

## Capacity Building in Youth and Peacebuilding



## FINAL PROJECT COMPLETION REPORT

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# 1. EXECUTIVE SUMMARY

Search for Common Ground (SFCG) Nepal successfully completed the implementation of 'Capacity Building in Youth and Peacebuilding' project with the financial support of UNICEF. The aim of this one year project<sup>1</sup> was to build the capacity of UNICEF implementing partners (IPs), involved in the reintegration of Verified Minors and Late Recruits (VMLR) and Children Associated with Armed Forces and Armed Groups (CAAFAG), on youth and peacebuilding. This project has also supported the agencies with developing and implementing youth and peacebuilding programs, with a particular focus on incorporating peacebuilding into their VMLR reintegration programming.

The project incorporated SFCG's global experiences in peacebuilding work with youth into the overall work of the child protection partners of UNICEF in Nepal, allowing them the capability to design and implement youth and peacebuilding projects as part of the social reintegration of ex-combatant youth. The project is a continuation and scale-up of the UNICEF supported project entitled, 'Capacity Building in Youth and Peacebuilding' implemented during 2009-2010 and which targeted eight implementing partners of UNICEF. The project built on both the reflections and lessons learned from the previous year and has scaled up to provide training to 42 UNICEF partner organizations.

Reintegration of ex-combatants has been a key factor in the ongoing peace process in Nepal. In 2007, the United Nations Mission in Nepal (UNMIN) verified around 20,000 Maoists combatants in 7 main cantonments and 21 satellite cantonments. Among them 4,008 were identified as 'disqualified' by UNMIN - as either they were enrolled after the Comprehensive Peace Accord (CPA), or for being under the age 18 years at the date of CPA. As per the tripartite agreement between Nepal Government, UNMIN, and the Maoists, the disqualified combatants should be immediately discharged from the cantonments after a verification process. However, after long negotiations, it took more than two years to release them from the cantonments.

Four main rehabilitation packages - which provide vocational training, school education, health education training and support small business initiatives - have been developed by UN agencies for these groups. However, these verified minors and late recruits have many problems - including the upset caused by separation from colleagues, husbands, wives, peers, families. This has created difficulties for them to adjust to the community and society. Thus, UNICEF Nepal has been implementing a socio-economic reintegration program for verified minors in 52 districts of Nepal in partnership with various NGO/INGOs. To promote the social reintegration and support the national peace process, SFCG Nepal has been providing training and coaching initiatives to enhance the capacity of UNICEF implementing partners involving youth groups in peacebuilding as well as to facilitate the social reintegration of VMLRS and CAAFAGs.

*The overarching goal was to facilitate social-reintegration of verified minors and late recruits, including self/informally released CAAFAG, in their community and to enhance their participation in the peace process as agents of change at the local level.*

The specific objectives of this project were:

1. To develop resource materials for the capacity building of implementing partners and youth to carry out social reintegration and youth peacebuilding activities;

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<sup>1</sup> Initially the project period was from 1<sup>st</sup> May 2010 to 31<sup>st</sup> March 2011. It was given a cost-extension until the 15<sup>th</sup> of May 2011 by UNICEF.

2. To build the capacity of UNICEF implementing partners to incorporate youth and peacebuilding into their overall programs; and
3. To support youth groups in carrying out local-level peacebuilding initiatives.

During the project period, **42 implementing partner organizations in 52 districts were trained in youth and peacebuilding models and dialogue facilitation skills**. In addition, youth clubs from those districts were equipped with leadership and peacebuilding skills supplemented by mentoring and coaching by SFCG staff. **VMLRs who are receiving vocational training in 21 training centers across Nepal participated in peacebuilding activities** designed to boost confidence, teambuilding, trust building and social adjustment skills. Some resource materials, like a peacebuilding dialogue facilitation guide and audio visual training materials for youth and peacebuilding were also developed by SFCG during the period.

This capacity building in youth and peacebuilding programming has a multiplier effects at the local level. During the period, **784 CAAFAGs and VMLRs were trained on peacebuilding and leadership** skills at the district level. **Also, 73 youth groups were mobilized in peacebuilding programs** and more than **114 peacebuilding dialogues and events in communities were organized by youth clubs with CAAFAGs and VMLRs**. This program has provided the platform for VMLRs to work with their communities and provided life skills on trust building, confidence building, leadership development and communication skills. This has also made it easier for vocational training service providers to deal with VMLR at the training centers. Community members also participated in peace building activities aimed at social reconciliation and community peacebuilding with the intention to build linkages and develop relationships between VMLR and community.<sup>2</sup>

Even with this capacity building program involving IPs, youth clubs and VMLR allows for a building of trust and relationships, more focus on the capacity building of youth – and their linkage with relevant agencies at the district and regional levels – is necessary to sustain youth and peacebuilding programs beyond the scope of this project.

## 2. BACKGROUND

Reintegration of combatants has been a common point in many different agreements since the inception of the Nepal's peace process.<sup>3</sup> Despite the historical Comprehensive Peace Agreement (CPA), many major issues remain unresolved and the peace process is making progress at a slower rate than what many hoped for. In 2007, the United Nations Mission in Nepal (UNMIN) verified around 20 thousands Maoists combatants in seven main cantonments and 21 satellite cantonments. Of them 4,008 were identified as 'disqualified' by UNMIN- as either they were enrolled after the CPA or for being under the age 18 years at the date of CPA. As per the tripartite agreement between Nepal government, UNMIN, and the Maoists, the disqualified combatants should have been immediately discharged from the cantonments after a verification process. However, it took more than two years to release 4,008 disqualified minors and late recruits from the cantonments after long negotiations.

Four main rehabilitation packages which provide vocational training, school education, health related training and support small business initiatives have been developed by UN agencies for these groups. Psychosocial support to increase psychosocial well being in strengthening community resilience and capacity building on youth and peacebuilding to support social adjustments and social reconciliation have also been integrated with the support packages.

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<sup>2</sup> This paragraph is the summary of the presentation made by implementing partners, Save the Children, World Education and UNICEF field staff during the review meeting in Kathmandu from 13<sup>th</sup> to 15<sup>th</sup> March 2011.

<sup>3</sup> The major agreements of Nepali peace process are: 12-point understanding before ceasefire to fight against monarchy, 25-point ceasefire code of conduct and 8-point agreement and 10 points CPA.

To promote the social reintegration and support the national peace process, SFCG Nepal has been building the capacity of UNICEF implementing partners involving youth groups in peacebuilding as well as to facilitate the social reintegration of VMLRs and CAAFAGs. Developing relationships between VMLR and youth groups, and encouraging shared activities for peacebuilding was a potential strategy to facilitate reintegration. For this, SFCG developed resource materials on youth and peacebuilding; built the capacity of UNICEF implementing partners on youth and peacebuilding; and build the capacity of youth leaders in peacebuilding. SFCG also facilitated the orientation and planning workshops in the training centers where VMLRs are in vocational training to make the basic orientation on the youth and peacebuilding to identify the relevant peacebuilding activities with VMLRs. There were five coaching visits in 5 regional centers and many follow up visits of SFCG staff in which SFCG staff supported implementing partners and youth clubs to plan, facilitate and monitor peacebuilding activities.

The wide range of agencies and stakeholders were involved in the peacebuilding program. UNICEF, UNDP, UNIRP, Save the Children staff, implementing partners of UNICEF and Save the Children, Youth clubs and VMLRs of the training centers were involved in the peacebuilding planning and implementation of peacebuilding activities at district and regional level.

### 3. MAJOR PROGRAM RESULTS

The overarching goal of this program was to *facilitate social-reintegration of verified minors and late recruits, including self/informally released CAAFAG, in their community and to enhance their participation in the peace process as agents of change at the local level.* The projects had three specific objectives and there were one or more expected results in each objective. The achievements by each objective and expected results are as follows:

#### 3.1 INCREASED RESOURCE MATERIALS ON YOUTH AND PEACEBUILDING

**Specific objectives 1:** *To develop resource materials for the capacity building of implementing partners and youth to carry out social reintegration and youth peacebuilding activities.*

**Result -1.1:** Peacebuilding practitioners will have increased access to materials in Nepali that help them to implement peacebuilding projects focused on young people;

##### **Achievements**

SFCG developed some resource materials on youth and peacebuilding to support peacebuilding practitioners to develop and implement youth peacebuilding programs. These materials are very useful for CAAC Working Group members, UNICEF partner organizations, youth-led organizations and clubs and other interested parties. Following are the resource developed by SFCG during the project period.

##### 3.1.1 COURSE MODULE ON YOUTH AND PEACEBUILDING

SFCG prepared a 5-day course module of development training on *Youth Participation in Conflict and Peacebuilding for Peacebuilding Practitioners* engaged in youth and peacebuilding programming.

