in the base line survey to measure whether or not youth are actively involved in peacebuilding. The evaluation revealed that most of the youth respondents perceived it very hard to bring people together, however they expressed that it would be possible to bring ideologically divided people in one venue if it was approached and handled carefully. Their experience was that political groups are the most difficult to bring together while gender groups are the easiest. It was further added that youth leadership development trainings have helped young people understand how to bring people together from across dividing lines, with much practice needed.

#### **2.1.2.4 Youth and their activities in bringing people together from across dividing lines**

Although it was reported that there has been difficulty in bringing people together from across dividing lines, a majority of youth interviewed mentioned that they are involved in some activities (e.g., coordination with others to deal with CAAFAG issues, involving Dalits in community development, playing mediators' role in solving community level disputes) that bring different people together. Most youth, in a series of focused group discussions and key informants' interviews, mentioned that the most difficult group to bring together is the "political" one.

The views expressed by the rural youth indicated that youth activities aimed at bringing people together from across dividing lines is not easy. Some youth who participated in this evaluation reported that bringing people together with their little experience has been a difficult, particularly trying to bring people with ideological differences together. However, they said that it is desirable to bring people together, demonstrating a belief in their direct and indirect contribution in such initiatives as compared to the finding of baseline survey i.e., there was no clear indication of youth's realization that bringing people together from across dividing lines was something necessary to solve problems.

The findings from each indicator mentioned above show that SFCG youth program largely achieved its one of the key objectives- **rural youth will be organized to address the root causes of conflict at the local level**. In general, youth's involvement in peacebuilding activities, conflict resolution, social service, social change, social harmony, and civic education has increased. Youth reported that their ability to organize and address the root causes of conflict with greater understanding of the root causes of conflict at the community level. Several factors such as poverty, unemployment, political exclusion, social disparity, and the lack of education limited SFCG youth program from accomplishing this objective with a greater success, while youth's involvement in bringing people together from across dividing lines was perceived as hard but possible with political groups being the most difficult to bring together. Youth leadership

development training was identified as a useful measure in increasing knowledge and skills to bring people together. They further admitted that bringing people together across dividing lines is not an easy job but is necessary for conflict transformation. Thus, community youth are, to some extent, able to organize themselves and address the root causes of conflict at the local level.

**2.1.3 Rural youth will represent and take leadership roles in all levels and types of decision making processes**

The third behavioral change objective relates to the ability of youth to represent and take leadership roles in all levels and types of decision making processes. Adopted from the baseline survey the indicators to measure this objective are youth’s participation in community level decision making bodies, acceptance of the role of youth (by adults) as community level decision makers and problem solvers, and adults’ perception about youth/peace that can affect youth’s leadership roles in decision making processes.

**2.1.3.1. Youth’s participation in community level decision making bodies (management committees, users’ groups, VDCs, etc.)**

Youth participation in various community level meetings can be the basis for whether adults accept the role of youth in community level decision-making process or not. Data generated from both the baseline survey and the present evaluation is presented in Table 7 to compare the status on the acceptance of the roles of youth as community level decision-makers.

The result in Table 7 shows that there has been a shift in youth’s participation in various community level activities. First, 13% youth mentioned that they are participating in community level political meetings while it was, in the baseline survey, reported that 7.7 percent youth were participating in these meetings. Second, the present evaluation found that 39 percent and 23

percent youth are being participated in local level development works and school management meetings respectively. While the percentages of the youth participating in these activities were 27.7 and 15 respectively in the baseline survey. Last but not the least, 7 percent youth still indicated that they are not participating in any types of community level activities. However, the baseline survey had reported that 32.7 percent

**Table 7: Youth’s Participation in Community Level Meetings**

| Types of Meetings                                 | Baseline Survey-07 (%) | Evaluation Survey -08 (%) |
|---|------------------------|---------------------------|
| 1. Meetings on development work in the village    | 27.7                   | 39                        |
| 2. Meetings on solving the dispute between people | 31.0                   | 30                        |
| 3. Community forest groups meetings               | 29.3                   | 37                        |
| 4. Meetings to organize a fair or sports          | 45.3                   | 28                        |
| 5. VDC/ VPG regular meetings                      | 6.7                    | 5                         |
| 6. Community level political meetings             | 7.7                    | 13                        |
| 7. School management meetings                     | 15.0                   | 23                        |
| 8. Solving a common problem in the village        | 27.0                   | 30                        |
| 9. Not participating in any of the meetings       | 32.7                   | 7                         |

youth were not participating in any types of community level activities. This shows that rural youth have gradually been involved in community level activities.

