Final Report
on
Evaluation of UJYALO Program
(Volume I: Main Text)

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LIST OF ABBREVIATIONS

ACC	Agro-products Collection Center
ASHA	Accessing Service for Households
BDS	Business Development Services
CA	Constituent Assembly
CBO	Community-based Organization
CC	Community Counselor
CDO	Chief District Officer
CDP	Community Development Program
CFUG	Community Forest User Group
CiCP	Children in Conflict Program
CMP	Community Mediation Project
CPC	Child Protection Committee
CPSW	Community Psychosocial Worker
DADO	District Agriculture Development Office
DDC	District Development Committee
DFID	Department for International Development
DNH	Do No Harm
DVN	Development Vision Nepal
DWSS	Drinking Water Supply System
EMPT	Extended Program Management Team
FECOFUN	Federation of Community Forest Users, Nepal
FGD	Focus Group Discussion
HPMC	Health Post Management Committee
IC	Interim Constitution
IDE	International Development Enterprises
IDP	Internally Displaced People
IGA	Income Generation Activity
INFRIN	Infrastructure for Incomes
INGO	International Non-Governmental Organization
IP	Implementing Partner
IPM	Integrated Pest management
IR	Intermediate Result
KII	Key Informant Interview
LAN	Law Associates, Nepal
LDO	Local Development Officer
LFP	Livelihood Forestry Program
LRP	Local Resource Person
MIT	Micro-irrigation Technology
NGO	Non-governmental Organization

PPC	Peace Promotion Centre
PVSE	Poor Vulnerable socially Excluded
RBA	Rights-based Approach
SAGUN	Strengthening Actions for Governance in Utilization of Natural Resource
SAMARPAN	Strengthening the Role of Civil Society and Women in Democracy and Governance Program
SC	Save the Children (USA)
SMC	School Management Committee
SP	Strategic Partner
SPAM	Seven Party Alliance and Maoists
TAF	The Asia Foundation
TOR	Terms of Reference
TOT	Training of Trainers
TPO	Transcultural Psycho-social organization/Nepal
UNMIN	United Nations Mission in Nepal
USAID	United States Agency for International Development
VAHW	Village Animal Health Worker
VDC	Village Development Committee
VOC	Victim of Conflict
VOT	Victim of Torture
WI	Winrock International

EXECUTIVE SUMMARY

The UJYALO program is a three year community peace promotion project, funded by USAID, which comes to an end in September 2007. UJYALO started in October 2004, at the height of the violent armed conflict, with what was then a new and experimental approach in Nepal to working with conflict at the community level. The program has worked in 13 districts of Western, Mid-Western, and Far-western Development Regions, which were severely affected by conflict, and has been implemented by five INGO implementing partners (IPs), namely, Save the Children (SC as the prime organization), CARE Nepal, Winrock International (WI), International Development Enterprises (IDE), and The Asia Foundation (TAF). The overarching goal of the program, as set in the technical proposal, has been the **promotion of peace through improved income, support, and local capacities for peace among conflict-affected communities in western Nepal.** The goal is achieved by three intermediate results: enhanced opportunities for sustainable incomes in conflict affected areas (IR 8.1), increased access to key services by victims of conflict (VOCs) (IR 8.2), and strengthened community capacity for peace (IR 8.4).

Evaluation Methodology

The final evaluation of the UJYALO program has been conducted by Development Vision Nepal (DVN) to assess the program's progress towards the stated goal of promoting peace at the community level. Using both quantitative and qualitative methods, the evaluation has been completed based on primary and secondary sources of data. A major part of the evaluation study was a household survey which followed up on the baseline household survey, and assessed the changes that have taken place. Focus group discussions, key informant interviews, and case study approaches were used to collect more qualitative information.

Overall Impact

The UJYALO program activities have had a positive impact on peace promotion in local communities where the program works, both during the height of the conflict before May 2006, and afterwards in the post-conflict period. This achievement is measured by the three impact indicators: the normalization of community life (of the social, economic and cultural activities); the quality of interactions between and among the members of the target communities; and the participation in the regime of decision-making processes in the community level organizational structures.

The evaluation has revealed that **normalization** has taken place in the **program VDCs** as substantiated by the survey findings. Positive changes have taken place in **the social, economic and political sectors of the local target communities**. The overwhelming majority of the sample respondents (93.9 %) have perceived the change in their communities as 'getting better' which was reported only by 58 percent of respondents during the period of baseline. Of these respondents, 58 percent attributed the improvement to a combination of UJYALO and the change in the national context, while 28 percent felt the national change alone was the cause, and 14 percent felt UJYALO alone is responsible for the improvement. Respondents in control VDCs were also interviewed, and a similar majority (93.3%) saw normalization taking place, but there 80% attributed the improvement to the change in the national context. How far the UJYALO program has impacted on the overall environment of the working districts, and therefore the control VDCs, has been difficult to measure.

In the social sector caste and gender discrimination has decreased, and school closure has decreased. The availability of transportation, development activities, and health facilities has increased. Relations with neighbors and participation in social and cultural events have increased (see Table 1.)

Table 1: Households' Perceptions on Social Change

Indicators	Baseline		Evaluation		
	Decreased	Increased	Decreased	Same	Increased
Caste-based discrimination	*85.1%*	*14.9*	*95.6%*	*4.2*	*0.3*
Gender-based discrimination	*76.6%*	*23.4*	*94.9%*	*4.6*	*0.4*
Closure of schools	*21.2*	*78.8%*	*81.6%*	*11.7*	*6.6*
Alcohol consumption	*60.5%*	*39.5*	*71.4%*	*23.5*	*5.2*
Transportation facility	*64.9 %*	*35.1*	*7.7*	*10.7*	*81.6%*
Development activities	*61.6%*	*38.4*	*2.5*	*11.0*	*86.5%*
Health facilities	*68.7%*	*31.3*	*2.9*	*16.5*	*80.6%*
Relations with neighbors	*Not*	*at baseline*	*2.4*	*2.7*	*94.8%*
Participation in social/cultural events	*48.5*	*51.5 %*	*2.6*	*5.2*	*92.1%*

The majority of the respondents (60.4%), from the program VDCs, ascribed these social changes to the **combined effect of UJYALO activities and change in the national political landscape (or national change),** while 24.3% felt the social changes were the effect of the national change, and 15.3% saw these being the effect of UJYALO alone.

With respect to the **normalization,** the communities of the **program VDCs** have also perceived positive changes in the economic sector. They see increases in job opportunities, agricultural and livestock production, access to markets, market demand, and number of hours one is able to work in one's fields, as well as an improvement in the general working environment (see Table 2). **A majority of the respondents (59.9%) reported that the change in the economic sector has been triggered by the combined effect of UJYALO activities and change in the national political landscape (or national change),** while 25% ascribe it to national change and 15% to UJYALO alone.

Table 2: Households Perceptions on Economic Change

Indicators	Baseline		Evaluation		
	Decreased	Increased	Decreased	Same	Increased
Job opportunities	**67.1%**	32.9	2.2	10.3	**87.6%**
Agriculture/livestock production	**35.9%**	64.1	1.2	17.0	**81.8%**
Access to market	**34.3%**	65.7	0.7	12.4	**86.9%**
Market demand	Not at	baseline	0.5	3.2	**96.3 %**
Work hours	**54.8%**	45.2	0.5	6.5	**93.1%**
Working environment	Not at	baseline	7.2	7.4	**85.3%**

In the political sector, the respondents perceive major improvements. They see political instability has decreased, and there have been increases in the activities of local government, access to information and freedom of expression (see Table no. 3). **Just over half of the respondents (53.1%) reported that the positive change in the political sector is due to the combined effect of UJYALO activities and the change in the national political landscape (or national change),** while 33% attributed it to the national change alone, and 13% to UJYALO activities alone.

Table 3: Households Perceptions on Political Change

Indicators	Baseline		Evaluation		
	Decreased	Increased	Decreased	Same	Increased
Activities of local government	50%	50	0.6	9.6	89.9%
Political instability	53.1	46.9%	59.6%	22.5	17.8
Access to information	60%	40	0.8	6.3	92.9%
Freedom of Expression	70%	30	0.3	3.1	96.6%

The quality of **interactions** (based on trust, social cohesion and co-operation) **between and among the members of the communities** in the **program VDCs** has also improved after the implementation of the UJYALO program. An overwhelming majority of the respondents (93.7%) have reported that the quality of interactions between and among the members of the community has increased, where as 69.1 percent of respondents reported an increase during the baseline study period. Qualitative studies show there has been a gradual increase in positive thinking among individuals towards other members of their communities. A more supportive environment towards one another has also been created. Trust, social cohesion and cooperation among the community members have been developing. The conflicting parties can sit together and hold discussions in their communities.

Local people, with the support of UJYALO, have gone along way to eliminating the age-old discriminatory practices in their villages. The high castes and low castes have begun a new culture of participation in the birth and death rituals and ceremonies which was inconceivable a couple of years ago. The locals share that there used to be a lot of problems in the past in social relations. Given the fact that the community is united against all types of discrimination, there have been fewer, and even in some cases no quarrels in communities now a days. The joint actions of IPs and SPs under the UJYALO program have helped promote community social harmony, peace building training, and local advocacy campaigns for rights. Their activities have created an environment for villagers to declare their villages free of caste-based discrimination.

The evaluation has also revealed that the **participation** of the people in local activities of **program VDCs** has also increased after the implementation of UJYALO. The vast majority of the respondents (92.3%) from the program VDCs have shared that they participate in the community level meetings, compared with 61.3 percent during the baseline study. An overwhelming majority of the respondents (92.5%) express their views in the meetings, compared with 74.1 percent of respondents during the baseline study. Qualitative studies show decision-making processes have begun to be participatory in the community by holding inclusive discussions. Prior to the program, there used to be very few community discussions- a function of lack of trust and lack of an environment for community development.