Mark Hamilton, an expert in youth and peacebuilding from the American University in Washington, D.C., USA was hired as a consultant to design the course module and test it with the participants during the 5-day training in Kathmandu. Mark is both a scholar and practitioner with research and training expertise focused on the dynamic roles of youth in conflict, security, and development. He also shared his experiences of consulting with a number of global organizations on themes, including youth programming, curriculum design, program evaluation, conflict analysis, and security sector reform. The objectives of the course were:

- Examine the effects of conflict and insecurity on young people and explore the incentives for youth mobilization into varied institutional forms of armed violence;
- Practice tools of conflict analysis & transformation through examination of relevant global cases;
- Develop an integrated theory of change for how young people can contribute to sustainable peace and development in conflict-ridden and at-risk communities; and
- Design a program for community peacebuilding that engages youth as participants in all phases of project development, including monitoring and evaluation.

[Please see Annex 1 for the detailed course outline and curriculum].

SFCG now has a resource CD with course curriculum, reading lists and course materials, including power point presentations, which was used to enhance the programs delivered to the partners. [The resource CD is included with this report].

### 3.1.2 FACILITATOR'S GUIDE TO CONDUCTING PEACEBUILDING DIALOGUES

SFCG has put together a guide for facilitators to conduct peacebuilding dialogues. The guide includes specific tools and techniques for conducting peacebuilding dialogues. The guide is based on SFCG's years of experience using dialogue as a tool for conflict transformation and peacebuilding. It also draws from the literature on dialogues. A draft of the guide is ready and will be finalized and used in the next phase of the project.

Besides, SFCG also translated and adapted the Reflecting on Peace Practice manual in Nepali to be used by the participants of the Reflecting on Youth and Peace Practice training. The final project evaluation report notes that "Around 30% of participants have started using manual for putting conflict analysis into practice and developing proposals/ peacebuilding programs. Similarly, 27% participants have started developing cooperative actions with the help of RYPP manual that was translated into Nepali. Eighteen per cent participants found their increased understanding on conflict and 15% found the RYPP manual helpful for reflecting their own work."

### 3.1.3 AUDIO/VISUAL TRAINING AID

SFCG has developed three youth and peacebuilding videos to fill the gap in resource materials that support capacity building with youth and peacebuilding. SFCG has produced a short video compilation documentary highlighting examples of youth and peacebuilding which show what allows sports, folk music and trainings to be peacebuilding tools and how they bring people in a community together from across dividing lines - to start the positive communication between the groups and establish relationships. The video is designed not only to give ideas and examples of what youth are doing, but also to provide examples of positive role models of youth who are working on reintegration and other aspects of peacebuilding.

SFCG selected and contracted a well known, award-winning documentary maker, Dil Bhushan Pathak from Interface Nepal, to direct the documentary video. A total of three, 8-minute videos were made which cover the themes of youth using sports, folk music (*dohari*) and leadership for peacebuilding. The video covered both the processes involved and the results attained in those areas. These will be distributed to all partners, as well as utilized in SFCG's community peacebuilding programs in 17 districts. They showcase positive examples both of young men, women, youth clubs and VMLR taking initiatives for peacebuilding. The first video showcases the use of sports as a peacebuilding and reconciliation tool, the second focuses on the use of music – specifically 'dohari' (improvised folk music) in reconciliation and reintegration with communities and the third highlights achievements of youth in the Eastern Terai in building partnerships with local government, elders, and taking community initiatives for peace.

In addition, SFCG has worked with Mark Hamilton to put together a portfolio of videos that showcase youth and peacebuilding initiatives from around the world. These will also be used as training resource in the workshops held with youth and partners.

[A copy of the DVD is included with this report].

## 3.2 INCREASED CAPACITY IN IMPLEMENTING YOUTH AND PEACEBUILDING ACTIVITIES

**Specific objective 2:** *To build the capacity of UNICEF implementing partners to incorporate youth and peacebuilding into their overall programs.*

**Result - 2.1:** Program managers of implementing partners will have increased knowledge and skills in implementation of youth and peacebuilding activities and will have applied those skills.

### Achievements:

Whilst the IPs already had programming on child protection, few of them had any experience on programming specifically targeting youth and peacebuilding. During the project period, implementing partners were given the tools to incorporate peacebuilding activities in their overall child protection programming. The training has helped the peacebuilding practitioners to learn both the theory and practice of youth and peacebuilding programming. As reported to SFCG during telephone coaching, 21 program coordinators used the skill of Reflecting on Peace Practice (RPP) in their organization and mainstreamed peacebuilding in other projects. The final project evaluation report finds that “76% of the respondents replied that they have used the learning acquired from the training to develop programs for youth.”

“...before participating in the training, I was thinking that peacebuilding is just a reconciliatory approach. However, after the training I realized that peacebuilding can also influence the broader systemic causes as well as triggers of violence. I am committed to bring this learning into new programming.”

Usha Joshi, Nepal Red Cross, Kailali.

Similarly, the participants found dialogue training to be one of the most powerful tools to convene divided youth. The program has also helped widen the understanding of peacebuilding dialogues. The results of the pre- and post-test conducted before and after the training measured 61% growth in the knowledge of participants. They were able to distinguish dialogue from other types of communication - conversation, discussion and argument. 43% growth was also measured immediately after the training on their knowledge regarding the required skills for dialogue. 86% participants could also name the three dialogue tools – World Café, Open Space and Circle Process – practiced in the training.

### 3.2.1 TRAINING ON REFLECTING ON YOUTH AND PEACE PRACTICES (RYPB)

With an objective of building the capacity of the program managers from the UNICEF implementing partners on conceptualizing, designing and monitoring youth and peacebuilding programs, two 4-day trainings on 'Reflecting on Youth and Peace Practice' were organized. The trainings adapted the Reflecting on Peace Practice (RPP) framework developed by CDA for youth and peacebuilding programming.

*Reflection is an effective tool to look for change from 'WE' to 'I' approach helps mitigate conflict. 'We' is an imposing effort. I will certainly apply 'reflection' as a tool to evaluate me and my projects.*

Dolma Lama, ECARDS, Dolkha

A total of 51 program coordinators and officers (eight of whom were women) participated in the two trainings. Both trainings were residential and participants had the opportunity to learn from the session as well as learn from

interacting with each other. During the four days, participants learned about the RPP methodology, where they focused on developing their skills on how to reflect on youth and peacebuilding programming they implemented in the past and how to do it in the future.



During the training, the participants did group conflict analyses of their respective districts applying conflict analysis tools such as a conflict tree, force field analysis, three box analysis, and actors mapping. They also did a practical exercise on designing a peacebuilding intervention with youth. The participants appreciated the training as it was the first of its kind and they learned cutting edge skills to reflect on peace practices through the lens of youth and peacebuilding. The training was also important because it helped the participants analyze how their practices have been supporting peace through different types of initiatives.

RPP is a methodology that has been developed by the organization CDA and widely used in the field of peacebuilding as a tool to design, monitor and evaluate various peacebuilding interventions. It comprises a set of tools and concepts that are very useful for the conceptualization and planning of peace interventions at all levels. They help to answer the questions: *What* should we work on? *Which* of the issues or conflict factors is a priority? *Whom* should we work with? *Which* actors/stakeholders are most important to work with? And *why* should we work on issues such as social reintegration of ex-combatants? Is the rationale for our chosen approach solid?

The training was designed and led by Tulsi Ram Nepal, an experienced RPP practitioner and trainer, in consultation with Sujata Thapa, SFCG's Community Peacebuilding Program Manager. The training used the RPP course module and adapted it into a 4-day course using the RPP framework for youth and peacebuilding programming. [Please see Annex 2 for the training schedule].

The first training, held in Pokhara from June 30th - July 3rd, 2010, brought together 30 participants (including 6 female) from the UNICEF implementing partners in the eastern and central regions. The second training was held in Bhairahawa from September 14th – 17th, 2010 and was attended by 21 participants (including 2 female) from the UNICEF implementing partners in the western, mid-western and far-western regions. Table 1 gives brief details about the training dates and the number of participants. [Please see Annex 3 for the list of participants from the two trainings].

**Table 1: Training on Reflecting on Youth and Peace Practices**

S.N	Participants/ Districts	Date	Venue	No of participants		
				Total	Male	Female
1	Staff from UNICEF implementing partners in the eastern and central regions.	June 30- July 3, 2010	Pokhara	30	24	6
2	Staff from UNICEF implementing partners in the western, mid-and far-western regions.	September 14-17, 2010	Bhairahawa	21	19	2



### 3.2.2 COURSE ON YOUTH AND PEACEBUILDING

Based on the course module developed by SFCG with the support of Mark Hamilton from American University in Washington, D.C., USA, a 5-day course on *Youth Participation in Conflict and Peacebuilding for the Peacebuilding Practitioner* was organized. The course was organized in Kathmandu from September 20<sup>th</sup> to 24<sup>th</sup> and attended by 24 participants (including 9 female).