The above mentioned results indicate that youth participation in community level decision making has increased since the baseline survey while the survey reported youth participation in community level decision-making bodies was very low. Evaluation results showed that the mounting trend of youth participation in school and community forestry meetings is noteworthy. Community adults who participated in this evaluation stated “We recognize youth participation and its importance”. However, a majority of youth who participated in this evaluation reported that the quality of their participation in community level decision making bodies is limited and non-influential as not all adults have accepted that youth can take leading roles in community level decision making.

### **2.1.3.2 Acceptance of the role of youth (by adults) as community level decision makers and problem solvers**

During the evaluation a series of FGDs and interviews particularly with community adults and teachers were held to find out their perception on whether or not youth are accepted as community level decision-makers and problem solvers. A majority of the community adults did not clearly express their views on whether youth are community level decision-makers and problem solvers. However, they indicated that youth are agents of both violence and peace. They further added that in most of the cases conflict and problem arise from the youth who tend to be more aggressive, less experienced, and less cohesive.

Teachers’ views on the acceptance of the role of youth by the adults seemed to be slightly more positive as compared to the views of the community adults. According to them, community adults have started to share their learning and experiences with youth. Some youth also accepted this in the discussions held with them.

It would be fair to conclude that acceptance of the role of youth (by adults) as community level decision makers and problem solvers are improving. While baseline survey reported youth are not accepted as community level decision makers and problem solvers by adults, the present evaluation showed that adults have understood the power of youth and the importance of youth participation in the community level decision making process. According to the youth who participated in this evaluation, their role in community level decision making has a long way to go to be accepted by adults who believe that youth’s role is of only mediating conflict and being involved in problem solving and peacebuilding activities. Further, community adults who participated in this evaluation seemed to be slightly more positive toward youth and they even said that they tend to share their learning and experiences with youth which may help them enhance their participation in community level decision making bodies and foster their acceptance as decision makers and problem solvers in their communities.

### **2.1.3.3. Adults’ perceptions around youth and conflict/ peace**

As discussed with the youth about their perception on their roles in peacebuilding, discussions were also held with adults about their perception on youth’s roles in peacebuilding. Community adults who participated in this evaluation shared their perception on youth that their potential should not be restricted to creative development

activities. One of the community adults from Shankhuwasawa expressed “I am happy that our children are doing what we couldn’t do in our age”. Another adult expressed “Youth can be mobilized as powerful instrument in both ways: as a mediator of peacebuilding and change agent for social development rather than violence”.

The evaluation concludes that adults’ perceptions around youth and conflict/peace have gradually been positive while one of the baseline findings about adults’ perception on youth was that they were problem creators and agents of violence. Many community adults who were main sources of information for the evaluation appreciated the SFCG youth program, particularly *Nayaa Baato Nayaa Paailaa* radio program, and its positive impact on how adults perceive youth in relation to conflict and peace that can affect youth’s leadership roles in decision making processes. They are also positive towards youth club activities targeted for youth empowerment.

To conclude, the third objective of SFCG youth program- **rural youth will represent and take leadership roles in all levels and types of decision making processes**- seemed to have been moderately achieved. While the above findings suggest that youth’s participation in decision making processes has increased, several factors prevented SFCG youth program from being more effective. Most important is that community adults still do not fully accept youth as decision makers and problem solvers believing that youth do not have capacity to understand the problems faced. However, acceptance of the role of youth (by adults) as community level decision makers and problem solvers is improving as adults have now understood the power of youth and the importance of youth participation in the community level decision making processes. Also noteworthy is that adults’ perception around youth and conflict/peace is gradually becoming positive that can affect youth’s leadership roles in decision making processes in the future.

#### ***2.1.4 Rural youth will utilize the tools of dialogue and discussion to prevent and resolve disputes at family and community levels***

Dialogues and discussions are recognized as the non-violent tools to be utilized by rural youth in their behavioral modification. This includes the status of youth’s involvement in confrontations to find out the extent to which youth have experienced in some kind of panic conflicts that occurred in their communities during the conflict transformation and peacebuilding process. Similarly, the ability of youth to utilize discussion, debate, dialogue, difference and understanding as the means of resolving conflict is important to assess their changed behavior. Next, the knowledge of other stories of conflict resolution enhances their ability in using non-adversarial approaches in resolving conflict. Furthermore, adults’ willingness to engage in dialogues with youth and the adults’ perception on the role of youth in the community are also assessed to know the magnitude of trust, cooperation, and adults’ support to community youth which will help them utilize dialogue and discussion as tools to prevent and resolve disputes at family and community levels.

##### **2.1.4.1 Youth involvement in confrontations in the community**

General questions such as have you seen or experienced conflict in recent period, when did you experience or see in last time were asked to understand the engagement

of youth in conflict resolution at the local level. A summary of frequency distribution of alternative choices provided by the youth is given in Table 8.