Contribution of Intermediate Results

Contribution to the Overall Goal of Peace Promotion: The three intermediate results, namely, sustainable income, increased use of services by VOCs and strengthened community capacity for peace, have contributed to the accomplishment of the overall goal of peace promotion. Peace, harmony, trust and social cohesion in the communities of program VDCs has increased since the poor, vulnerable, and socially excluded people have been supported with a proven intervention package for their sustained income, the victims of conflict (VOCs) and internally displaced persons (IDPs) have been supported with a relief package (i.e economic, educational and psycho-social) during the most critical period of their lives, and the capacity of the local people has been strengthened for peace building and mediation, during the two and half years' period up to the final evaluation.

More specifically, the program has made the utmost effort to address social exclusion, caste/gender discrimination and socio-economic inequalities. Given the fact that peace-building is a process and the program has focused on it, the peace that is being promoted may be sustained.

IR 8.1 – enhanced opportunities for sustainable incomes: Program activities have enhanced opportunities for sustainable income through business services in agriculture, irrigation, starter and matching fund, and have enhanced opportunities for *Dalits* and youth from marginalized households to get jobs. A total of 16,770 micro-enterprises have been created with an average additional income at the end of FY07 of NRs 11,260 for farmers, NRs 10,660 for vocational trainees, and NRs 8,475 for VOCs according to project records. The evaluation team surveyed 332 households and found the micro-enterprises has produced an average annual income of Rs 10,523 ($148 at 2004 exchange rate of $1 = Rs 71) , with agricultural IGAs averaging Rs 8,809 and non-agricultural IGAs averaging Rs 23,337 per household.

The evaluation has come to a number of conclusions related to IR 8.1 which have enhanced the effectiveness of this intervention. The participatory approach used to initiate income generation activities (IGAs) has increased the sustainability of the micro-enterprises by ensuring IGAs are appropriate to the context and owned by the beneficiaries. The attention to social inclusiveness in groups and institutions has laid a foundation in the program communities for their social and economic empowerment through which one of the root causes of the conflict, social exclusion, is starting to be addressed. Also social welfare, in terms of health, education and food, has improved as a result of increased incomes, and this has also led to the start of a culture of saving. Vocational training has not only generated income for the trainees, but also through their skills increased the provision of services in their communities. The development of linkages has increased the sustainability of micro-enterprises and therefore people's incomes, by ensuring that they have access to inputs and markets after the end of the project.

Overall, with the enhancement of sustainable incomes of the poor and marginalized households in the program VDCs, there is the beginning of the realization among these target households that their sustained income and the concomitant promotion of the household social welfare have been conducive for the relative peace of the households (which is impossible if there is high incidence of poverty triggered by high degree of unemployment and unavailability of opportunities for being productive).

IR.8.2 – increased use of key support services by VOCs: The program activities have increased access to key services for VOCs, they have improved the quality of key support services largely because there were no services in existence, and they have increased awareness of the availability of these key services for VOCs. A total of 27,186 VOCs and IDPs have accessed psycho-social services, primarily through *Sanjeevani* courses, and psycho-social counseling. Also 7,301 VOC children have been provided with education, and a further 68,602 students in conflict areas have benefited from project support to their schools. And this has been made possible by a network of 124 child protection committees (CPCs) and 147 school protection committees (SPCs) which have identified VOCs and IDPs and planned and monitored activities to support them.

The increased use of key support by VOCs can be attributed to a number of factors, and has had many positive impacts for the VOCs. The CPCs have effectively supported VOCs and IDPs, and have the potential to do more in the future, because they were formed inclusively representing their communities, and because their capacity was strengthened by capacity building activities, including leadership and governance training. The provision of education support to VOC children has developed their potential and increased their morale and that of their families. The

economic support has provided VOCs and IDPs with livelihoods to sustain the families. Community counseling has not only helped clients, but also started to increase awareness in local communities of psycho-social problems. The program also provided legal support to victims of torture (VOTs) to gain restitution and relief, and this has sensitized local administrations and the security forces about the violation of human rights.

A significant contribution to the overall goal has been made by providing increased services to the VOCs/IDPs and children affected by the conflict. Had the support of key services not been there under the UJYALO program, the situation of conflict-affected people would have further deteriorated and peace would have been a far-fetched dream in the program districts.

IR 8.4 – strengthened community capacity for peace: The activities of IR 8.4 have increased community participation in planning and management of services and infrastructure, and they have enhanced peace building and dispute resolution skills in the communities, with the result that peace has been promoted in these communities. A total of 17,260 people have been trained in peace building skills, and 153,246 people have involved in 1,580 peace initiatives.

In particular, the small-scale infrastructure projects, called community development projects (CDPs), which have been implemented with the emphasis on social inclusion, have promoted social cohesion/harmony through the participation of all types of people in the decision-making processes and by providing equal access to without discrimination. Also the range of rights-based awareness (RBA), Do No Harm (DNH), public auditing and community peace building trainings and applications have enhanced the capacity of the partner organizations to work effectively in the communities and empower them, promoted positive changes without the exacerbation of the negative ones, ensured good governance practices, and developed knowledge and skills for analyzing and resolving the community level conflicts/disputes, as well as reducing local level caste and gender-based discriminations. Over 850 local disputes have been successfully resolved by community mediators. These trainings have generated major shifts in communities' understanding of development, as the rights of disempowered people are clarified resulting in a breakdown of the "dividers" in the communities, which is leading to the promotion of peace by increasing transparency and accountability. The trainings and processes have emphasized consensus-based resolution of disputes, which has been important in promoting peace.

The development of local resource persons (LRPs) is a valuable and potentially sustainable resource, as they work as catalysts for the mobilization of communities to advocate for issues promoting greater harmony and understanding within and among communities, and mediating on local disputes and conflicts. Also the mobilization of groups of women in Peace Promotion Centers (PPC) is a further way in which local people are being conscientized to advocate on issues which have been causing divisions in their communities. The 1,580 peace initiatives have been one of the major responses for creating community peace and harmony and raising advocacy issues, by providing a space in which people could come together during the conflict and meet, socialize and talk about issues, thereby building their morale and addressing local conflicts. Meanwhile, children have been involved in peace education at 180 schools, which has brought a positive change in their behavior towards each other resulting in greater harmony and less discrimination.

Appropriateness of design

The evaluation has revealed that the UJYALO program was **appropriately designed** in a holistic or comprehensive way to address a host of causes and impacts of the conflict at its height, including economic hardship, psycho-social and other impacts of torture or violence on children, adults and communities, child protection issues, and the breakdown of trust and social cohesion.

The help of international agencies and local NGOs, and therefore this program, was needed not only because of the very real problems at the community level throughout the country, but also because all the government mechanisms designed to address development problems and meet service needs of the local communities were completely paralyzed.

Had the program been designed only with a relief software package, the community responses would have been entirely different, that is, they might not have been as co-operative as they were during the implementation of the program. It would have been difficult for the local district NGOs, which undertook the role of strategic partners (SPs), to go to the communities with only a relief software package when people were in dire need of economic and other community development activities (mainly infrastructures needed for the community). The holistic/comprehensive community-based approach adopted to meet the strategic objective of peace promotion, and the intermediate results of sustainable income, increased use of services by victims of conflict (VOCs), and community capacity strengthened for peace, has been empirically proven to be effective and instrumental in inducing the positive changes and outcomes in the local communities, as anticipated in the areas of income, increased use of services and community capacity for peace.

One of the reasons for the positive changes and outcomes has been the formulation of the UJYALO program based on the earlier implementation experiences of the IPs, such as 'Children in Conflict Program' (CiC) sponsored by USAID and implemented by SC in six districts of the UJYALO program area, CARE Nepal's Strengthening the Role of Civil Society and Women in Democracy and Governance (SAMARPAN), and Strengthening Actions for Governance in Utilization of Natural Resources (SAGUN) sponsored by USAID and Accessing Services for Households (ASHA) funded by DFID, TAF's USAID-funded Community Meditation Project (CMP), and the long running USAID Small Irrigation and Market Improvement (SIMI) program implemented by IDE and Winrock. This enabled the IPs, and their SPs, to rapidly start up implementation and respond to the needs of conflict affected communities. The design also allowed the IPs to implement the program activities with the involvement of the local NGOs as the strategic partners (SPs), which has been found to be very effective during the conflict situation.

Efficiency and Effectiveness

The rigorous review of the program has shown that it has made remarkable accomplishments, exceeding the output and outcome targets set for the program. As of June 2007, for instance, the target of people involved by peace initiatives has been achieved by 196 per cent, while schools developing child protection plans has been achieved by 155 percent, followed by 152 percent for people trained in the peace building skills, and 122 percent completing the Community Development Projects (see the Table 4.).

Table 4: UJYALO Achievements and Progress against Targets at 30 June 2007

Interventions	EoP Target	Achievement till 30th June	% of Target Achieved
No. of micro-enterprises	15,084	16,770	111%
No. of productive groups formed and strengthened	865	871	101%
No. of opportunities for *Dalits*/youths	150	160	107%
No.of people getting psycho-social services	26,760	27,186	102%
No. of people receiving individual counseling	600	891	149%
No. of people receiving legal aid	400	383	96%
No. of children provided with educational service	5,300	7,301	138%
No. of students supported in block grant	49,500	68,602	139%
No of functioning CPCs formed	121	124	103%
Number of schools with child protection plan	95	147	155%
% of community services who are aware of the key services available for the VOCs	90%	89%	99%
No. of Community Development Programs completed	295	360	122%
No. of community initiatives implemented	970	1,580	163%
No. of people trained in peace building skills	11,329	17,260	152%
No. of people affiliated with peace initiatives	78,000	153,246	196%
No. of disputes resolved	750	850	113%

Given the fact that the UJYALO program has achieved more than its quantitative targets, it can be rated as one of the most successfully implemented programs during the period of conflict when many developmental practices were almost halted.