The training, which was facilitated by Mark Hamilton, was highly interactive and has increased the understanding of participants about the transformative potential of youth to engage in positive development and community peacebuilding. Each participant got the opportunity to work individually with the trainer in order to receive enough feedback about their own course designs and projects. In addition, participants were exposed to theoretical frameworks on youth mobilization and examined some of the common challenges, relevant cases, and best practices from the field.

**Table 2: Course on Youth and Peacebuilding**

S.N	Participants/ Districts	Date	Venue	No of participants		
				Total	Male	Female
1	Peacebuilding practitioners from various organisations	September 20-24, 2010	Kathmandu	24	15	9

Participants also developed analytic tools to design and implement effective youth programs that support peacebuilding initiatives in fragile environments. The training was intended to a) test the newly designed curriculum that will be rolled out with the 50 partner organizations and b) build the capacity of SFCG to lead the course.

All participants were given resource CDs with the course curriculum, reading lists and course materials, including power point presentations.

### 3.3 INCREASED CAPACITY OF IPs TO SUPPORT SOCIAL RE-INTEGRATION

**Specific objective 2:** *To build the capacity of UNICEF implementing partners to incorporate youth and peacebuilding into their overall programs.*

**Result 2.2:** CAAFAG Implementing partners will have increased knowledge to engage verified minors and post recruits in community based activities and to support their social-reintegration and enhance social cohesiveness.

#### Achievements:

A survey carried out by as part of final evaluation reveals that “after SFCG’s training 34% participants said that their ability to work with youth has increased significantly where another 55% said that their ability has also improved slightly. Only 11% said that despite their increased ability to work with youth, their work has been guided by the interest of the donor/INGOs they are connected with because of the fixed program design and rigid budget lines.” The implementing partners also reported during the review meeting organized in

“I was doubtful in the beginning about the outdoor activities that it could build relationships across dividing lines. However, after such activities, despite my doubt, I saw people understanding each other better and developing friendships by sharing their mobile numbers and calling each other every now and then. This also made me to change my perception towards these people and prejudice that the VMLRs cannot be dealt with easily.”

Mani Acharya, CWIN, Banke

Kathmandu from March 13<sup>th</sup> to 15<sup>th</sup>, 2011 that this program has multiplier effects at the local level. During the period, through the technical assistance from SFCG, the implementing partners were able to train 784 CAAFAGs and VMLRs in peacebuilding and leadership skills at the district level. 73 youth groups were mobilized in peacebuilding programs and more than 114 peacebuilding dialogues and events in communities were organized by youth clubs with CAAFAGs and VMLRs. This program has provided the platform for VMLRs to work with their communities and provided life skills around trust building, confidence building, leadership development and communication skills. This has also made easier for trainers to deal with VMLR during the vocational training. Community members also participated in peace building activities for social reconciliation and community peacebuilding.

### 3.3.1 ORIENTATION AND PLANNING MEETINGS

SFCG facilitated orientation and planning workshops in different regional centers where VMLRs are in vocational training. These workshops presented the orientation on peacebuilding to the different stakeholders in the region working with VMLRS and reviewed the process of planning the peacebuilding activities which provide the confidence building, trust building, emotion management, and social adjustment skills to VMLR. These workshops were added after the half year review program with UNICEF and implementing partners in the regional centers where the focus of the program was made. These workshops were organized by the respective implementing partners. The purpose of these workshops was to:

- *make the basic orientation on the youth and peacebuilding and its importance on reintegration process*
- *identify the relevant peacebuilding activities with VMLRs with role and responsibility of different agencies involved in this reintegration process*

**Table 3: Workshops and Peacebuilding Activities organized by Implementing Partners**

District	Implementing Partner	Youth Clubs	Planned Activities	Date	Participants
<b>Dhangadhi</b>	SC/NRCS, Kailali	Youth Red Cross Circle, SPA	Deuda and cultural program Outdoor leadership and Civic Education Camp Drawing Football Volleyball Hospital visit program	28 <sup>th</sup> Nov, 2010	23
<b>Nepalganj</b>	SC/CWIN	Bageshwari Youth Club	Outdoor leadership and Civic Education Camp Culture Program in Nepalganj Team Building Exercise in Nepalganj Game(Football And Volley ball) in Nepalganj  Quiz/Learning Sharing In Nepalganj	30 <sup>th</sup> Nov, 2010	18

<b>Dang</b>	SC/CWIN	Youth Network for Peace in Dang	Game(Football/Volleyball) in Nepalganj Culture Program, Dang Game (Football/Volleyball/Basketball) in Dang Group Intervention (Experience sharing, Vision sharing in Dang) Outdoor leadership and Civic Education Camp	17 <sup>th</sup> Dec, 2010	19
<b>Pokhara</b>	Indreni Samaaj	Community Development Forum	Outdoor leadership and Civic Education Camp Cultural Program Football for cooperation	30 <sup>th</sup> Dec, 2010	21
<b>Butwal</b>	Indreni Samaaj		Volleyball Cultural Program Picnic and Team Building Game Game (Musical Chair)	12 <sup>th</sup> Dec, 2010	22
<b>Chitwan</b>	Diyalo Pariwaar/ Bal Bikas Youth network	Sayepatri Yuva Samaaj, Prithivi Child Club	Friendship Football game Orientation on peacebuilding and civic education Outdoor leadership and Civic Education Camp Cultural Evening	27 <sup>th</sup> Nov, 2010	
<b>Lahan</b>	SC/CWIN	Save Samaaj	Orientation and rapport build up meeting Football/volleyball Exchange visit Life Skill, leadership and civic education discussion Outdoor leadership and Civic Education Camp  Youth festival	15 <sup>th</sup> Nov. 2010	23
<b>Biratnagar</b>	SC/CWIN	Y peer	Orientation and rapport build up meeting football/volleyball exchange visit Life Skill, leadership and civic education discussion Youth Festival  Outdoor leadership and Civic Education Camp	4 <sup>th</sup> Nov. 2010	17

<b>Kathmandu</b>	SC/CWIN	Y peer	Outdoor leadership and Civic Education Camp Cultural evening orientation program Youth Festival	18 <sup>th</sup> December, 2010	23
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Besides the youth clubs and VMLRs from the training centers, these activities were also attended by the representatives of UNDP and UNIRP, UNICEF regional staff, Save the Children staff, implementing partners of UNICEF and Save the Children.

### 3.3.2 COACHING AND FOLLOW-UP WORKSHOPS

Whilst training can be useful, follow up and one on one coaching can make the difference between a training being simply knowledge gained by the participant, to actually being implemented and contributing to real changes in programming. SFCG organized coaching and follow-up workshops in the five regional centers with the peacebuilding training participants and other stakeholders, including UNICEF, UNDP, UNIRP, Save the Children, Implementing Partners, youth clubs and service providers. The workshops were held in Dhangadhi, Nepalganj, Butwal, Kathmandu and Lahan. The purpose of the coaching was to assist the participants to put the workshop insights and knowledge into practice, and to develop their confidence and skills as youth and peacebuilding programmers.

**Table 4: Coaching – Venue, Date and Participants**

SN	Venue	Date	Total Participants	Disaggregation by		Involvement
				Gender		
				Female	Male	
1	Dhangadhi	23 February 2011	15	4	11	Participants were from UNIRP, UNDP, UNICEF, Save the Children, Implementing partners, service providing organizations and youth clubs
2	Nepalganj	25 February 2011	18	6	12	
3	Butwal	14 December 2010	19	4	13	
4	Lahan	2 December 2010	14	2	2	
<b>Total</b>			<b>56</b>	<b>16</b>	<b>40</b>	

In order to conduct the coaching, RPP practitioner and facilitator from the training, Tulsi Nepal, prepared a method on the basis of Keys to an Achievable Outcome<sup>4</sup> and Reflecting on Peace Practice<sup>5</sup>.

The participants were guided through the following nine questions as prescribed under the Keys to an Achievable Outcome:

1. Positively stated: What exactly do you want?
2. Control: Can you achieve this goal yourself, no matter what other people do?
3. Evidence: How will you know when you've got your goal?
4. Context: Where, when and with whom do you want it?
5. Preventing: What stops you from already having your goal?
6. Resources: What resources do you already have that will assist you in reaching your goal? What other resources do you need?
7. Ecology: What will you gain or lose in achieving this goal?
8. Worthwhile: What will achieving this outcome get for you? Or, what is so important to you about achieving this outcome?