Most of the respondents (88.1%, cumulative) expressed that they experienced the conflict within two years. Out of these respondents, a significant number of respondents (32.7%) experienced conflict within two months period. Similarly, 20.8% and 17% rural youth indicated that they experienced conflicts within one year and within four months respectively. However, the distribution pattern of conflict experience is fluctuating and respondents seem to be more comfortable to report to recent ones.

**Table 8: Youth Involvement in Confrontations in the Community**

| Categories         | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------|-----------|---------|---------------|--------------------|
| Within two months  | 52        | 29.5    | 32.7          | 32.7               |
| Within four months | 27        | 15.3    | 17.0          | 49.7               |
| Within six months  | 11        | 6.3     | 6.9           | 56.6               |
| Within one year    | 33        | 18.8    | 20.8          | 77.4               |
| Within two years   | 17        | 9.7     | 10.7          | 88.1               |
| Before two years   | 19        | 10.8    | 11.9          | 100.0              |
| Total              | 159       | 90.3    | 100.0         |                    |
| System missing     | 17        | 9.7     |               |                    |
| Total              | 176       | 100.0   |               |                    |

Youth involvement in confrontations can be experienced in the community within two years based on the data presented above. The finding is supported by participants' view as they shared their happiness of participating in the conflict transformation process at the community level. Listeners' groups of radio program identified some causes such as social discrimination and violence, class conflict, lack of freedom in career choice, and generation gap which they are confronting with. In other words, caste and gender disparity, conflict between rich and poor, parents' undue influence and pressure are the major issues raised here. Trainee youth identified the need of understanding differences in peacebuilding process. Similarly, the PNGO representatives accepted the existence of conflicts in the community but they are being transformed steadily and also shared their increasing interest in youth focused programs. Further, most of the youth participants claimed that youth community is the active change mediator and action device guided by adults.

#### **2.1.4.2 Youth and dialogues as means of resolving conflict**

Community youth were asked a question- in your community, how are conflicts usually solved- providing them alternative choices to understand whether they utilize the tools of discussion and dialogues as means of resolving conflict. Table 9 presents the data on youth and dialogues as means of resolving conflict obtained from the youth respondents.

A majority of the respondents (57.0%) agreed that conflict is solved through "discussion in community" whereas about 38 percent youth, as reported in the baseline, mentioned that they take the conflict issue in the community level meetings. Similarly, a significant

number of youth (38.2%) reported “youth dialogue” as a means of conflict resolution. Further, only 0.6 percent youth indicated that conflict is resolved through violence against 3 percent youth used to use violent means to resolve conflict as reported in the baseline report.

In the focus group discussions and interviews, youth participants shared their experience that they are usually involved in the community and household level conflict resolution. Listeners of radio program expressed that they are involved at village level conflict resolution and trainee youth participants said that they are involved in conflict resolution in their homes, with community groups and in school and club level conflicts. In this context, one 18 years youth, Mukta Hari Rana Magar of Jaulepokhari, Rolpa said “We are the main force of successful *Jana Aandolan*<sup>22</sup> and peace transformation at the community level”.

**Table 9: Youth Utilizing the Tools of Dialogue and Discussions**

| Categories                | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------------|-----------|---------|---------------|--------------------|
| Discussion in community   | 94        | 53.4    | 57.0          | 57.0               |
| With violence             | 1         | .6      | .6            | 57.6               |
| Youth dialogue            | 63        | 35.8    | 38.2          | 95.8               |
| Conflicts are not managed | 3         | 1.7     | 1.8           | 97.6               |
| Others                    | 4         | 2.3     | 2.4           | 100.0              |
| System missing            | 11        | 6.3     | 100.0         |                    |
| Total                     | 165       | 93.8    |               |                    |

Rural youth who responded a question- *how can youth groups play a role in peacebuilding*- identified dialogues and discussions as means of resolving conflict. They further added that they can play a significant role for peacebuilding in their communities through community awareness, negotiation, discussions, and dialogues. Therefore, discussion and dialogue are recognized as the major tools in resolving conflict at the community level.

Thus, it is quite evident that non-violent tools of conflict resolution such as discussion, debate, dialogue, and understanding differences were found as the means of resolving community level conflicts. While the baseline findings reported two third of the rural youth resolved conflict in their families or in the communities by engaging in discussion, dialogue, the present evaluation concludes that more than ninety percent rural youth use the same tools in order to resolve conflicts in their communities.

#### **2.1.4.3 Youth’s knowledge of conflict resolution stories**

In a series of focus group discussions, most of the rural youth respondents expressed that they have little information on stories of cases of successful conflict resolution. They shared their understanding on the causes of conflict and further added that conflict is a natural process and youth should be involved in conflict resolution. They also agreed that they can share the knowledge from cases of successful conflict resolution at the household and community level in which they have been involved.