Synergy and Building on Experience

One of the fundamental reasons behind this remarkable accomplishment, objectively speaking, has been the unique collaborative approach using multidisciplinary expertise to tackle multiple problems triggered by conflict. This synergistic approach is almost unique in the developmental history of Nepal. Equally important has been the utilization of previous program experience by the five IPs in the UJYALO districts, and building on the social capital already developed in those districts by the IPs. This indicates that the replication of the collaborative approach in other developmental efforts in Nepal would be beneficial.

Unintended Effects

Some unintended effects of the program have been: an apparent reduction in the migration for employment out of some communities; some alienation of poor families who were not VOCs and therefore did not qualify for economic and education support; children who were not greatly affected by the conflict felt left out of the *Sanjeevani* sessions; some dependency on NGO support has been created in communities because of the absence of government; and community members have higher expectations of community counselors, that they could deal with non-conflict related severely disturbed patients with behavioral disorders.

Sustainability

Though the UJYALO program had been designed as a relief package for the people affected by the conflict, its processes focused more on community needs, social inclusion, local human resource development, and empowerment approaches, all of which have laid the foundations to make its outcomes, effects and results sustainable. Specific processes which have enhanced sustainability are: participatory planning, implementation and monitoring; supporting good governance through monitoring; value chain development and linkages; vocational and farmer skills training; tripartite agreements including community; social analysis and inclusion;

reformed and inclusive groups; development of local resource persons; IGA support for children's schooling; CPC legal recognition and linkages; issue-based approach; adaptation of group peace initiatives from normalization to issue based advocacy as conflict has reduced; and NGO staff capacity building.

Lessons Learned

The UJYALO program shows that a comprehensive or holistic modality of program, like UJYALO, is needed to work in conflict situations, given the multiplicity of causes and impacts of the conflict. And working together actually works, unlike more traditional competitive approaches, having many benefits in terms of coordinated plans and activities, sharing of technical know how, and high morale born of working jointly in conflict situations with wider support. It would have been best if IPs had worked in all the same VDCs.

Another lesson is that flexibility and adaptation is important in a project where the context is changing, and UJYALO has shown this both with new initiatives, like building the awareness of communities about the constituent assembly, and ensuring local institutions have the capacity to reconcile parties in the post-conflict situation, and with the continuation of activities which strike at the structural issues, like inequalities and discrimination. Thus, UJYALO remains very relevant to the post conflict situation.

Peace is not an immediately discernible or tangible commodity. Focusing on processes is the prerequisite for peace promotion, primarily because peace is a process. Peace building has changed the way IPs and SPs look at change in communities, and the way they work with them. Tripartite agreements including the community, as well as the IPs and SPs, bring accountability and community ownership. Inclusive representation in community structures enhances the efficiency and effectiveness of service provision in conflict situations. To achieve real social inclusion, marginalized people need to be empowered to be able to participate.

Seed money works. Experience has shown that a small amount of support has the potential to generate sustained income for overcoming economic hardship. Wider market linkages for farmers are possible and can give them more choices. Fishery sustainability requires fingerling nurseries, and fish ponds can achieve higher productivity with year round water.

Local resources persons (LRPs) are an effective means of mobilizing local communities to work for peace initiatives. And Peace Promotion Centers (PPCs) have the potential to further build trust and harmony in communities. Groups and local institutions need to be linked to line agencies to sustain.

Good Practices

Out of these lessons and the experience of UJYALO come a number of good practices which should be replicated. These include: social inclusion; synergy; need based and poverty focused approaches; well-being ranking; linkages; integrated approach to agriculture and the combination of fisheries and vegetables; coordinated program reviews and planning meetings; public and social audits; and community level representative structures or institutions.

Recommendation

A program for peace promotion cannot be only for a duration of three years which has to be a process-oriented approach demanding relatively extended period which is learned by all the concerned stakeholders, namely, SPs and IPs.

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OPERATIONAL DEFINITIONS OF THE TERMS

Adivasi Janajatis = Indigenous ethnic groups

Appropriateness = relevance of the program design

Dalits= oppressed people. They are traditionally placed at the lowest rung of the social hierarchy and are treated by the so-called high castes as the untouchables. As a result, they have been socially, culturally, economically and politically exploited by the high castes

Efficiency = the condition of achieving maximum planned outputs/results/outcomes against the targets with minimum amount of resources in a given period of time. The collaborative approach and the use of local NGOs as strategic partners for the implementation has also triggered the remarkable accomplishment of the targets on time (The sum of outputs in relation to the costs involved).

Effectiveness = the condition where the program has been able to organize its inputs, deliver appropriate services and bring about certain changes in the existing situation. The approach of SPs in delivering services on a socially inclusive way has also contributed to the realization of intermediate objectives and the overall program goal (Effectiveness means the use of outputs/efforts and sustained production of benefits)

Impact= relatively sustained effect/result of a program or long-term sustainable changes introduced by a given intervention in the lives of the beneficiaries or difference from the original problem situation

Normalization = the processes/conditions where target people/communities have been able to return to the normal state in their social, cultural, economic and political aspects of their lives similar to the pre-conflict situation.

Participation = involvement of the target people/communities in the decision-making processes, implementation, and monitoring and evaluation of the program activities. It also includes the concept of target people's involvement in the community level meetings/activities and contribution to the decision-making processes.

Social Inclusion = process of involving the poor, vulnerable and socially excluded people in the local user groups/community-based organizations and their contributions to the decision-making processes.

Sustainability= the conditions where the development interventions/processes/ approaches can have lasting impact on the lives of the target people/communities. It also includes the possibility of having the relative permanence of the local groups/organizations created and the community initiatives launched under the program.

Unintended result/outcome= unanticipated/unexpected both positive and negative consequences during the design phase.

CHAPTER I: INTRODUCTION

1.1 Background of the Study vis-a-vis Problem Statement and Intervention Approach

Nepal has had the traumatic experience of an unprecedented decade-long armed conflict between the government security forces and the Maoist insurgents since 1996 until the first quarter of 2006. It has been estimated that nearly 13,000 people lost their lives during the conflict. Indeed, a host of factors were responsible for the genesis of the conflict. These comprised poverty and structural causes of the inequalities, the latter being directly responsible for the social exclusion of the marginalized groups (such as the *Dalits,* indigenous communities and women) in the social, economic and political arenas. This conflict had, indeed, a devastating impact on the lives of the common people and the Nepalese society. More specifically, it triggered the displacement of innumerable people and forced adolescents and young adults to flee the conflict areas devoid of male breadwinners. It caused the breakdown of trust and social cohesion, generated a lot of child protection issues (due to the recruitment of the children as child soldiers and child abductions), caused severe human rights violations (such as summary execution, disappearances, and torture) and constant intimidation (by both security forces and Maoist insurgents) and extortions. It halted the development efforts in the countryside, imposed economic blockade and exacerbated the poverty. By and large, the government mechanisms to deliver the services to people in the countryside were severely paralyzed, causing a vacuum of development actors, except for a few NGOs with the support of international organizations.

Against this backdrop, five international organizations, namely, Save the Children (SC as the prime organization), CARE Nepal, Winrock International (WI), International Development Enterprises (IDE), and The Asia Foundation (TAF) joined hands in 2004 to focus on a number of issues in the districts of the Western, Mid-Western, and Far-western Development Regions severely affected by conflict. As indicated above, these issues comprised: economic hardship, psycho-social and other impacts of torture or violence on children, adults and communities, child protection issues, and the breakdown of the trust and cohesion in rural communities. Building on the collaborative partners' existing initiatives, these partners, with the financial support of USAID, implemented the UJYALO program in the 13 districts in the Western, Mid-western and Far Western Development Regions of Nepal, namely, Dadeldhura, Doti, Kanchanpur, Kailali, Surkhet, Bardiya, Banke, Salyan, Dang, Pyuthan, Gulmi, Arghakhanchi, and Lamjung. These five international collaborative partners have worked together for the first time in Nepal with technically experienced local NGO partners as their strategic partners (60 in total) which are familiar with the local social, cultural and political ambience. Indeed, their proven ability to work in the field level in the current conflict setting has been very instrumental in implementing the program to enhance the opportunities for sustainable incomes, increase use of key support services (by victims of conflict) and strengthen community capacity for peace.

The UJYALO program has targeted the individuals, families, and communities most affected by the conflict or who are victims of conflict (VOCs), and is comprised of torture-affected individuals and communities, families who have lost a member to either the Maoists or the security forces and communities with many such families, communities greatly affected by fear, mistrust and violence, and internally displaced people (IDPs) and child VOCs. The overarching goal of the program, as set in the technical proposal, has been the **promotion of peace through improved income, support, and local capacities for peace among conflict-affected**

communities in western Nepal. More specifically, as indicated above, the progress towards this goal was thought to be achieved through the accomplishment of three intermediate results (IRs) as follows: (i) IR 8.1 enhanced opportunities for sustainable incomes in conflict affected areas; (ii) IR 8.2 increased use of key psycho-social, medical, legal and economic services by VOCs; and (iii) IR 8.3   strengthened community capacity for peace.

As specified in the technical proposal, WI and IDE have implemented the component IR 8.1 that is, Sustainable Rural Income Generation for families in conflict affected areas. These income generating activities (IGAs) have been implemented in 10 districts in the western, mid-western and far-western regions of Nepal**.** An equally important role played by them has also been the provision of technical leadership in IGAs. They have also worked closely with the USAID-supported Infrastructure for Income (INFRIN) project to direct infrastructure activities into new districts, particularly digging small fish ponds in three *Terai* districts. Micro-irrigation/vegetable production, livestock (goat, poultry, dairying, etc), fisheries, coffee, apiculture, and specialized agricultural products such as ginger and non-timber forest products (NTFPs) have their priority enterprises selected in collaboration with their district level NGOs which are their SPs for the implementation of this component. Business development services (BDS) and local market development approach has also been adopted by them primarily because these are the proven approaches to increase rural incomes. The strategies adopted for the IGA implementation include sub-sector analysis, (that prioritizes income-generating opportunities and provides the basis for designing the appropriate intervention for the target areas), followed by the formation and strengthening of productive groups, the provision of micro-irrigation inputs to enhance production capacity, market development, and training and extension.