<sup>4</sup> Mind Transformations, Barney Wee, NLP Practitioner Certificate Training ©1997 – 2003.

<sup>5</sup> Reflecting on Peace Practice, Training of Consultants & Advisers Manual, CDA Collaborative Learning projects, 2010.

9. Action: What and when is your first step in getting this goal into motion?

Apart from this, SFCG also coached 31 participants of the other SFCG training program through telephone. SFCG staff used the form, agreed on beforehand, to coach the participants. The purpose of the coaching was to improve participants' understanding of the training content and its use, and to clarify the goals of participants to inspire them with peacebuilding work. *[Please see Annex 4 for the format used for telephone coaching]*

### 3.4 INCREASED YOUTH AND PEACEBUILDING INITIATIVES

**Specific Objective 3:** *To support youth groups in carrying out local-level peacebuilding initiatives.*

**Result - 3.1:** Youth leaders will have increased knowledge and skills in leadership and conflict analysis and will have applied those skills in developing and implementing local level peacebuilding initiatives

**Achievement:**

In addition to the capacity building of the UNICEF implementing partners, SFCG proposed to carry out a two-step capacity building training, consisting of a basic youth and peacebuilding training and an advanced youth and peacebuilding training for the youth leaders in the selected districts of the implementing partners. These trainings have been designed to supplement the capacity building of the partner organizations and the trained youth leaders are expected to work closely with the implementing partners to put into practice the social reintegration activities at the community level. During the period, two regional-level trainings on basic 'Youth Leadership for Peacebuilding', one advanced training, and 29 youth and peacebuilding event facilitations have been completed.

#### 3.4.1 TRAINING FOR YOUTH LEADERS ON PEACEBUILDING

During this reporting period, SFCG organized two 5-day trainings on 'Youth Leadership for Peacebuilding' for the selected youth leaders from the UNICEF implementing districts. A total of 45 youth leaders, including 12 female, were equipped with knowledge and skills on conflict analysis, leadership and peacebuilding.

The first training for the youth participants, from the eastern and central regions, was organized in Kathmandu from June 20th to 24th, 2010 and was attended by 22 youth, including 8 female. The second training for the youth participants, from the western, mid western and far-western regions, was organized in Nepalganj from August 2nd to 6th, 2010 and was attended by 23 participants, including 4 female. *[Please see Annex 5 for the list of participants from the two trainings].*

**Table 5: Training on Youth Leadership for Peacebuilding**

SN	Venue	Date	Total Participants	Disaggregation by				
				Gender		Age Group		
				Female	Male	Below 18	18-24	25-29
1	Kathmandu	20-24 July 2010	22	8	14	4	17	1
2	Nepalganj	2-6 August 2010	24	6	18	3	21	0
	<b>Total</b>		<b>46</b>	<b>14</b>	<b>32</b>	<b>7</b>	<b>38</b>	<b>1</b>

**Table 6: Training Participants: Disaggregation by Caste/Ethnicity**

S.N	Venue	Date	Total Participants	Disaggregation by Caste/Ethnicity				
				Brahmin	Chhetri	Dalit	Janajati	Madhesi
1	Kathmandu	20-24 July 2010	22	4	4	1	12	1
2	Nepalgarj	2-6 August 2010	24	8	5	7	4	0
	<b>Total</b>		<b>46</b>	<b>12</b>	<b>9</b>	<b>8</b>	<b>16</b>	<b>1</b>

The participants were selected by the district implementing partners and youth/child clubs based on agreed criteria developed by UNICEF and SFCG. While SFCG took the lead in designing and implementing the training for the youth leaders, UNICEF and Save the Children also contributed with the development and facilitation of some of the sessions. SFCG led the sessions on leadership skills, conflict analysis and the role of youth in peacebuilding while Save the Children led the session on civic education and UNICEF led the session on HIV/AIDS and life skills. The training brought together the expertise of SFCG, Save the Children and UNICEF to design and deliver a comprehensive training for youth leaders using the training manual on youth and peacebuilding developed by SFCG, civic education package designed by Save the Children and life skills and HIV package designed by UNICEF. In addition to increased understanding and skills with peacebuilding, the training aimed to impart some life skills, including decision making, communication and understanding ones' own emotions.

Furthermore, participants gained knowledge about HIV/AIDS, important as youth are the most vulnerable population for contracting HIV in Nepal. Overall, the training prepared the youth participants to engage with other youth from different communities to carry out local peacebuilding initiatives. There was an emphasis on how to engage other actors, including adult decision makers, women groups and political leaders, who are necessary for the success of such initiatives. [Please see Annex 6 for the course outline.]

*We should lead our family, society and country. We should understand the feelings of the people affected with conflict and help re-integrate them in our society. I have participated in many training. To get along with the youth from 22 districts was fascinating. This training is awesome. My learning: for democratic leadership, both the adult and youth should cooperate and work together, during the conflict youth have been mobilized and manipulated more and more. I am associated with a child club. It is my first time, in Kathmandu, which was my challenge. But I thought I am made it. I never knew about what training does or what kind of training is helpful for the youth, until I faced this one. I am going to use the learning here to bring a positive change in my community. This is my first training and it's going to be history.*

Jhanahari Dhungel, Participant, Child Society Nepal Morang

Partners reported that after the training some youth leaders are now working closely with the respective partners to implement youth and peacebuilding initiatives based on the action plans they made at the end of training.

### 3.4.2 ADVANCED YOUTH LEADERSHIP AND PEACEBUILDING TRAINING

SFCG organized an advanced youth leadership for peacebuilding training for the youth leaders selected by the implementing partners, to further equip them with the skills for their youth clubs to engage in peacebuilding activities and programs. Participants learnt how to work with VMLRs and engage them in

youth clubs as well as how to design and sustain youth and peacebuilding programs at local and district levels.

The training covered methods on how to integrate peacebuilding in regular work and how to design peacebuilding activities within different contexts to address root causes of conflict in long-term, multi-step processes. This has also built the skills of youth leaders to engage their adversaries in dialogue and potential cooperation. In particular, there was a focus on how youth can work with difficult people and local decision makers. The training also helped participants to see and use civic education as a key to peace process. This also covered the importance of civic education for youth.

**Table 7: Advance Training on Youth and Peacebuilding**

SN	Venue	Date	Total Participants	Disaggregation by						
				Gender		Age Group				
				Female	Male	Below 18	18-24	25-29	30-34	Above 35
1	Kathmandu	23-26 Jan 2011	36	7	29	3	23	5	3	2
<b>Total</b>			<b>36</b>	<b>7</b>	<b>29</b>	<b>3</b>	<b>23</b>	<b>5</b>	<b>3</b>	<b>2</b>

**Table 8: Training Participants: Disaggregation by Caste/Ethnicity**

SN	Venue	Date	Total Participants	Disaggregation by Caste/Ethnicity				
				Brahmin	Dalit	Janajati	Madhesi	Tharu
1	Kathmandu	23-26 Jan 2011	36	16	5	7	3	5
<b>Total</b>			<b>36</b>	<b>16</b>	<b>5</b>	<b>7</b>	<b>3</b>	<b>5</b>

### 3.4.3 FACILITATION OF VARIOUS PEACEBUILDING EVENTS

During the period SFCG staff facilitated 29 peacebuilding events that were organized by implementing partners. The total number of participants at these events was 356, including 97 VMLRs. Using outdoor teambuilding exercises, sports, social events, and other tools these events built teambuilding skills, social adjustment skills, confidence and communication of participants. These events were organized by youth clubs and implementing partners based on the planning meetings at the regional level with all the stakeholders. These events included sports for peacebuilding between VMLRs and other youth, cultural events for peacebuilding, outdoor leadership camps between the different youth and other social activities that aimed to build relationships between VMLR, youth clubs and community and breakdown prejudices and stereotypes that act as a barrier to reintegration. They were also an opportunity for the participants



of the youth and peacebuilding trainings, to put their new learning into practice and develop and implement actual activities that were based on the principles learned in the trainings. Some of the examples of the peacebuilding activities conducted in different regions are:

**Table 9: Peacebuilding activities organized in different regions**

SN	Activity	Venue	Date	Participants
1	Cultural evening	Dhangadhi	January 17 <sup>th</sup> 2011	More than 2 hundreds including 7 VMLRs
2	Outdoor leadership camp	Dhangadhi	20 <sup>th</sup> January 2010	48, including 24 VMLRs
3	Campaign against Plastics	Dhangadhi	February 13 2011	24 youth including 9 VMLRs
4	Outdoor leadership Camp and Picnic	Nepalganj	5 February 2011	56 participants including 12 VMLRs
5	Sport for peacebuilding	Nepalganj	9 December 2010	28 including 7 VMLRs
6	Outdoor leadership camp	Nepalganj	March 25 2011	80 including 18 VMLRs
7	Cultural evening for peacebuilding	Dang	5 January 2011	50 including 11 VMLRs
8	Football and leadership for peacebuilding	Dang	February 12, 2011	32 including 12 VMLRs
9	Football and civic Education	Butwal	January 17, 2010	19 including 6 VMLRS
10	Picnic for peace	Nepalganj	19 <sup>th</sup> January, 2011	22 including 16 VMLRs
11	Volleyball for reconciliation	Butwal	February 7 <sup>th</sup> 2011	25 including 9 VMLRs
12	Outdoor leadership camp	Pokhara	1 <sup>st</sup> January 2011	31 youth including 9 VMLRs
13	Music for Peace	Pokhara	January 12 <sup>th</sup> 2011	42 including 11 VMLRs
14	Outdoor leadership camp	Chitwan		
15	Football for peacebuilding	Chitwan	20 November 2010	24 including 7 VMLRs
16	Orientation on Youth and Peacebuilding to VMLRs	Lahan	26 <sup>th</sup> November 2010	8 VMLRs
17	Outdoor Leadership Camp	Koshi Tappu	21 <sup>st</sup> December 2010	59 including 27 VMLRs
18	Friendly football for peace	Biratnagar	November 14 <sup>th</sup> 2010	23 including 4 VMLRs
19	Outdoor Leadership Camp and Picnic	Kathmandu		54 including 26 VMLRs



20	Sport for Peacebuilding	Makwanpur	26 <sup>th</sup> February 2011	22 including 3 VMLRs
21	Hospital Visit and collaboration for social Change	Dhangadhi	February 27 <sup>th</sup> 2011	14 including 5 VMLRs
22	Drawing competition on Peacebuilding	Chitwan	January 18 <sup>th</sup> 2011	12 including 2 VMLRS
23	Football for Peacebuilding	Nawalparasi	February 6 <sup>th</sup> , 2011	18 including 4 VMLRs
24	Interaction with the Stakeholders	Surkhet	December 18 <sup>th</sup> , 2010	23 including 3 VMLRs
25	New Year Eve with Youth	Dolakha	April 14, 2011	22 including 5 VMLRs
26	Essay Context on Peace and development	Dhankuta	12 January, 2011	9 including 3 VMLRs
27	Interaction with stakeholders	Rautahat	February 19, 2011	18 including 5 VMLRs
28	Visioning for the better Nepal using creativity	Butwal	January 23 <sup>th</sup> , 2011	21 youth including 3 VMLRs
29	Volleyball for Peacebuilding	Makwanpur	4 <sup>th</sup> March 2011	28 including 4 VMLRs

#### 3.4.4 SUPPORT FOR YOUTH CLUBS ON IMPLEMENTING PEACEBUILDING ACTIVITIES IN THREE DISTRICTS

The support for youth clubs to provide seed grants and implement peacebuilding activities is being done by the UNICEF partners in 54 districts, and seed grants are being provided by UNICEF to these partners. However, in 3 districts in the Eastern Terai – namely Siraha, Mahottari and Sarlahi - where there are no UNICEF partners, SFCG worked with its local partner organization Samagra Jana Utthan Kendra (Samagra) to implement the youth and peacebuilding program.

SFCG and Samagra engaged with youth clubs and networks in these districts to carry out peacebuilding and social reintegration activities focusing on youth associated with armed forces and armed groups. The activities included initial engagement visits, training about youth and peacebuilding and support to the youth clubs in these three districts.

**Initial engagement visit:** During the project, Samagra and SFCG staff carried out engagement visits in these districts to understand the situation and to identify and select potential youth clubs from these districts. Findings from the engagement visits in the three districts included:

- Weak coordination between youth, political parties, governmental staff and communities;
- Youth are in critical situations (manipulation by armed groups and involvement in criminal activities and violence);
- There is a lack of youth participation in the decision-making bodies at the Village Development Council (VDC) level;
- Caste-based conflict within Madhesi communities and between Pahade-Madhesi communities;

**Youth Leadership for Peacebuilding Training:** Samagra organized three days of youth leadership for peacebuilding trainings in Lahan for the youth leaders for the program area districts. There were 37 participants including 4 VMLRs from the Public Training Institute (PTI) and 12 females. The training was facilitated by SFCG staff. Participants learnt how to work with VMLRs and engage them in youth clubs and how to design and sustain youth and peacebuilding programs at the local and district levels. Training covered conflict analysis and role of youth in peacebuilding, civic education and life skills.

**Mini-Grant Support to the youth clubs:** Samagra worked with youth clubs at the community level to support them to take cooperative initiatives that foster dialogue and build peace. The youth clubs, after participating in the leadership workshop, conducted an analysis of conflict in their community and determined the most effective form of intervention they could carry out. Samagra provided financial, technical and material support to youth-led activities based on some basic conditions: first, they must represent cooperation among youth who are divided; secondly, the projects must aim to bring people together in support of the peace process; and thirdly, local youth groups need to raise matching funds from local resources. The detail of the small grant activities completed during the period is:

**Table 10: Small grants activities conducted**

SN	Name of the clubs	Name of the activities	No of participants	Outcomes
1	Shangharsh Youth Club, Bhatauliya	Drama	Approx 100	The youth knew the bad results of being engaged in armed groups The civil society learned to give a chance to those youth to improve their behaviors in society. The youth going abroad became aware about deadly diseases.
2	The Janakpur Lines Youth Club, Ankar	Drama	Approx 50	
3	Hanuman Youth Club, Bathnaha	Drama	Approx 100	
4	Shiv Target Youth club, Halkhori	Drama	Approx 40	
5	Suryodaya youth Club, Samsi	Drama	Approx 45	
6	Krishna Youth Club, Suga	Drama	Approx 25	
7	Jana-Jagriti Youth Club, Raghunathpur	Youth leadership training	46	The youth and civil society learned the skills of youth leadership and peacebuilding.
8	Maharani Youth Club, Bijalpura	Workshop(the role of youth in community peace building and development)	43	Healthy relationship building with the local youth and governmental offices with the club formation of VDC level youth network as pressure group
9	Shaker youth Club, Meghraul	Leadership training and peace rally	50	Exposure of the youth and peace building activities in the VDC level.
10	Loharpatti Youth Club, Loharpatti	Interaction program	33	The local youth learned their responsibilities towards public properties and public issues.
11	Youth Network for Peace and Development,	Interaction	32	Good coordination of the local

	Mahottari	program		organizations
13	Youth Network for Peace and Development, Dhanusha	Interaction program(youth discussion)	19	The youth became active with developing the network as a recognized organization in the district.
14	Jana Chetna Youth Club, Netraganj, Sarlahi	1. leadership training 2. interaction program	50	The youth formed a new youth club. They united.
15	Shree Shuva Shanti Youth Club, Basantpur, Sarlahi	1. leadership training 2interaction program	38	The four individual youth clubs agreed to work collectively.
16	Hands for Peace Youth Club, Lahan 10	Youth Leadership and Peace Building Training street Drama	25	Exposure of the youth and peace building activities in the VDC level. Learned the bad results of being engaged in armed groups
17	Youth Ekta Youth Club, Arnaama	assembly for honoring conflict victims family Youth Leadership and Peace Building Training	36	The conflict victims' families felt safe in the society. Exposure of the youth and peace building activities in the VDC level.
18	Suryodaya Janasewa Kendra, Siraha	Youth Leadership and Peace Building Training.	31	Exposure of the youth and peace building activities in the VDC level.
19	Empowering Social-economic Program, Nepal	Blood Donation Interaction	19	The blood collection will save the untimely death of the local people.
20	Janaprayash Saamudayik Kendra, Bisnupurkatti	"One Forum, multiple talents for Peace"	18	It helped the local youth to explore their internal talents and express it in the societies.

#### 4. CHALLENGES AND LESSONS LEARNED

- Since the VMLRs were concentrated in the 10 training centers, the peacebuilding activities that engaged VMLRs needed to be focused on these locations. Hence the reach of the peacebuilding activities were limited to 10 training centers and broader societal reintegration with the community became challenging.
- VMLRs who are not taking the UN package who are harder to reach than those in training centers were not reached by these activities. SFCG has incorporated messaging about VMLR in some of its non-UNICEF funded media programs which are intended to reach a broad spectrum of youth including VMLR. However, a more targeted approach to also reach these VMLR with peacebuilding activities is also recommended.