<sup>22</sup> People’s movement for Federal Democratic Republic

Rural youth are aware of conflict resolution stories of *Nayaa Bato Nayaa Pailaa* and some national level conflict resolution stories in which other people were involved. They shared their learning from these conflict resolution stories. Youth respondents said that the conflict is being transformed through understanding among conflicting groups. Now the nature of the conflict has shifted from physical (violent and armed) to ideological and social. Some case studies (please see Annex 5 for details) identified during the evaluation also support that youth are aware of conflict resolution incidents they know from their communities. One of the most useful sources of awareness building on conflict resolution is the radio program *Nayaa Baato Nayaa Paailaa*. Sange Sherpa (22 Yrs), a listener of Khandbari, Shankhuwasawa said “*Nayaa Bato Nayaa Paailaa* program gives us the stories that are very close to our community level conflict resolution stories, only the difference is in name and style used”.

In general, the above finding shows that youth have gained more knowledge and experience on conflict resolution since the baseline survey. Such knowledge on conflict resolution cases/stories has, to some extent, helped rural youth in enhancing their ability to use non-adversarial approach at their own level. The findings are verified by the participants who shared their happiness of learning some skills of resolving conflicts. The radio program, trainings, and involvement of youth in conflict resolution in communities are the major inputs for their source of conflict resolution stories. Deepak Chaudhary (21 Yrs), a youth of Pathariya, Kailali said “We shared a lots of such conflict resolution stories during our trainings”. Thus, findings indicate that the positive response on stories (please refer case 2 in Annex 5) about youth’s involvement in conflict resolution and peacebuilding has become more apparent since the baseline survey.

#### **2.1.4.4 Adults’ willingness to engage in dialogues with youth**

A few questions such as *do you involve youth in community level meetings, how do youth interact with adults in these meetings* were asked to community adults in order to understand their views to engage in dialogues with youth. In response to these questions they realized the need to engage in dialogues with youth. Adults also perceived that youth are too immature to participate in dialogue at their level. They said that youth have high expectations and are critical. Adults’ willingness to engage in dialogue with youth has increased after implementing some successful programs e.g., *Antar Pustaa Lok /dohari*. Nawaraj Rimal (38 yrs) of Durgauli, Kailali said “Negative mindset has become positive; we organized such a brilliant program- *Antar Pusta Lok Dohori* which brought us together”. Ekendra Timilsina (32 yrs) of Lamki, Kailali said “Behavior of the people has changed, youth are engaged, and conflicting groups are being united in spite of their ideology, generation gap and past pains”

Regarding adults’ willingness to engage in dialogue with youth, findings normally appeared to be positive. As reported in the discussion, adults want to empower youth but they do not want to spend time in dialogue. One of the community adults Gopal Adhikari (50 yrs) from Chewa, Shankhuwasawa said “Young man says old man is fool but old man knows young man is fool”. He further claimed “I have experience of being young but young do not have experience of being adult; experience is the best teacher; thus, I intentionally do not want to be engaged in dialogue but would like to be a counselor if necessary”. Again, the term “dialogue” is close to “debate” in Nepalese cultural context therefore, adults perceive the youth community as a part and successor

rather than fostering the culture of inter-group dialogue and discussions. To conclude, adults who participated in this evaluation admitted their inability to understand youth generation and to involve them in social and development activities.

#### **2.1.4.5 Adults' perceptions of the role of youth in peacebuilding**

Various questions were asked during the focus group discussions among community adult groups to assess their perceptions on youth's roles in peacebuilding. In response to the question – *when there are some problems or conflicts, who are usually involved in solving them* – some of the adults viewed youth as the cause of conflict and adults as the peacebuilders. However, they accepted youth as mediators in peacebuilding process in their communities. Tirtha Acharya (35 Yrs) of Liwang, Rolpa said “Ashok and his friends played exemplary roles in neighborhood conflict mediation role”.

Furthermore, adults' perception on the role of youth in peacebuilding was explored asking a subjective question to community adults as – *do you involve youth in the community level meetings?* Their answers showed positive response as they recognized youth participation and involving them wherever required. Moreover, during the discussion on an issue of the roles youth groups play in peace-building, adults perceived themselves as role models for youth, recognized the growing role of youth in awareness building, club activities, and sharing experience, playing and organizing cultural activities. Adults accepted the role of youth in peacebuilding process involving them in decision making in the issues of community forest committees, schools, domestic violence, and community level disputes. Such positively reported behavior of youth by adults can also be taken as the positive perception of community adults.