CARE Nepal and SC have also implemented smaller, complementary sustainable income activities. More specifically, CARE has worked to enhance vocational skills among the *Dalit* and marginalized youths by supporting the small-scale economic activities in the communities where they live. Similarly, SC has provided seed grants for VOCs to begin the livelihood activities.

SC has implemented the component IR 8.2 to provide and ensure the use of key support services by VOCs, with technical support from PSYCAN and TPO in the psycho-social intervention. It has facilitated the formation of Child Protection Committees (CPCs) at the VDC level, and used these groups to identify VOCs who have been linked to quality services (psycho-social, economic, medical and legal support). Major activities have been *Sanjeevnai* psycho-education for children and training in effective parenting in the conflict setting for community members' distress or traumatized by conflict, community–based individual counseling for at-risk VOCs, and referral for acutely affected VOCs and victims of torture (VOTs). Also, training of the community-based psycho-social workers (CPSWs) to support communities in strengthening existing social, recreational and cultural activities, and affected children has been included under the psychosocial support with a view to encouraging a return to normalcy and supporting community resilience.

CARE Nepal, together with SC and The Asia Foundation (TAF), has led the implementation of the program IR 8.4 activities to strengthen community capacity for peace. CARE has worked with different types of civil society organizations to implement programs that have built their capacities for conflict management and peace building through involvement in small–scale infrastructure projects (such as roofing and furniture support to schools and health facilities, small-scale drinking water systems, culverts and foot-trails for improved access). CARE has also worked for peace-building initiatives. Attempts have also been made to address the issues of social inclusion and equity related to the construction and use of the infrastructure. In cases where the infrastructure project involves school support, SC has supported peace education for

children. TAF's peace initiatives include the developing and testing of the peace building materials that have aimed at supporting UJYALO communities in moving forward to reduce destructive conflicts, increase constructive dialogue, and harmonize life by developing skills and peace building for local community leaders selected in consultation with other UJYALO partners. TAF has worked through local partners and trained mediators to deliver workshops at the district level on conflict resolution and peace building for local community leaders selected in consultation with other UJYALO partners. Community mediators have provided conflict mediation services in their VDCs, which have primarily addressed disputes between individual community members. Since the principal focus of the program is bringing communities to work for peace, all program initiatives have been made socially inclusive in program activities.

As specified in the UJYALO technical proposal and indicated above, the program has adopted the community-based approach with the involvement of the NGOs as strategic partners (SPs) who know their communities and have the required experiences for working with marginalized communities. Interestingly, many of these SPs have been long-term partners of one or more of Implementing Partners (IPs) who have had the proven management and technical skills. The UJYALO collaborative partners have provided sub-grants to these SPs at the district level for program implementation. Then these SPs have provided technical support directly to community groups, as well as facilitated their capacity building, monitored the program process and progress, and reported to the UJYALO Program management. To the extent possible, given the conflict situation prevailing at the time, UJYALO has made linkages with relevant District Line Agencies and local governments to support the planning process and to monitor the activities in the district, as well as provide technical support to the communities as required.

The program comes to an end in September 2007, and against this background, the final evaluation of it has been conducted aiming at answering the priority research questions appertaining to: impact of the program on the beneficiaries, appropriateness of program design, sustainability of the program, efficiency and effectiveness of the project's modality of implementation, and major lessons and good practices of the program.

1.2   Purpose and Objectives of the Study

As per the Terms of Reference (TOR), the purpose of this study is to assess if the program has met the stated goal of promoting peace at the community level. However, the specific objectives are as follows:
  (i)   to assess how far the program design of the project has proved to be appropriate;
  (ii)   to assess the impact of the program on the beneficiaries and surrounding
          communities;
  (iii)   to appraise the sustainability of the program's impact, and
  (iv)   to assess the efficiency and effectiveness of the project's modality of
          implementation, and identify lessons learned and best practices of the project

1.3   Evaluation Framework

As indicated above, the overall goal of UJYALO program is to promote peace through improved income, increased use of key services and strengthened community capacity for peace. A number of strategies have been adopted for the realization of the intermediate results of the sustainable incomes. These comprise: sub-sector analysis, productive group formation and strengthening, provision of micro-irrigation inputs and supply chain-analysis, market development, training and extension, seed grants services, small-scale income generation program, etc. Similarly, formation and strengthening of child protection committees, improved access and quality of services for

VOCs, and improvement of child protection structures at the community level have been the strategies for the achievement of the intermediate result of the increased use of key support services by victims of conflict. And finally, implementation of small-scale infrastructure projects, integration of conflict management, peace building and community mediation, development of conflict negotiation, mediation and management skills, public auditing and peace building activities in schools have been the strategies of achieving the intermediate result of strengthening community capacity for peace (see Figure 1). Therefore, this evaluation has made an endeavor to analyze the extent of the contribution of each of these intermediate results to the overall goal, that is, promotion of peace in the community.

Figure 1.1: UJYALO Results Framework for Evaluation Specified in the Technical Proposal
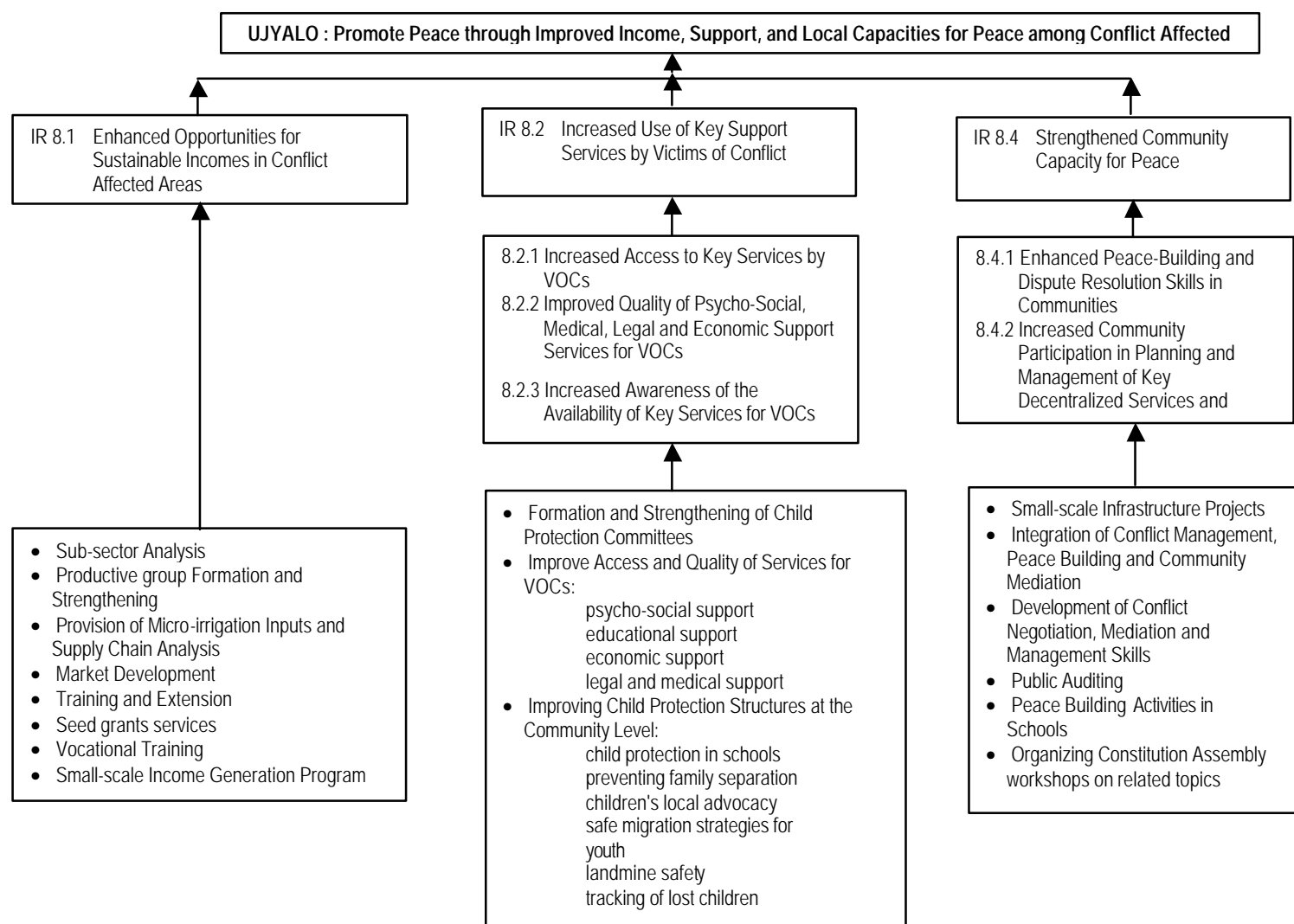
Source: Nepal UJYALO Technical Proposal, SC, CARE, IDE, TAF, and WI, 2003

4

CHAPTER II: METHODOLOGY

This chapter briefly presents the methodological issues/aspects of the study. More specifically, it presents the description on approach of the study, sources of data, study area, sampling procedure, data collection techniques, processes adopted for methodological development, processes adopted for ensuring data quality, fieldwork, and method of data analysis and interpretation.

2.1   Approach of the Study

The study has adopted both quantitative and qualitative approaches for the evaluation of the UJYALO program. The qualitative approach is anthropological in nature, that is, it has relied on the ethnographic approach with the use of cases of the target people/communities, key informants, focused discussions/interviews, participant observation, and informal discussions.

2.2   Sources of the Data

Both primary as well as secondary sources of data have been collected and used. The primary quantitative and qualitative data required to evaluate the impact of the program have been collected from the target beneficiary individuals, families, and communities and the officials of SPs and IPs of the program as well as local government and line agencies required to assess the impact.