- There was the event based partnership with youth clubs so that youth could not make peacebuilding as their regular activities. Event based partnership with youth clubs, although it creates new relationships, builds awareness, and is a starting point, it cannot institutionalize peacebuilding activities at local level for the long term without more long term investment. . More focus on the capacity building of youth, mentoring and their linkage with relevant agencies at district and regional level is necessary to sustain youth and peacebuilding programs.
- Due to lack of financial resources for peacebuilding with implementing partners, it became difficult for them to support the youth leaders and youth clubs. Hence although trained youth clubs were clamoring to play a role in peacebuilding, they did not receive any resource support to enable them to do so. The budget to implement peacebuilding activities with implementing partners of UNICEF and Save the Children is insignificant and further no budget has been allocated to World Education's implementing partners.
- Lack of or little financial resource on peacebuilding with implementing partners meant that the IPS had limited funds to work with youth clubs. The dialogue training conducted towards the end of the program was appreciated because dialogue is a tool that can be done with little money and can have profound results. For other programs however more resources are required.
- Many implementing partners lack a peacebuilding focal person and this became challenging when coordinating with both SFCG and youth clubs. The absence of a focal person for peacebuilding for youth in the implementing partners has made it challenging for youth to get support from the implementing partner organizations. When contacted by SFCG, some of the youth leaders complained that they had visited the organization but could not find support from the program coordinators.
- There have been challenges with regards to coordinating the dates for the training. Since the dates had to be coordinated with UNICEF and its many different partners, there have been several changes in the scheduling. SFCG had scheduled two 'Advanced Youth Leadership for Peacebuilding' trainings during August and September. However, upon UNICEF's request, the trainings were cancelled and/or postponed. This affected the work plan of SFCG and will further delay the implementation of project activities.
- Implementing agencies were not aware on the bigger picture of this reintegration campaign. This project is very integrated and multiple partners are engaged in their own piece. Ideally, all of those pieces need to fit together and well coordinated. However, all of the implementing agencies were more concerned and focused on their own component and missed the bigger picture vision. Therefore, all the involved agencies need to have a clear idea of the bigger picture of this reintegration program. Meetings, interactions and workshops on the ongoing reintegration program should be organized so that implementing partners, services providers, youth clubs, technical organizations and UN agencies are aware of the interlinks between different components handled by different agencies.
- Planning and implementation of youth and peacebuilding activities at the regional level were very helpful with building trust and confidence of VMLRs. This has established good relations between them and made it easier for services providers to deal with them. Continuation of these activities is necessary in this phase as well.
- Community awareness is needed for the reintegration and rehabilitation of VMLRs and CAAFAGs. This can be assisted by developing a wide range of IEC (Information, Education and Communication) materials and communication campaign that supports the goals of the National Plan of Action on CAAFAG.

- Knowledge on peacebuilding practices from different parts of the globe and successful approaches used is also important to broaden the horizon of understanding. Most of the youth and local organizations do not have access to these resources as these are not available in Nepali. Localization of these materials is necessary to build knowledge and support sustainable peacebuilding. SFCG is committed to continuing its work on translating and adapting global resources for the local context.
- SFCG trainings are very helpful in preparing youth and implementing partners to conduct peacebuilding activities but SFCG staff are still needed to run trainings at the district level. Thus, training of trainers and refresher trainings are necessary to develop them as skilled trainers - independent of SFCG staff's support. It is a long term process to support organizations and coordinators who have no prior experience in peacebuilding, to become masterful at facilitating peacebuilding programs.

## 5. MONITORING AND EVALUATION

Throughout the project period, SFCG and partner organisations conducted various activities for the monitoring and evaluation of various aspects of the project.

In all the training, SFCG carried out a pre- and post-test survey to measure the changes in the knowledge and skills of the participants before and after the training. The data from the survey is entered in the SFCG monitoring database and analysed to assess the effectiveness of the training and to constantly improve the quality of the training programs. Besides, SFCG staff conducted telephone coaching and mentoring with the participants of various training to assess the outcomes of the training programs and to receive feedback for improvements.

During the final month of the project, SFCG carried out a project evaluation led by an external evaluator, Tushi Nepal. The evaluation focused on assessing the project in terms of relevance, effectiveness, coordination and coherence and sustainability of the project activities against the set goals and objectives as well as the conflict context.

The evaluation report is attached as a separate document.

## 6. OUTPUTS TABLE

Outputs	Status
1.1 Course Module in Youth and Peacebuilding	Completed - SFCG has a course module developed by Mark Hamilton.
1.2 A facilitator's guide to conducting peacebuilding dialogues	Completed - The soft copy of the guide is prepared by SFCG.
1.3 Audio-visual training materials	Completed - Three videos @ 8 minute, are produced on Sport and peacebuilding, folk music and peacebuilding, youth leadership training and peacebuilding

2.1 Course on Youth and Peacebuilding	Completed - 24 participants
2.2 Training on Reflecting Youth and Peace Practices	Completed – total of 51 participants are trained
2.3 Review workshop and training on conducting peacebuilding dialogues	Completed - two events, 64 participants
2.4 Follow-up coaching visits	Completed in 4 regional centers
2.4 Peacebuilding orientation and planning	Completed in 9 centers
3.1 Training to youth leaders on “Youth Leadership and Peacebuilding”	2 training completed. Total of 45 participants trained
3.2 Advance training on youth and peacebuilding to youth leaders	1 training completed. 36 participants trained
3.3 Facilitation of the various peacebuilding activities	Completed - 29 events
3.3 Implementation of youth and peace building activities in three district Siraha, Mahottari and Sarlahi	Completed - One engagement visit, one training on youth leadership for peacebuilding and 20 seed grant activities

## 7. NEXT STEPS

Drawing out on the experience and lessons learnt, SFCG has already submitted a project proposal for the continuity of this project. The next phase of the proposed project “Capacity Building in Youth and Peacebuilding”, aims to build the capacity of UNICEF implementing partners and other organizations involved in the reintegration of Verified Minors and Late Recruits (VMLR) and Children Associated with Armed Forces and Armed Groups (CAAFAG). This project will support the agencies to develop and implement youth and peacebuilding programs, with a particular focus on incorporating peacebuilding into their VMLR reintegration programming.

The project will engage a wide range of stakeholders including UNICEF, UNIRP, CAAFAG Working Group, youth clubs and implementing partners. It will directly target the VMLRs released from the cantonment in 2010 as well as ‘self and informally released’<sup>6</sup> CAAFAG. Following results are expected:

- Program Coordinators of implementing partners will have increased capacity to design implement and evaluate peacebuilding programs;
- Peacebuilding focal person from implementing partners will have increased knowledge and skills to organize effective outdoor leadership activities with youth from across dividing lines;
- Peacebuilding practitioners will have increased access to resource materials on peacebuilding to widen their understanding on the subject.

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<sup>6</sup> Refers to minors who left the cantonments or the CPN-M prior to the UNMIN verification process

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

It is expected that this project will immediately start after the current project expires.

## 8. FINANCIAL REPORT

The financial report will be forwarded after the grant extension period has finished.

## ANNEXES

### ANNEX-1: COURSE OUTLINE - YOUTH PARTICIPATION IN CONFLICT & PEACEBUILDING: **INTEGRATIVE APPROACHES TO YOUTH PROGRAMMING IN POST-CONFLICT TRANSITIONS**

*Relevant Contact Information:* Mark.Hamilton@american.edu; 011-202-277-5755 (Washington DC)

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- *"The destiny of any nation, at any given time, depends on the opinions of its young men under five-and-twenty."* – Johann Wolfgang von Goethe (1749-1832).
  - *"Much youth violence is preventable by creating positive life options and socializing them for peace rather than war."* – Michael Wessells, "Child Soldiers, Peace Education, & Post-conflict Reconstruction for Peace", *Theory into Practice*, 44:4 (2005).
  - *"Organizations that are successful in involving young people in meaningful ways are able to translate this attitude into policies & programs that incorporate youth as partners in community building."* – International Youth Foundation, *What Works in Youth Participation* (2002).
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#### **Course Overview**

A key lesson from modern world history is that young people act as "engines" of social and political change, including featured roles within conflict and post-conflict situations. Not only are young men and women victimized by war; they also are manipulated and pulled into conflict as combatants, ideologues, and political thugs. The opportunity for their armed mobilization is immense, and yet too often the brave youth who seek nonviolent roles are left isolated and unsupported.

This highly interactive training – designed for practitioners in fields of development and conflict resolution as well as educators examining questions of youth agency and security – will explore the transformative potential of young people for civil violence and community peacebuilding. Participants will gain exposure to theoretical frameworks of youth mobilization and examine some of the common challenges, relevant cases, and best practices from the field. In addition, we will develop analytic tools to design and implement effective youth programs that support peacebuilding initiatives in fragile environments.