In conclusion, adult perception on the role of youth in peacebuilding is positive. As a majority of adults accepted the need of mobilizing youth in resolving conflict in the community, they hold positive perception of the youth's role in peacebuilding process. Youth activities and their positive behaviors are also the determinant factors of positive attitude among the parents and community adults. Therefore, adults have realized the youth power and identified the need to engage them in more creative, productive, and effective activities in future. Such positive perceptions about youth's role in peacebuilding is an important factor to build the trust on youth's behaviors and their contribution which would eventually help youth utilize dialogue, discussion, difference and understanding as means of conflict resolution and peacebuilding process.

In short, the findings discussed above claim that SFCG youth program positively impacted its last behavioral change objective- **rural youth will utilize the tools of dialogue and discussion to prevent and resolve disputes at family and community levels.** While most of the community youth prefer non-violent tools of conflict resolution, they often do not find opportunities to utilize the tools of dialogue and discussion because adults perceive that youth are too immature to participate in the dialogue at the community level. The adults' willingness to engage in dialogue with young people shows a positive direction and many community adults reported their inability to engage in dialogues with youth and to understand the younger generation to get them involved in social and development activities. SFCG's youth program was an important initiative that could turn adults' negative perception about youth into positive ones. Such positive perception about the youth's role in peacebuilding is an important

factor to build trust and enhance youth participation in the peacebuilding process. Thus, the program appeared to be successful with the positive contribution to prevent and resolve disputes at family and community levels.

## **2.2 Process Level Findings**

As mentioned in the methodology section reviewing on how whole organizational processes converted all inputs<sup>23</sup> into some outputs and outcomes is important. Conceptually, any process level evaluation of an intervention arguably consists of all components of a project cycle<sup>24</sup>. However, for the purpose of this evaluation only some procedural elements such as a) planning, monitoring, and evaluation, b) partnership and networking, c) program design (production and delivery), d) field selection and program focus, and e) selection of project staff are implied.

### **2.2.1. Planning, monitoring, and evaluation**

According to the PNGO's and field staff, SFCG arguably lacks bottom-up planning<sup>25</sup>. The same was heard from the voice of community level. Some PNGOs, field staff, and community adults complained that SFCG tends to plan and implement programs without fully involving target beneficiaries and stakeholders<sup>26</sup>. The present evaluation noticed a reasonable amount of flexibility in monitoring and reporting systems. Flexibility in monitoring and reporting systems may have two concerns. First, it may have a positive effect in the sense that there is a low level of intervention from the project management<sup>27</sup> on assigned jobs (of staff). Next, it may also have a negative effect in the sense that there shows an inability of staff to ensure the quality of services and meet the deadline.

Discussions with the PNGO's and field staff revealed that the monitoring and evaluation system adopted by SFCG seemed to be quite functional and user friendly. However, field staff reported that the feedback system sometimes appears to be totally neglected by the project management. They also mentioned that they reported to the project management about the less effectiveness of the services provided by some FM stations and that no action was taken seriously. In regard to coordination among media partners, CFOs, and SFCG project management, it was reported to be satisfactory.

### **2.2. 2. Partnership and networking**

Following its mission, SFCG supports peace building initiatives in more than a dozen districts in Nepal by strengthening youth networks through its youth leadership, community capacity development, and small grant support programs. It has a partnership with media organization Antenna Foundation, one of the best-recognized radio program producers in Nepal. Many NGOs at the local level also have network with it. The SFCG's partner was very happy with the freedom and flexibility provided to them

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<sup>23</sup> Human resources, finance, physical, time, and information.

<sup>24</sup> Objective setting, planning, implementation, periodic evaluation, feedback, and situation analysis.

<sup>25</sup> A practice of project planning and programming by involving direct beneficiaries in all components of a project cycle.

<sup>26</sup> Someone who may influence the program and/or is influenced by the program.

<sup>27</sup> Project Management refers to SFCG's country level management.

mainly in program implementation and reporting. They raised an issue of their participation in the planning and programming phase of the project. Structural issues to amalgamate<sup>28</sup> the project staff into partners' organization were also observed during the evaluation. The criteria to entering the partnership business were found unclear, which sometimes created ethical issue. To elaborate, field staff from one sample district claimed that one partner organization submitted a program completion report which was not completed and was totally false.

### **2.2.3. Program design (production and delivery)**

The *Nayaa Baato Nayaa Paailaa* radio program was reported in the field to be very effective. Findings of the baseline research conducted by the BBC World Service Trust in January 2008 also support the appropriateness of program design as one of the findings of the baseline research concludes that on the average 60 percent listeners listen radio programs in the early morning and in the evening. Participants reported the usefulness of the program in peace building, behavioral change, awareness building, entertainment, and promoting education and development thus expected a little bit longer episodes. District level youth leadership training in peacebuilding was found effective in the personality development and empowerment of youth but the mobile training module is expected to make it contextual and more inclusive. Training on conflict mediation and analysis is expected soon. Most of the small grant programs were found relatively less effective because of partners' limitations. For instance, the small grant support is mainly provided to youth's networks to organize/conduct a particular short-term event/program once or twice but some programs (e.g., street drama) need to be conducted for many times and a longer period of time in order to bring impacts in the community. *Antar-Pusta Lok Dohori*<sup>29</sup> was found very effective due to its nature of inclusiveness and mobilization of local resources.