Secondary information required for the study has been collected through review of relevant reports and documents available from the five collaborative IPs, and UJYALO partner organizations. These include: the UJYALO Technical Proposal, Baseline Study, Performance Monitoring Plan , Project Performance Quarterly and Annual Reports, Do No Harm Training Booklet , Community Harmony Training Booklet , TPO Nepal's UJYALO Quarterly and Annual Progress Reports, TPO Nepal's Report on Effectiveness Study of Effective Parenting, and CVICT's Report on The *Sanjeevani* Class-room Based Study Intervention and Effective Parenting , and TPO Nepal's Report on Evaluation Study of the Classroom-based Intervention for the Children Exposed to Armed Conflict in Western Nepal . The information extracted from the review has been used in the relevant places.

2.3   Study Area

As per the Terms of Reference (TOR) included in Annex 1, the study had been conducted in seven districts of Western, Mid-western and Far-western Development Regions of Nepal. These comprised: Arghakhanchi from western, Dang, Pyuthan, Surket and Banke from Mid-western, and Kailali and Doti from the Far-western (see Figure 2.1). These districts were selected from a total of 13 districts where program has been implemented. A total of 26 VDCs (10.6% out of 244) covered from these districts have been presented in the Table 2.1.

Table 2.1 Distribution of Sample VDCs by Sample Districts

Districts	Program VDCs	Control VDCs
Arghakhanchi	Sandhikharka(Arghakanchi), Tulopokhara and Thanda	Kanchikot?
Dang	Hekuli,Saurdiyar,Satbariya, Pawannagar	Narayanpur
Pyuthan	Khalanga, Dharmawati, Bijuwar and Maranthana?	Ramdi
Surkhet	Birendranagar municipality, Gadi and Jarbuta	Uttargana
Banke	Naubasta, Nepalgunj municipality, Rajhena and Chisapani	Parsapur
Kailali	Dhangadhi municipality, Shreepur, Beladevipur, and Pathariya	Baliya
Doti	Ranagaun, Bhumirajmandu, Dipal-Silgadhi Municipality and Mudhegaon	Khatiwada
Total	26	7

Note: In Arghakhanchi district, the evaluation team had to change the control VDC in consultation with the UJYALO focal person and officials of SPs. During the baseline, Kimdanda was chosen as the control VDC but during the period of evaluation, it was known as the program VDC. Hence, another control VDC called Kanchikot has been taken as the control VDC instead of Kimdanda. Similarly, in Pyuthan district, Maranthana has been selected in consultation with the UJYALO focal person and officials of SPs intead of Chuja VDC which was considered a program VDC during the baseline but was found to be a control VDC during the period of evaluation.

Figure 2.1 Map of Nepal Showing the Sample Districts for the Evaluation

Figure 2.1 : Map of Nepal Showing UJYALO Program and Sample Districts
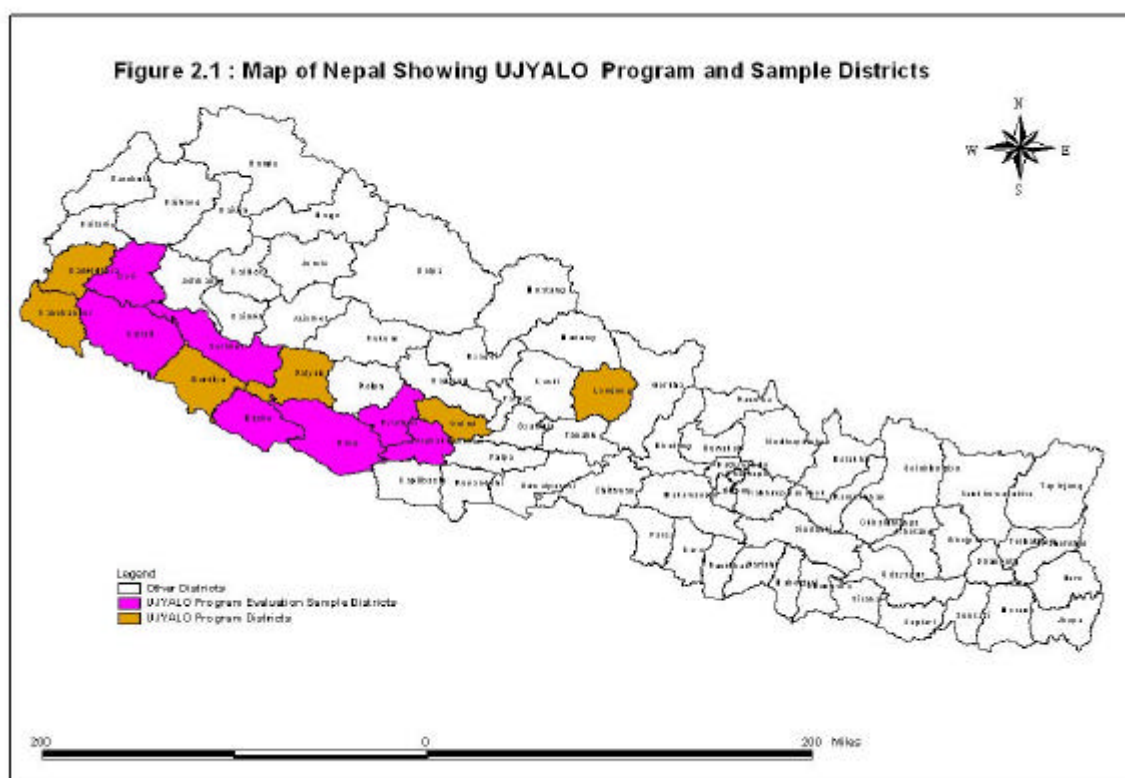
2.4   Sampling Procedure

Sampling Framework for Household Survey:

The evaluation team used the same sampling framework of the baseline study, as required by the TOR. A multi-stage purposive stratified fixed random sampling design was used to draw a representative sample for the study. There were four stages considered during the process of sampling, namely, sampling at the district level (from the regions), sampling at the VDC level, sampling at the ward level, and sampling at the household level. Following criteria were used for district and VDC selection:

   i)   Ecological/Development Regions: A proportionate fixed number of districts (1 to 4 districts)   were selected from each ecological/development region covered by UJYALO activities;
   ii)   At least one district from each ecological region was included in the study;
   iii)   The sample districts were selected purposively (using the judgment) based on the number of programs overlapping, and
   iv)   A fixed proportion of VDCs having maximum program overlapping (see below for the elaboration).

Besides regional considerations, accessibility was considered during the period of baseline study. Based on the above parameters, the sampling framework of this study was designed. Accordingly, a fixed proportionate sample of three to four program VDCs and one control VDC were selected from each district. A control VDC was defined as a VDC where no UJYALO program had been implemented. The baseline information collected from control VDCs has been used to compare the effects/impacts of UJYALO activities in the program VDCs (wherever necessary).

Apropos of the selection of household sample size, the procedure followed needs to be shared here. The sample size of any survey study depends on various factors, *inter alia,* the degree of precision required and the resources available for conducting the study. Therefore, it was assumed that under normal circumstance, more than 30 samples drawn randomly from each stratum would give reasonable precision of the information collected from the household survey. Therefore, it was suggested to select a fixed number of 30 sample households from each VDC through simple random method. However, during the evaluation period, the fixed number in two cases came to be a slightly lower than 30 and this was also done in two cases during the baseline survey. It was further decided that the sample households be drawn by using the baseline household list from among the farmer groups formed by the WI/IDE, where applicable. In the case of one new program VDC in Pyuthan district and one new control VDC in Arghakhanchi district, the evaluation team took the help of updating the list of households and itself selected sample households by using the random number. Like in the baseline study, 10 percent additional sample households from these new VDCs were also selected to replace any absentee or non-response respondents. During the period of evaluation, the SPs of all sample districts were also asked to make available or update the list of UJYALO intervention households of sample wards of sample VDCs to cope with the problem of absentee households during the time of actual survey and by using the random number, a list of alternative sample households was prepared and given to enumerators for filling in questionnaires. In total, 951 households (742 from program VDCs and 209 from the control VDCs) have been selected as the sample households for the evaluation survey (see Table below).

Table 2.2 Distribution of Sample Households for Survey by Sample Districts

Districts	Households	
	Households of Program Area	Households of Control Area
Arghakhanchi	93	32
Surkhet	90	36
Dang	113	25
Pyuthan	120	30
Banke	110	30
Kailali	115	30
Doti	101	26
	742	209
Total	**951**	

Given the fact that this study is the blending of both quantitative and qualitative methods/approaches, the evaluation team has also made maximum effort to gather qualitative information/data from a wide range of informants (e.g from the target individuals/families/communities, SPs, IPs, and local governments and line agencies). On the whole, a total of 28 short case studies, 23 FGDs at the community level, 40 institutional (staff of SPs and IPs) key informants, 21 community key informants and 7 social audit sessions were conducted. The Table below gives a glimpse of the number of informants met and interviewed for the administration of qualitative instruments. One social audit session was conducted in each district where the average number of participants was 20. The reason of having relatively small group of the participants in the social audit session is the limited time available for the evaluation team to inform the diverse stakeholders in each sample district.

Table 2.3: Number of Informants Met and Interviewed for the Administration of Qualitative Instruments

Districts	Short Case Studies	FGDs	KIIs		Social Audit Sessions
			Institutional	Community	
Argakanchi	5	3	4	4	1
Surket	5	3	2	3	1
Dang	2	3	4	3	1
Pyuthan	3	3	2	4	1
Banke	4	5	13	3	1
Kailai	5	4	6	2	1
Doti	4	2	2	2	1
Kathmandu	-	-	7	-	-
Total	28	23	40	21	7

Note: FGDs= Focus Group Discussions
KIIs= Key Informant Interviews

2.5   Data Collection Techniques

An array of both quantitative and qualitative techniques has been used for the collection of secondary and empirical data.