#### **Specific Objectives**

- *Examine the effects of conflict and insecurity on young people and explore the incentives for youth mobilization into varied institutional forms of armed violence;*
- *Practice tools of conflict analysis & transformation through examination of relevant global cases;*
- *Develop an integrated theory of change for how young people can contribute to sustainable peace and development in conflict-ridden and at-risk communities; and*
- *Design a program for community peacebuilding that engages youth as participants in all phases of project development, including monitoring and evaluation.*



## Course Outline

### **Day 1:**

- Introductions and Expectations
- Training Overview and Ground Rules
- Definitions of "Youth" and Theoretical Overview
- Definitions of "Participation" and Theoretical Overview
- Definitions of "Conflict" and Theoretical Overview
- Conflict Analysis Group Exercise
- Definitions of "Conflict" and Theoretical Overview
- Daily Recap & Evaluation
- Homework: Review Course Resources CD

### **Day 2:**

- Debrief of Day 1 Lessons Learned
- Introduction to Theories of Change
- Lenses of Violent Youth Mobilization
- Role Play Exercise & Debrief: Violent Youth Mobilization
- Rechanneling the Mechanisms of Mobilization & Review of Peacebuilding Concepts
- Global Case Studies of Youth Peacebuilding Initiatives (Video Examples)
- Debrief of Video Cases, In Context of Peacebuilding Analytic Tools
- Theories of Change and Peacebuilding, With Reference to Youth Sectors
- Daily Recap & Evaluation
- Homework: Review Course Resources CD; Consider Programs to Suggest for Design / Review

### **Day 3:**

- Debrief of Day 2 Lessons Learned
- Introduction to Group Exercise on Program Design/ Review
- Consolidation of Working Groups for Program Design/ Review
- Drafting of Working Group's Theory of Change; Large Group Feedback
- Overview of Program Design Framework
- Working Group Breakouts for Phase I of Youth Peacebuilding Program Design / Review;
- Peer Feedback on Phase I Group Work
- Daily Recap & Evaluation
- Homework: Individual Tasks to Support Working Group; Review Course Resources CD

### **Day 4:**

- Debrief of Day 3 Lessons Learned
- Overview of Phase II of Program Design & Review
- Working Group Breakouts for Phase II of Youth Peacebuilding Program Design / Review;
- Peer Feedback on Phase II Group Work
- Overview of Phase III of Program Design & Review
- Working Group Breakouts for Phase III of Youth Peacebuilding Program Design / Review;
- Peer Feedback on Phase III Group Work
- Daily Recap & Evaluation
- Homework: Individual Tasks to Support Working Group; Review Course Resources CD

### **Day 5:**

- Debrief of Day 4 Lessons Learned
- Final Group Work & Reflections on Youth Peacebuilding Program Design / Review
- Review of Available Resources
- Final Comments & Questions
- Course Recap

## ANNEX-2: SCHEDULE OF RYPP TRAINING

	Day 1	Day 2	Day 2	Day 4
Morning	<p>Introduction Course Objectives and Expectations</p> <p>Sharing understanding: what is conflict</p>	<p>Recap Youth and Peacebuilding (SFCG)</p> <p>Common Ground Approach (SFCG)</p>	<p>Recap</p> <p>Systems Analysis</p> <p>RPP Matrix</p>	<p>Recap</p> <p>Program activities (Cont'd...)</p> <p>Criteria of Effectiveness</p>
Lunch Break				
Afternoon	<p>Conflict Analysis: Actors and Causes (Conflict Tree)</p>	<p>RPP introduction Force Field Analysis Key Driving Factors</p>	<p>Programming Options: Being strategic Program activities</p>	<p>Evaluation and closing</p>

### ANNEX 3: PARTICIPANTS OF TRAINING ON REFLECTION ON YOUTH AND PEACEBUILDING PRACTICE

#### Training 1: Pokhara, 30 June-3 July 2010

S.No	Name	Gender	Age Group	Caste/Ethnicity	Organization
01	Sonam Bantawa	Female	30-34	Janajati	PAG, Ilam
02	Sapana Shrestha	Female	25-29	Janajati	RRN Sankhuwashaba
03	Bishnu Mani Nepal	Male	30-34	Brahmin	Samaj Sewa Samuha
04	Sahaman Bishwokarma	Male	30-34	Dalit	PAG, Panchthar
05	Rajendra Shrestha	Male	25-29	Janajati	PAG, Taplejung
06	Shambhu Raj Pandey	Male	30-34	Brahmin	REEC Myagdi
07	Wakil Karki	Male	Above 35	Chhetri	RRN
08	Ramdhan Madhi	Male	Above 35	Janajati	CDPs
09	Dil Bahadur Karki	Male	Above 35	Chhetri	PAG, Terathum
10	Prakash Adhikari	Male	30-34	Brahmin	PAG, Ilam
11	Tebrej Ahamad	Male	25-29	Muslim	Rural Development Centre
12	Yagya Gautam	Male	18-24	Brahmin	Diyalo Pariwar, Chitwan
13	Binod Rijal	Male	25-29	Brahmin	ICDC-Nepal, Dhading
14	Chandra Bahadur Oli	Male	Above 35	Chhetri	BASE, Salyan
15	Birat Lamsal	Male	Above 35	Brahmin	CWS
16	Durga Aryal	Male	Above 35	Brahmin	Siddhartha Social Development Center, Kapilwastu
17	Lok Bahadur Khadka	Male	18-24	Chhetri	Solve Nepal, Dhankuta
18	Chandra Prasad Chudal	Male	Above 35	Chhetri	PAG, Jhapa
19	Sunil Chaudhary	Male	30-34	Tharu	Shreepuraj Community Development Center, Saptari
20	Laxmi Prasad Chaudhary	Male	30-34	Tharu	Shreepuraj Community Development Center, Saptari
21	Prem Rai	Male	30-34	Janajati	ISSN, Khotang
22	Goma Panthi	Female	18-24	Brahmin	OTCDC, Arghakhanchi

23	Dolma Lama	Female	25-29	Janajati	ECARD, Dolakha
24	Hajra Shabnam	Female	30-34	Muslim	Save the Children
25	Radha Dhungana	Female	30-34	Brahmin	CWIN Nepal
26	Sachin Khadka	Male	25-29	Chhetri	World Education
27	Bhola Basnet	Male	25-29	Chhetri	JSSN
28	Laxmi Nath Gyawali	Male	Above 35	Brahmin	IRDC
29	Bhairab Prasad Gelal	Male	Above 35	Brahmin	Samagra Jana Utthan Kendra, Siraha
30	Raju Bhandari	Male	Above 35	Brahmin	World Education

### Training 2: Bhairahawa, 14-17 September 2010

S.No	Name	Gender	Age Group	Caste/Ethnicity	Organization
1	Dil Bdr Air	Male	25-29	Chhetri	Save the Children
2	Madhu Dawadi	Male	30-34	Brahmin	CWIN
3	Kulindra Adhikari	Male	Above 35	Brahmin	Save the Children
4	Hari Lal Chuadhary	Male	30-34	Tharu	NNSWA
5	Hasi Lal Panta	Male	18-24	Brahmin	Panch Tara Yuwa Samay Manch
6	Ram Chandra Rawal	Male	25-29	Chhetri	KIRDARC
7	Dina Nath Acharya	Male	25-29	Brahmin	GVC Baglung
8	Dhurba Raj Gautam	Male	25-29	Brahmin	PTYSM Surkhet
9	Hari kiran Basnet	Male	25-29	Chhetri	BNA Jumla
10	Ram Jung Shah	Male	30-34	Janajati	PTYSM Jajarkot
11	Mahendra Regmi	Male	30-34	Brahmin	Sundhar Nepal Santha
12	Bhim Bdr Gurung	Male	Above 35	Janajati	Hoste Haise Child
13	Bishnu Chiluwal	Male	30-34	Brahmin	Women Self Help Centre
14	Manoj Bist	Male	25-29	Chhetri	Working for Across and Creation
15	Bishnu Bhandari	Male	Above 35	Brahmin	NARDEC
16	Dammar Sunar	Female	30-34	Dalit	CWIN Nepal

17	Bishnu Devkota	Male	25-29	Brahmin	DNGOCC
18	Bala Ram	Male	Above 35	Brahmin	PTYSM
19	Usha Joshi	Female	30-34	Brahmin	NRCS
20	Shanti Pandit	Female	25-29	Brahmin	JJCDC
21	Jhakku Acharya	Male	18-24	Brahmin	CWIN Nepal
22	Ghan shyam Nyure	Male	30-34	Brahmin	Sundhar Nepal Santha
23	Indra Bdr Auji	Male	30-34	Dalit	Sundhar Nepal Santha