### **2.2.4. Selection of program areas and target groups**

During the evaluation, many respondents of the evaluation highly appropriated the program areas and the targeted age group of youth because, in their opinion, youth play a crucial role in bringing peace in their communities. Moreover, they also pointed out a need for developing youth centers, institutionalizing youth clubs and networks, conducting village level income generating activities, conducting training programs for other youth who have not received any training yet, and conducting refresher courses for those who have attended training once. In addition to these, a focus on quality, exploring programs for children and middle aged men and women, inclusion of some more packages of street drama, and events like *Antar-Pusta Lok Dohori* were also demanded.

### **2.2.5 Selection of project staff**

SFCG staff motivation and commitment was observed as satisfactory. The process followed in staff selection was dynamic and contextual and staff are satisfied in the selection process and their screening at various levels: preliminary selection, interview, and group discussions. Local communities and key informants helped find the suitable

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<sup>28</sup> It means to combine field staff together with the partners' staff.

<sup>29</sup> Singing competition between youth and adults.

project staff for SFCG. Staff socialization, induction, training, and scheduled review meetings were reported very positively in the discussion with staff. In spite of some concerns such as low pay, short periodic contract, and lack of minimum required infrastructure for their official support, field staff showed themselves committed toward their job.

## **2.3 Organization Level Findings**

It becomes important to integrate and understand the overall effectiveness of the project implementation. Hence, the evaluation team discussed with almost all staff of SFCG, PNGO's representatives, media partner- mainly Antenna Foundation and few FM broadcasting stations, local government line agencies, and community adults in order to explore and understand the overall effectiveness of SFCG project implementation. For this, few organizational elements- strategic orientation<sup>30</sup>, organizational culture<sup>31</sup>, and organizational effectiveness<sup>32</sup> are considered and taken as components for the overall evaluation of SFCG project implementation.

### **2.3.1. Strategic orientation**

Organizational vision, values, and culture were found to be the most important factors to tie-up all SFCG organizational members into a self-managed team. SFCG has adopted a "T Approach"<sup>33</sup> as a guide to designing and implementing its whole program activities. Using media and community-based activities, SFCG is promoting advocacy for peacebuilding at wider level, and building capacities of civil society actors to raise a voice in reconciliation, conflict prevention, and resolution at the local level. However, the level of understanding of the strategic orientation among the field staff varies.

### **2.3.2. Organizational culture**

As observed by the evaluation team SFCG holds strong organizational culture with informal communication, strong ownership, young-energetic and motivated staff, routine review meetings and assertive behaviors<sup>34</sup>. The support system and project management system were found to be remarkable. However, the knowledge development and its advocacy seemed to be little weak although SFCG appears to be very strong in action research<sup>35</sup>.

### **2.3.3. Organizational effectiveness**

The evaluation team tried to analyze the SFCG's overall effectiveness in terms of its strengths, weaknesses, opportunities, and threats/constraints/challenges (SWOT<sup>36</sup>/C/C). The following Table 10 briefly presents the result of SWOT analysis of SFCG:

Table 10: SWOT analysis of SFCG:

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<sup>30</sup> Meaning: Vision-led program design.

<sup>31</sup> Organizational culture is a pattern of shared assumptions that the group learns as it solves its problems.

<sup>32</sup> ...the quality of being able to bring about an effect (source: WordWeb Dictionary)

<sup>33</sup> An approach to designing and implementing programs in two directions: horizontal and vertical

<sup>34</sup> Assertive behavior means showing aggressively self-assured actions.

<sup>35</sup> Action research is to search for knowledge by doing.

<sup>36</sup> SWOT analysis is a management tool which analyzes strengths, weaknesses, opportunities, and threats in terms of internal and external organizational context.