2.5.1   Review

A substantial part of the data discussed and analyzed in the text has been collected from the review of national level newspapers, peace accords, political situation assessment studies, and relevant program documents, including the reports from SPs and collaborative IPs. Indeed, it was the review of the program-related documents that helped to develop the evaluation indicators which were used in framing both quantitative and qualitative research instruments. Analogously, it was useful to write a short section on the changed political context of Nepal and its

implications on the contemporary socio-economic development of Nepal. It has been useful in the context of the evaluation because the changed political context has also the implications on the modality of UJYALO implementation and its effects/outcomes for the last one year.

2.5.2 *Household Survey*

Household survey instrument was used to collect quantitative data/information from both program and control areas of sample districts. More specifically, it was used to collect information on a host of socio-demographic and impact-related variables. The impact-related variables included:
- changes in income (including from UJYALO intervention) and expenditure,
- assessment of present community situation and its changes,
- changes in the social, economic and political aspects of community,
- factors triggering changes in the community,
- assessment on the quality of interpersonal relations,
- problems faced by the communities due to the absence of the local governments,
- changes on the perceptions of social discriminations,
- changes in the participation in community meetings,
- changes in the participation of UJYALO program activities,
- perception on the changes at the individual and community levels,
- perceptions on the change of the quality of community interaction, and
- assessment of the current situation of the psycho-social problems.

2.5.3 *Key Informant Interview*

Key informant interviews were, as indicated above, conducted among two types of informants, namely, informants from the SPs and IPs and informants from the target communities. Using an elaborate checklist, the officials of SPs and IPs were mainly interviewed on the priority research questions/issues appertaining to sustainability, impact on the program beneficiaries, unintended consequences/outcomes, effectiveness and efficiency of the modality of the program implementation, relevance (appropriateness) of the program, major lessons and good practices. The key informants of the target communities included the farmer leaders, members of CPCs and CFUGs, peace builders/mediators, MIT dealers, members of the market management committees and IDPs. Using an elaborate multi-dimensional checklist, information on a host of issues was collected. During the administration of the checklist, only the relevant questions of the relevant issues/themes were asked to the relevant people. These included:
- process of inclusion in the farmers' groups,
- micro-enterprises, productive farmers' groups and their strengthening,
- micro-irrigation inputs and supply-chain analysis,
- market development, training and extension services,
- vocational training to the disadvantaged Dalits, vulnerable youths and Janajatis,
- small-scale income generation program by CFUGs,
- small-scale infrastructure projects,
- enhancement of peace building and dispute resolution skills in community,
- peace building training and initiatives,
- public auditing, peace education,
- changes brought by UJYALO program in the lives of the internally displaced children and families.

2.5.4 Focus Group Discussions

Using brief checklists on very specific themes/issues, relevant focus group discussions (FGDs) were held with:
- CPC members on overall impact of the program in the community),
- CFUG members (on small-scale income generation),
- children (who had participated in Sanjevani, peace education, and school support),
- parents (whose children had participated in Sanjevani, peace education, and school support),
- teachers (on perception on changes at the community level),
- lawyers (on the legal support service to the victims of torture),
- peace builders (on their role),
- mediators (on their role),
- disputants (dispute resolution mechanisms),
- Dalit beneficiaries (on social inclusion issues), and
- community leaders (on the effect of strengthened community capacity for peace).

2.5.5 Case Studies

Short anthropological case studies were also conducted to capture the qualitative changes induced by the program. These included the cases of: VOCs receiving seed grant money, trainees of vocational skill enhancement, trainees of vegetable production and goat-raising enterprises, CFUGs (which had the small-scale income generation support program), Community Counselors (CCs), Community Psycho-social Workers (CPSWs), *Sanjeevani* facilitators, clients/victims of psycho-social problems, and students (who participated in peace evaluation and *Sanjeevani*). A few cases of dispute resolution and gradual reduction of caste-based discrimination have also been collected to present in the report to corroborate the generalizations. It has been anticipated that these anthropological case studies provided the opportunity to know in more depth what has happened and why, like a "social microscope" of the beneficiary communities of the UJYALO program.

2.5.6 Informal Discussion

Informal discussions with the community people while walking along the transects in village, traveling in bus, drinking tea and eating meals in local tea stalls/hotels, sitting under a tree in public places and accepting foods/drinks in the houses of beneficiaries also helped tremendously to triangulate most of the qualitative information gathered through other qualitative techniques from the formal sessions.

2.5.7 Field Observation

Direct observation was instrumental in garnering in the necessary information on social infrastructure supports, natural resources such as community-managed forests and agricultural practices for the income generation (such as the intervention in fishery, goat-raising, vegetable production, apiculture, coffee plantation, ginger cultivation and dairy activities). This tool was enormously useful to cross-check/triangulate the informants' answers.

Besides the direct observation, the members of the team also used the participant observation, an anthropological tool, by participating in their community meetings for peace and awareness-raising program on the processes of constitution-making which coincided with the fieldwork.

Such observation helped the members of the team to understand the community efforts for building peace and their level of awareness on the processes of constitution-making.

2.6   Processes Adopted for Methodological Development

The evaluation team has adopted a number of processes for the development of data collection techniques. First of all, extensive review of all the program-related documents was done which helped the development of a list of evaluation indicators, in addition to those in the planning matrix. These indicators were shared with the five collaborative partners and refined by incorporating their suggestions/feedbacks. Then, the team drafted the quantitative and qualitative data collection techniques by operationalizing the refined relevant indicators into the forms of questions (see Annexes 4 and 5).. Once the drafts of both types of data collection techniques were made, they were also shared with all the collaborative IPs. Upon receiving the feedbacks/suggestions, these were refined once again and shared. Then, the finalized household survey questionnaire was translated into Nepali so that it would be easier for the administration by the enumerators in the field. Given the fact that the senior team members of the evaluation team and senior lead supervisors had to use the qualitative data collection techniques, they were not translated into Nepali.

2.7   Processes Adopted for Ensuring Data Quality

The quality of the data always hinges on the clear understanding of the fieldworkers on the issues/questions embedded in the techniques and methods of probing and such clarity is possible only through the training/interactive discussions prior to the fieldwork. DVN had employed 18 enumerators from the survey districts themselves with the anticipation that their local knowledge and familiarity with the local settings, communities and ethnic and linguistic groups would help them to conduct the fieldwork conveniently compared to the outsiders.

An elaborate training session of 5 days was organized by the senior members of the evaluation team at Nepalgunj. At the very outset of the training, colleagues of IPs' staff from the regional office gave a brief introduction of the UJYALO program activities which was crucially important for enumerators because the survey questions were designed to capture the changes induced by program activities. This was followed by actual orientation on survey technique and the questions therein, by the senior members of the team. Once the orientation on the survey questionnaire was over, then mock exercises were done in pairs to enhance their performance by sorting out the most difficult problems. The problems encountered in the mock exercises were shared in the plenary for the benefit of the larger group and the senior team members helped to solve them. Once the mock exercise was over in the closed session, the enumerators were taken to the actual field setting for real enumeration for half day with the beneficiary households. Then, they were brought back to the closed session of the training and discussions were held on the problems encountered in the real field settings. Thus, the training was imparted to the enumerators for ensuring the data quality.

When the actual fieldwork began, the questionnaire filled in by each enumerator was checked in by the lead supervisor every evening to find out the inconsistencies/data gaps. This was done throughout the entire period of the fieldwork. With the passage of time, the lead supervisor also identified a better performing enumerator who with the additional orientation also helped the lead supervisor to check the questionnaires every evening under his constant guidance.

Three senior members of the evaluation team also gave intensive orientation to the lead supervisors on the qualitative data collection techniques on their respective areas of assigned works to fulfill the objectives of TOR.

2.8   Fieldwork

The fieldwork lasted for three weeks beginning from the first of June, 2007 for the actual survey. The survey team of 18 people was divided into two halves (nine persons in each team). Each team was led by Senior Field Supervisors with advanced degree qualifications and long fieldwork experiences. Indeed, these people were involved in the whole process of methodology development so that they had the clarity on many of the methodological issues. The fieldwork of Banke was jointly conducted by both teams under the supervision of the senior members of the evaluation team. This was deliberately done to find out the possible problems in the tools/techniques and to learn to solve uniformly. After the fieldwork in Banke was over, then one team took the responsibility of conducting the fieldwork in Surkhet, Kailai and Doti districts. The other team took the responsibility to conduct the fieldwork in Dang, Pyuthan and Arghakanchi districts. All the senior members of the evaluation team also went to the field for the data collection and supervision of fieldwork teams. The fieldwork completed on time with the full-fledged support and co-operation of the staff of SPs, IPs, and community-based organizations (CBOs). Succinctly put, the quality of data collection in the field was ensured through the daily supervision of Senior Field Supervisors who were also supported by the senior members of the evaluation team.

2.9   Methods of Data Analysis and Interpretation

All quantitative data/sets of information collected from primary sources have been compiled and processed/analyzed using appropriate software (SPSS, Access, FoxPro, and Excel). An experimental research design has been adopted to carry out this study to compare the changes of key indicators in program groups against control groups and find out the impact of the program. Simple statistical tools such as mean, range, and percentage have been used for the analysis of quantitative data. The qualitative data generated through the use of qualitative data gathering techniques have been analyzed by searching for patterns in data and for ideas that helped to explain the existence of those patterns. In so doing, the qualitative data have been categorized or organized by perusing all the original texts of the field descriptive/substantive notes and identifying and listing all the conceptual categories/patterns in the data and then including the relevant data under these relevant rubrics/ conceptual categories.