## ANNEX 4: TELEPHONE COACHING FORM

INFORMATION ABOUT COACHEE			
Name		Coaching Date	
Organization		Designation	
Attended training/s	SFCG	Major involvement	
COACHING DETAIL			
<p>What differences did the SFCG training made on you?</p> <p>What plan did you made after the training for youth and peacebuilding?</p> <p>What did you do after the training?</p> <p>What are your major achievements on peacebuilding?</p> <p>What were the challenges for you? How did you overcome?</p>			
<p>What else would you like to achieve now?</p> <p>What do you need to do in order to achieve that?</p> <p>What are the supports /resources available?</p> <p><u>How can we support you?</u></p> <p>What are the possible challenges?</p> <p>How will you overcome?</p> <p>What are you going to do? When?</p>			
Recommendation of coach			

Name of Coach		Signature	
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## ANNEX 5: PARTICIPANTS - YOUTH LEADERSHIP FOR PEACEBUILDING

Training 1: Kathmandu, 20-24 July 2010

S.No	Name	Gender	Age Group	Caste/Ethnicity	Organization
01	Yamuna Karki	Female	18-24	Chhetri	JSSN Solukhumbu
02	Evi Rai	Male	25-29	Janajati	JSSN Khotang
03	Ranjit B.K	Male	18-24	Dalit	ICDC
04	Jhanahari Dhungel	Male	18-24	Brahmin	Child Society Nepal
05	Deepak Rai	Male	18-24	Janajati	R.R.N Bhojpur
06	Sanita Rai	Female	18-24	Janajati	R.R.N Sankhuwasabha
07	Saroj Pyakhurel	Male	Below 18	Brahmin	
08	Shailendra Kushwaha	Male	18-24	Madhesi	
09	Nabaraj Shrestha	Male	Below 18	Janajati	S.B.K
10	Mona Shrestha	Female	18-24	Janajati	Himrights
11	Shweta Dhakal	Female	18-24	Brahmin	Himrights
12	Bhim Rajbhashi	Male	18-24	Janajati	Suranga Cooperative youth club
13	Subina Sapkota	Female	Below 18	Brahmin	Survodaya Youth Club
14	Pritam Sanba	Male	18-24	Janajati	PAG-Mechi Youth Information
15	Rita Devi Ghising	Female	18-24	Janajati	
16	Gyanu Senchuri	Male	18-24	Janajati	Bhanudaya Youth Club
17	Saraswato Katwal	Female	18-24	Chhetri	JSSN Okhaldhunga
18	Bimala Rai	Female	Below 18	Janajati	Solve Nepal
19	Gorakh Bdr .Achhami	Male	18-24	Chhetri	Yuwamaitri Club
20	Rupesh Giri	Male	18-24	Janajati	Diyalo Pariwar
21	Hari Narayan Raut	Male	18-24	Chhetri	
22	Bharat Tamang	Male	18-24	Janajati	Mission United Youth Club

Training 2: Nepalgunj, 2-6 August 2010

S.No	Name	Gender	Age Group	Caste/Ethnicity	Organization
01	Rama Rawat	Female	18-24	Chhetri	CWIN Nepal
02	Khami Sarashrish	Female	18-24	Dalit	REEC
03	Netra Acharya	Male	18-24	Brahmin	NRCS
04	Dinesh Bhatt	Male	18-24	Brahmin	NRCS
05	Amrit Karki	Male	18-24	Chhetri	BNA
06	Udaya Giri	Male	18-24	Janajati	CWIN Nepal
07	Arjun Kurmi	Male	18-24	Dalit	Indreni
08	Sumitra Pariyar	Female	18-24	Dalit	Indreni
09	Chudamani Gautam	Male	18-24	Brahmin	CWIN Nepal
10	Subarna Rijal	Male	18-24	Brahmin	JJUDC
11	Kul Bahadur Majhi	Male	18-24	Janajati	Nava Yuwa Club
12	Man Bahadur Rawat	Male	18-24	Chhetri	BNA
13	Pradeep Nepali	Male	18-24	Dalit	Utpidit Tatha Janajati B P
14	Deepak Chaudhary	Male	18-24	Janajati	SSDC
15	Durga Prasad Bhandari	Male	18-24	Brahmin	DNGOCC Dang
16	Radha Budhathoki	Female	Below 18	Brahmin	DES Nepal
17	Nanda Adhikari	Male	18-24	Brahmin	KIRDARC
18	Suresh Duhar	Male	18-24	Dalit	NNSWA
19	Daya Subedi	Male	18-24	Brahmin	NPYC
20	Santosh BK	Male	18-24	Dalit	YNFPAD
21	Sangam BK	Male	Below 18	Dalit	FSYPF
22	Madan Kumar Bhul	Male	18-24	Janajati	WAC Nepal
23	Bhabani Thapa	Female	Below 18	Chhetri	BT
24	Goma K. Chhetri	Female	18-24	Chhetri	



## ANNEX 6: YOUTH LEADERSHIP FOR PEACEBUILDING TRAINING SCHEDULE

	Activity	Facilitator	Objective	Process/ methodologies
<b>DAY 1</b>				
09:00 - 09:30	Welcome, Introduction and Expectation sharing	SFCG	Participants are familiar to each other and with training agenda.	Introduction and expectation by <b>net game</b> ,
9.30 - 11.00	- Working with youth: <i>Defining youth, Youth characteristics, youth role and responsibilities</i>	SFCG	Participants have common understanding on the youth characteristics and role of youth	<b>Reflecting exercise</b> Discussion Presentation Finding actions
11.00- 12.30	- Introduction to conflict, violence and peace	SFCG	Participants are able to differentiate between conflict and violence  Able to define peace	<b>Paper exercise</b> Discussion Finding actions
12.30- 13.30	Lunch			
13.30 to 15.30	<b>conflict analysis</b> <ul style="list-style-type: none"> <li>• <b>identify conflict</b></li> <li>• <b>mapping local conflict</b></li> <li>• Conflict Analysis Tools: <i>conflict tree character map, position and Interest</i></li> </ul>	SFCG	- able to identify conflict in the community - able to analyze conflict of community	<b>Story telling</b> Group discussion Presentation finding actions
15.30 to 16.00	Tea break			
16.00 to 17.30	Common Ground Approach	SFCG	- able to understand the common ground approach and process of finding common ground in conflict	<b>Apple exercise</b> discussion finding actions
<b>DAY 2</b>				
9.00- 9.30	Review of day one	SFCG	- Day one is reviewed	<b>by a song</b>
9.30 - 11.00	Youth Participation	SFCG	- Able to describe the different level of participation and reflect own position	<b>Question answer matching/participation game</b>  Robert Hart model presentation Finding actions
11.00- 11.15	Tea break		-	
11.15- 12.30	- Youth Leadership development - Youth club and youth leadership	SFCG and SC	- Identify the qualities of leadership and way to promote them	<b>Mirror games</b> Group discussion Finding actions

			- Make common understanding on the values of leadership	
12.30-13.30	Lunch time		-	
13.30 - 14.30	Emotion management	SC	- Recognize different emotions - Understand various means/skills to handle emotions	Drama
14.30 - 16.00	Non violent approach	SFCG	- list down the non violent methods of calming right	<b>Role play/pin balloon game</b> Discussion Presentation finding actions
16.00-16.30	Tea time		-	
16.30-17.30	Intergenerational dialogue and cooperation	SFCG	- Understand the importance of intergenerational dialogs - Find the way to start ID	<b>Balloon game</b> Discussion Reflection Finding actions
<b>DAY 3</b>				
9.00- 9.30	Review of day one	SFCG	- Day two is reviewed	by a song
9.30-11.00	Reconciliation	SFCG	- Understand the importance of 4 pillar of reconciliation	<b>Truth, Justice, Peace and Mercy debate</b> Discussion Finding action
11.00-12.30	Finding supportive hands for Youth	SFCG	- Identify the supportive hands for working with youth in peacebuilding at local level	Mapping exercise Group discussion
12.30-13.30	Lunch time		-	
13.30-15-30	Democratic & Autocratic Leadership		- Understand the value of democratic leadership - Analyze leadership qualities	- Role Play - Fishbone Analysis
15.30-16.30	Rule of Law	SC	- Understand importance of rule of law	- <b>Football or volleyball Game</b>
<b>Day 4</b>				
10.00-12.00	Inclusion and Exclusion	SC	- Understand the importance of inclusion - Include different	-Exclusion and Inclusion game -Power Walk

			persons in daily activities	
12.00-1.00	Citizenship and civic responsibility	SC	- Understand citizen's responsibility	-Song and discussion
2.00-4.00	Appreciative communication skills	SC	- Able to communicate assertively and affirmatively	-Role play
DAY 5	HIV AIDS and LIFE SKILL	UNICEF	-	