| Strengths   | Weaknesses   |
|---|--|
| <ul style="list-style-type: none"> <li>• Well motivated and energetic staff.</li> <li>• Relevant programs to contribute Nepalese society.</li> <li>• Partner NGOs with adaptive capabilities demanded by the changing situation.</li> <li>• Highly effective and recognized programs such as soap-opera nature program <i>Nayaa Baato Nayaa Paailaa</i> radio program, <i>Antar Pusta Lok Dohari</i>, Youth training and club activities.</li> <li>• Good coordination at the local level.</li> <li>• Good program image in the communities.</li> </ul> | <ul style="list-style-type: none"> <li>• Lack of contact office in the field.</li> <li>• Lack of proper identification of SFCG at the community level.</li> <li>• Lack of knowledge advocacy in the contribution made.</li> <li>• Lack of phase-in and phase-out criteria and strategies.</li> <li>• Unclear partnership and collaboration criteria.</li> <li>• Working with some weak and ineffective FM stations.</li> <li>• Weak sustainability approach</li> </ul> |
| Opportunities   | Threats/Constraints/Challenges   |
| <ul style="list-style-type: none"> <li>• Mobilization of youth clubs in future.</li> <li>• Collaboration and partnerships with youth clubs.</li> <li>• Outsourcing<sup>37</sup> services.</li> <li>• Providing networking services to youth clubs for small grant supports.</li> <li>• Implementation of programs in the post conflict situation.</li> </ul>  | <ul style="list-style-type: none"> <li>• Focusing on awareness building only.</li> <li>• Excluding sustainable development in the changed socio-political context.</li> <li>• Focus on follow up and development programs.</li> <li>• Moving on to the development of network for sustainability.</li> </ul>   |

<sup>37</sup> Obtaining goods or services from an outside organization and/or person.

## 2.4 Overall Findings and Shortcomings

The evaluation showed positive impact of SFCG project, particularly *Nayaa Baato Nayaa Paailaa* in awareness building, fostering positive attitudes, and motivating youth for peacebuilding activities. One of the findings of the baseline research conducted by the BBC World Service Trust in January 2008 concludes that *Nayaa Baato Nayaa Paailaa* radio drama program appeared to be the second most popular radio drama program among others: *Saathi Sanga Manakaa Kuraa*, *Ramolbali Daamodar*, *Din Pratidin*, and *No Tension*.

Change in knowledge is experienced as the rural youth are informed, trained, and have understood conflict, its causes and consequences. A majority of the rural youth have developed positive attitude as they experienced turning negative attitude people into positive. Similarly, their behavior is also changing as they are being supported by parents and other adults as they learned from youth behaviors and activities.

Youth leadership training helped in capacity development of community youth. However, the evaluation team could not focus on other activities initiated by SFCG within the planned two months evaluation study period. Small grant support provided to youth clubs is taken as a part of motivating youth to be social entrepreneurs<sup>38</sup>.

Very limited resources provided just to cover the event have also become effective supports in some cases. It can be a motivating factor to collaborate with many community-based local organizations and NGOs, initiate new ideas for peace building, and effective implementation of programs with the support of many other organizations as observed a highly esteemed program- "*Antar Pustaa Lok Dohori*".

An effective organizational culture, well motivated working team, and partnership with effective radio program production partner are also observed. In addition to this, recently initiated media training, the radio discussion program "*Sunau Bolau*" designed to improve the armed conflict affected children/youth and small grant program of SFCG were found effective in changing knowledge, attitudes, and behavior of the targeted group at the community level. However, working with some FM transmission stations having weak quality and coverage appeared as a major shortcoming of SFCG programming.

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<sup>38</sup> Someone who organizes a business venture in the society and assumes the risk for it.

## CHAPTER 3: LESSONS LEARNED AND RECOMMENDATIONS

This chapter briefly presents lessons learned basically drawn from the evaluation findings and provides recommendations for future consideration.

### 3.1. Lessons Learned

**SFCG's working approach is effective:** Wider dissemination of peacebuilding awareness using media advocacy, penetration of community capacity building activities, and mobilization of youth and community based organizations through “T” approach conceptualized by SFCG seemed highly effective. Such approach can be applied in many other developmental interventions in Nepal.

**Network<sup>39</sup> is important:** Network is powerful and cost effective way of program design, ownership development, program dissemination, and capacity building. It is also a basis of reaching the “unreached” section in the communities; effective contribution at best possible level developing a synergy in common ground approach for effective implementation.

**Process is important in peacebuilding initiatives:** It is evident that each stakeholder has learned from the SFCG's peacebuilding initiatives. SFCG staffs, including field staff, have developed their capacity and confidence while community youth have gained knowledge, developed positive attitudes, and changed behaviors, creating a positive perception of youth's role in peacebuilding. In addition, civil society and community-based organizational partners learned to be collaborative and supportive.

**Community participation makes programs more effective:** One community artist expressed as “We all can change the society if SFCG works with us. This is the experience from our *Antar-Pustaa Lok Dohori* program”. There is a generation gap and effective program designed with proper need assessment and local participation can be the best to minimize the gap and develop a sharing culture.

**Sustainability issue has become critical for youth network clubs:** The present situation demands some actions for sustainability of youth clubs and their institutionalization with the help of other community partners. The widespread poverty and the lack of proper involvement of community youth in income generation activities appeared to be the root causes of conflict. The recently developing socio-political transformation has raised the expectation of excluded communities for the meaningful economic, social, and political inclusion. Thus, youth clubs working in the network as a virtual type organization in Nepalese community can learn how to step inside the wider network to sustain in future.