CHAPTER III: MAJOR FINDINGS ON THE OVERALL IMPACT INDICATORS OF THE PROGRAM: AN ASSESSMENT

This chapter, in brief, presents the analysis and discussion on the changed political context, overall impact indicators of the program, and perception on changes at the individual and community levels brought by UJYALO program. More specifically, it presents the analysis and discussion on the following two overall UJYALO impact indicators:

- **Impact Indicator 1:** community members are able to securely and regularly conduct normal activities; and
- **Impact Indicator 2:** target communities experience greater harmony and social cohesion within their communities, with the focus on community members' perceived ability to actively participate in local decision-making processes and quality of interactions among members of different cultural/caste/ethnic/religious groups for mutual or community benefit.

3.1   Changed Political Context of Nepal and Its Implications on the Development Programs

During the 11 year armed conflict in Nepal, there was the general perception among the rank and file of the Maoists that "I/NGOs are the police of the imperialists without uniform". As a consequence of such perception, the Maoists resented against the functioning of foreign-aided I/NGOs. Due to insecurity, dozens of I/NGOs were forced to remove their field program offices from the remoter parts of Hill and Mountain districts and had to shift their activities to the district headquarters and *Madhes* (plains land). With the exception of a few local NGOs which had been working with the support of the INGOs in a transparent and accountable way (including the UJYALO implementing partner NGOs), many local NGOs were also forced to scale down due to extortion, kidnapping of the staff and non-permission for the continuation of their work. Some of the donor countries also reduced their aid for Nepal. Many programs had been postponed. Indeed, most of the NGOs which were influenced directly/indirectly by party political leaders (who were not Maoists) faced a lot of difficulties to work in the communities. Moreover, the development of Nepal experienced a serious setback as the Maoists ethnic liberation fronts tried to function as federal governments with autonomy. These ethnic fronts put forward 10-point directives to NGOs such as registration and renewal of their certificates, submission of programs and 10 percent tax of employees to their People's Council.

After the cessation of the armed conflict and the comprehensive peace accord concluded between the government of Nepal and the Maoists in 2006, the situation in the country has completely changed. NGOs with the support of INGOs/bi-lateral agencies have started to reach the countryside without any serious restriction. Similarly, hundreds of new NGOs are being established because both bi- lateral and multi-lateral organizations have allocated additional aid for reconciliation, education, health, development infrastructures and so forth. The United Nations Mission in Nepal (UNMIN) has been actively working to monitor the arms and weapons which has also helped to create the workable situation in the countryside.

 Despite these changes after the comprehensive peace accord, there is still not a healthy environment for the initiation and implementation of development works. The frequent strikes called by different interest groups at national, regional, district and local levels have been

creating hurdles to strengthen the democracy, on the one hand and smooth implementation of development activities, on the other hand. At the same time, the *Madhesh* situation has deteriorated, and development work in the most affected *Terai* districts has almost completely come to halt.

The changed political context has the implications on the UJYALO program also. More specifically, it has the bearing on the normalization in the social, economic and political sectors of the target communities, improvement in quality of interactions between and among the members of communities, and enhancement of participation in community and development-related meetings.

3.2   Perceptions of People on Normalization in the Communities

This sub-section on **normalization** addresses Impact Indicator 1**.,** and presents the short analysis **community members' perception of change in the present community situation and perceived changes in social, economic and political aspects of the community life and their factors of change.** The empirical data have clearly shown that the target people have perceived the normalization in the social, political and economic activities in their communities- a function of both UJYALO program activities and change in the national political scene.

3.2.1   Perception on the Change of Present Community Situation

The survey has revealed that there have been changes in the present community situation- a function of both the overall change in the country's political situation and UJYALO program as specifically analyzed in the subsequent sub-sections. An overwhelming majority of the sample respondents (93.9 %) in the program VDCs have perceived the change in their communities as 'getting better' which was reported only by 58 percent sample respondents during the period of baseline. Nearly six percent have reported that the situation is the 'same' which was reported by 29.4 percent during the baseline. Only one respondent reported that the situation has 'got worse' which was reported by 12.6 percent during the baseline (Annex Table 3.2.1.1 and baseline report, 2005). The target people from the program VDCs have also perceived that there has been the change in situation of inter-community relationship, trust and harmony. In this regard, a group of focus group participants of Banke district remarked: "Prior to the initiation of UJYALO program, we did not interact much with the neighboring community because the culture of violence from both the government and rebel forces had compelled us to confine our relationship to our close neighborhood only. We also lost our trust during the period of conflict even with the members of our neighbourhood. Once UJYALO began to be implemented in our area, we were supported to normalize our activities through regular interactions between the members of the communities through sports/folk songs/ street dramas/UJYALO program-related meetings. These activities gradually helped us to develop our trust between our local communities and between and among the members of our own community".

Interestingly, similar proportion of the sample households (93.3%) from the control VDCs have also shared that the situation in the community is getting better. The group discussions held in the different locations of the control VDCs of the sample districts have given the impressions to the evaluation team that the positive changes taken place in the communities have been perceived by the people as the function of the cessation of the conflict at the national level and the subsequent national peace accord concluded between the government and the Maoists.

3.2.2   Perceived Changes in Social Aspect and their Factors

Summarily speaking, the survey has attempted to analyze the perceived changes in the social aspect after the implementation of UJYALO program. Definitely, the target people have experienced significant changes during the life of the program, with a decrease in caste-based discrimination, in gender-based discrimination, in social inequalities, in domestic violence, in alcohol drinking habits, in playing cards and gambling, and in the closure of schools. They have seen an increase in transportation facilities, in development activities, in health facilities, in the participation of social and cultural activities, and an improvement in the relations with neighbors.

 For instance, it has been revealed that an overwhelming majority of respondents (95.6%) in the program have reported a decrease in caste-based discrimination which during the baseline was reported by 85.1 percent of respondents. In the case of the control VDCs, 88.5 percent have reported such decrease compared with 80.5 percent during the baseline. Interestingly, an overwhelming majority of respondents (94.9%) in the program VDCs have reported a decrease in gender-based discrimination compared with 76.6 percent at the time of the baseline. Changes in gender-based discrimination have also been reported in the control VDCs, with 89 percent of respondents reporting a decrease compared with 72.6 percent during the baseline. A majority of the respondents (71.4) from the program VDCs have shared that the habit of drinking alcohol decreased while 23.4 percent reported no change, and in control VDCs 51.8 percent reported a decrease and 37.2 percent reported no change. Similarly, 81.2 percent of respondents in the program VDCs have reported a decrease of the closure of schools compared with 72 percent of respondents in the control VDCs. During the baseline, 78.8 percent   of respondents in program VDCs had reported the increased closure of the schools (see Text Table 3.1, Annex Table 3.2.2.1 and baseline report, 2005).

Changes have also been reported in other aspects in the social sector. Interestingly, an overwhelming majority of the respondents (81.6%) from program VDCs and 73 percent from control VDCs have reported the increase in transportation facilities. Conversely, a majority of the respondents (64.9%) from the program VDCs and 56.3 percent in the control VDCs had reported the decrease in the transportation facilities during the baseline. A large majority of the respondents (86.5%) from the program VDCs and 73 percent control VDCs have reported the increase in development activities. Conversely, a slightly more than a third of the respondents (38.4%) from the program VDCs and 26.8 percent respondents from the control VDCs had reported the difficulties for the implementation of development activities during the baseline. A large majority of the respondents (80.6%) in the program VDCs and 75.5 percent respondents from the control VDCs have reported the increase of the health facilities. During the baseline, 31.1 percent respondents from the program VDCs and 23 percent from control VDCs reported the increased problem in health facilities (see Text Table 3.1, Annex Table 3.2.2.1 and baseline report, 2005).

The survey has also revealed that a large majority of respondents (84.1%) from the program VDCs have reported that the social inequalities and discriminations have decreased. A similar proportion of the respondents from the control VDCs (83%) have reported such decreases. During the baseline, only 65.5 percent respondents from the program VDCs and 63.7 percent respondents from the control VDCs had reported the decrease of the social inequalities and discriminations. Interestingly, the relation with the neighbors in the program VDCs has been reported to be increased by 94.8 percent and even a higher proportion of the control VDCs' respondents have agreed to this. An overwhelming majority of the respondents (92.1%) from the program VDCs have shared that their participation in social/cultural events has increased which

is reported by 89.1 percent of respondents from the control VDCs. During the baseline, 51.5 percent respondents from the program VDCs and 34.7 percent of respondents from the control VDCs had reported the increased problem on social and cultural activities. Domestic murder has also been reported to be decreased. The survey has also shown that 93.1 percent respondents from the program VDCs have reported the decrease of the domestic violence which is reported by 90.7 percent in the control VDCs. During the baseline, 65.9 percent respondents of the program VDCs and 68.4 percent respondents from the control VDCs had reported the decrease of the domestic violence. Finally, 82.4 percent respondents from program VDCs and 65.5 percent respondents from control VDCs reported the decrease of gambling/playing cards. And during the baseline, 66.1 percent respondents from the program VDCs and 60.2 percent respondents from the control VDCs had reported a decrease of this social problem (see Text Table 3.1, Annex Table 3.2.2.1 and baseline report, 2005).

Table 3.1: A Summary Table of Changes in the Social Aspect after the Implementation of UJYALO Program

Changes	Program VDCs		Control VDCs	
	Baseline %	Evaln %	Baseline %	Evaln %
Decrease in caste- based discrimination	85.1	95.6	80.5	88.5
Decrease in gender- based discrimination	76.6	94.9	72.6	89
Decrease in social inequalities and discrimination	65.5	84.1	63.7	83
Decrease in abuse of alcohol	60.5	71.4	55.3	51.8
Decrease in school closure		81.2		72
Increase in school closure	78.8		76.3	
Increase in transport facilities		81.6		73
Decrease in transport facilities	64.9		56.3	
Increase in development activities		86.5		73
Difficulty of implementing development activities	38.4		26.8	
Increase access to health facilities		80.6		75.5
Increased problem in accessing health facilities	31.1		23	
Increase in relations with neighbors		94.8		96.3
Increase in participation in social & cultural activities		92.1		89.1
Increased problem in social & cultural activities	51.5		34.7	
Decrease in domestic violence	65.9	93.1	68.4	90.7
Decrease in gambling & playing cards	66.1	82.4	60.2	65.5

When the respondents were asked about the factors contributing to change in the social sector, the majority of the respondents (60.4%) from the program VDCs reported that the change in the social sector has been triggered by **the combined effect of UJYALO program activities and the change in the national political landscape (or national change**). The UJYALO evaluation team has the perception that the respondents while answering this question thought it was the combined effect of UJYALO activities and trickle-down effect of the overall change in the national political scene. Had there been no national change, the response would have been definitely different underscoring more on the role of UJYALO activities. Only 24.3 percent and 15.3 percent of the respondents have attributed social changes to the national change and UJYALO activities alone, respectively, for inducing change in the social sector. In contrast to the program VDCs, a large majority of the respondents (81.8%) from the control VDCs reported that the national change factor has been solely responsible in inducing the change in social sector (see Figure 3.2.2.1 and Annex Table 3.2.2.2). This has been primarily so because they did not have to think of any other intervention and its effects on the change in the social aspect of their communities.