### 3.2. Recommendations

Recommendations are briefly presented based on the findings and conclusions, and discussed with their potential immediate and long-term implications in four major areas (1) institutional development, (2) program effectiveness, (3) networking, and (4) sustainability of SFCG's initiatives.

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<sup>39</sup> An interconnected system of people and/or organizations

### **3.2.1. Institutional development**

SFCG has good image therefore it has to maintain it with proper need assessment of the community, bottom-up planning, opening contact offices, documenting best practices, knowledge advocacy in its action research, and internal systems improvement. Basically, there appear to be two areas of institutional development: strengthening the internal system, and coping with the ongoing change.

Bottom-up and participative planning not only increases the level of commitment of the SFCG staff but also wins the trust of community level partners by preparing them for better program implementation. Minimum possible initiatives for participative planning with need assessment and feedback gathering can have immediate impact on staff and the community to establish SFCG as a learning organization<sup>40</sup> and justify its mission of working in common ground approach. In the long run, it can identify measures of institutionalizing the SFCG approach in many local organizations without much effort.

Proper documentation of best practices should be properly disseminated in seminars and conferences. The first step towards this would be opening contact offices in the working communities and mobilizing volunteers for its proper knowledge creation rather than only reporting the stories for radio production program. It is not very difficult and can be done without exerting much effort with proper record keeping in community about the events and real stories developed. The collection of such worthy information can be documented and disseminated in various magazines in the form of scholarly as well as professionally written articles. Such issues can be the interest for parallel learning at the community level to vertical integration up to the knowledge society<sup>41</sup>. In the short run, it will be an effective measure of involving youth and promoting their creativity and learning and in the long run, it will promote the SFCG approach into a world class practical intervention in many developmental issues particularly conflict transformation and peacebuilding.

### **3.2.2. Program effectiveness**

Quality assurance in program design, production, and implementation is the most important area for SFCG in future programming. The present evaluation could not focus into total quality management including its products/services and production quality due to its specific nature thus the specific recommendations on operation are beyond the scope of this evaluation. However, some of the basic issues of quality assurance can be addressed with the design of quality assurance department (different from existing DM&E), outsourcing and partnership for quality assurance, and process evaluation for quality management. Quality management includes adopting need-based programs, complementary packages, focus on the quality of existing programs, and the use of local skills and techniques.

The short term implication of quality focus will contribute in performance-based system that ultimately contributes in boosting employee morale and motivation to the best performing stakeholders. In the long run, the quality contributes to the overall efficiency

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<sup>40</sup> Organizations where staff are constantly encouraged and supported to grow and develop new knowledge and skills.

<sup>41</sup> A group of intellectual people who basically work for knowledge advocacy

of the program. The challenge in quality assurance program is the objectivity and acceptance by all stakeholders. At present, SFCG can start quality assurance in operation and then ultimately reach the total quality management (TQM)<sup>42</sup> for the best possible contribution.

### **3.2.3. Networking**

SFCG should capitalize its wider network for the fund tracking, monitoring, and proper implementation of programs involving clubs as network type organizations. As it has a wide and rich youth network, network among the partner organizations, international coverage, and network with its funding organizations, it can develop itself as a network organization to contribute effectively from international level to grass-root level for quality contribution and strengthening PNGOs, media partners, civil society organizations, and youth networks for the best possible contribution.

Adopting the strategy to stand SFCG as a network organization, it can have immediate impact to justify for its ongoing activities and motivate its staff (internal customers) including community focal persons, and the community people (beneficiaries) so that each stakeholder will develop psychological ownership and a space to participate in future programs. In the long run, the approach can be the best benchmark implementing SFCG approach in many other development issues. Thus, it can be a soft approach of utilizing knowledge workers to community workers in a single chain to contribute the best possible with the vision of Search for Common Ground.

### **3.2.4. Sustainability of SFCG initiatives**

SFCG should focus on the sustainability and organizational development of youth clubs, long term planning in program design, and motivating community based organizations and clubs in entrepreneurship development approach for sustainable peacebuilding process particularly at the community level and generally at the national level.

Sustainability should be included in SFCG programs, strategies and operational policy and it can have positive impact to the internal and external stakeholders. It has impact not only in staff motivation and building positive attitude of partners but also to make advocacy in fund tracking from the donor community to the grass root level for related activities and other development initiatives. Sustainability is an agenda for the best possible contribution with SFCG's existing activities particularly in media advocacy and peacebuilding initiatives.

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<sup>42</sup> TQM is a concept in management which means a strategic commitment by top management to change its whole approach to business to make quality a guiding factor in everything it does.