Figure 3.2.2.1: Factors Contributing to Change in Social Sector

15.3%

24.3%

60.4%

- ☐ UJYALO Project
- ☐ National Change
- ☐ Both
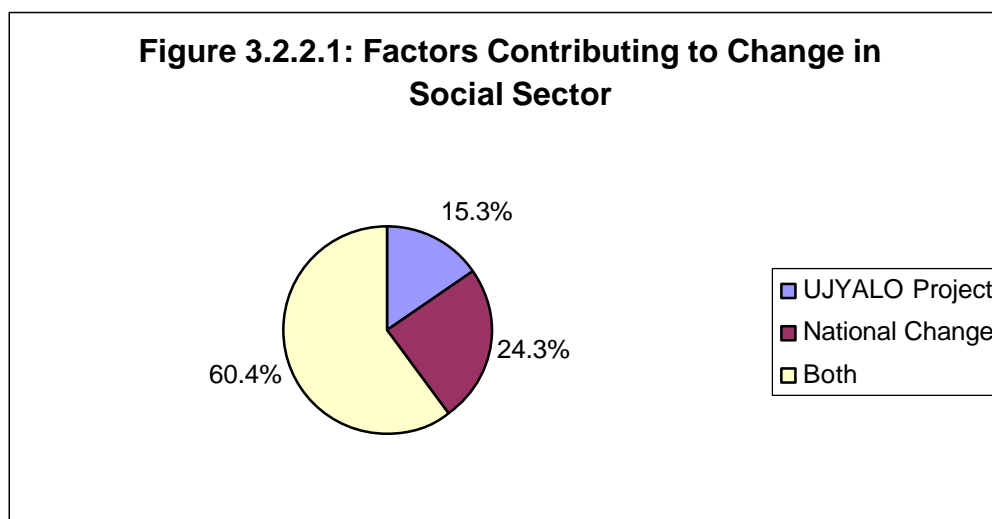
3.2.3   Perceived Changes in Economic Aspect and Their Factors

Summarily speaking, an attempt has also been made to capture the perceived changes in economic aspect of the study communities after the implementation of UJYALO activities. Compared to the baseline stage, changes have now been reported in the form of increase in job opportunities, agriculture/livestock production activities, access to markets, demands in the markets and working hours and improvement in the working environment. For instance, the survey has revealed that an overwhelming majority of the respondents (87.6%) from program VDCs have reported that there has been an increase in job opportunities which has been reported by a slightly lower proportion of the respondents (73.6%) of the control VDCs. During the baseline, 67.1 percent and 48.4 percent respondents from program and control VDCs, respectively, reported the decrease of employment opportunities. Similarly, 81.8 percent and 66.9 percent respondents from program and control VDCs, respectively, have reported the increase in the agriculture/livestock production activities. Conversely, 35.9 percent and 24.2 percent from program VDCs and control VDCs, respectively, had reported a decrease of these economic activities at the time of the baseline. Nearly 87 percent respondents from the program VDCs reported the increase of the access to market which has been reported by a slightly proportion of respondents (i.e. 78.1%) from the control VDCs. Interestingly, an overwhelming majority of the respondents in both program and control VDCs have reported increased market demands for products. Respondents also reported an increase in people's working time/duration in both program and control VDCs. Finally, there has been a perceived improvement in the working environment due to the improved security situation (see Text Table 3.2, Annex Table 3.2.3.1, and baseline report, 2005).

Table 3.2: A Summary Table of Changes in Economic Aspect after the Implementation of UJYALO Program

Changes	Program VDCs		Control VDCs	
	Baseline %	Evaln %	Baseline %	Evaln %
Increase in job opportunities	-	87.6	-	73.6
Decrease in job opportunities	67.1	-	48.4	-
Increase in agriculture & livestock activities		81.8		66.9
Decrease in agriculture & livestock activities	35.9	-	24.2	-
Increase in access to market		87		78.1
Decrease in access to market	34.3		21.6	
Increase in market demand for products	Not collected	96.3	Not collected	93.4
Increase in working time/duration		93.1		94.2
Decrease in working time/duration	54.8		45.8	
Improvement in the working environment due to security	Not collected	85.3	Not collected	80.5

While ascertaining the factors contributing to change in the economic sector, it has been revealed that a majority of the respondents (60%) from the program VDCs reported that the change in the economic sector has been triggered by **the combined effect of UJYALO activities and change in the national political landscape (or national change).** In addition to the normalizing role of the UJYALO activities in the economic aspect, people have the perception that these changes have been influenced by the relative improvement of the security situation (which is the function of the changed political context). Definitely, people have also the perception that the changes in the economic sector would not have been possible without the contribution of the UJYALO activities. Only 25.2 percent and 15 percent of the respondents have attributed to the national change and UJYALO activities alone, respectively, for inducing change in the economic sector. In contrast to the program VDCs, a large majority of the respondents (81.1%) from the control VDCs reported that the national change factor has been solely responsible in inducing the change in economic sector (see Figure 3.2.3.1 and Annex Table 3.2.3.2).

Figure 3.2.3.1: Factors Contributing to Economic Sector
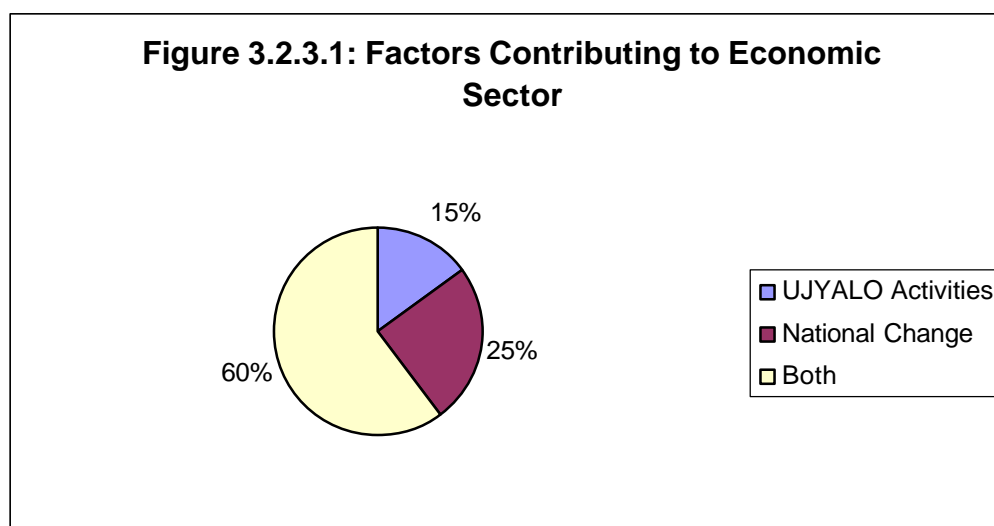
3.2.4 Perceived Changes in Political Aspect and Their Factors

Like in social and political aspects, the survey has also attempted to capture the perceived changes in political aspect in the study communities after the implementation of UJYALO activities. Unlike during the baseline stage, people have now the perception that there has been an increase in the activities of the local government, access to information, and freedom of expression and a decrease of the political instability. For instance, the survey has revealed that nearly 90 percent of the respondents from the program VDCs have reported an increase of the activities of the local government which has been reported by nearly 80 percent of the

18

respondents of the control VDCs. During the baseline, half of the respondents of the program VDCs and a slightly less than half of the respondents of control VDCs had reported the absence of local government. Interestingly, nearly 93 percent of the respondents from the program VDCs and 86 percent respondents from the control VDCs have reported that their access to information has increased. During the baseline, nearly 60 percent respondents from the program VDCs and 43.2 percent respondents from the control VDCs had reported the increase of the problem on access to information. Finally, 96.6 percent of the respondents from program VDCs and 89 percent of the respondents from the control VDCs have reported that their freedom of expression has increased. During the baseline, nearly 70 percent respondents from the program VDCs and 59.5 percent respondents from the control VDCs had reported the problem on freedom of expression. Interestingly, majority of the respondents (59.6%) from the program VDCs have perceived a decrease in the political instability in their communities. During the baseline, nearly half of the respondents (47%) had reported an increase in the political instability. A slightly more than half of the respondents (55.3%) of the control VDCs have also reported a decrease in the political instability as compared to nearly 47 percent of the respondents reporting an increase of the political instability during the baseline study (see Text Table 3.3, Annex Table 3.2.4.1 and baseline study, 2005).

Table 3.3: A Summary Table of Changes in the Political Aspect after the Implementation of UJYALO Program

Changes	Program VDCs		Control VDCs	
	Baseline %	Evaln %	Baseline %	Evaln %
Increase in local government activities		90		80
Absence of local government activities	50		Less than 50	
Increase in access to information		93		86
Increased problem in access to information	60		43.2	
Increase in freedom of expression		96.6		89
Increased problem in freedom of expression	70		59.5	
Decrease in political instability		59.6		55.3
Increase in political instability	47		47	

The survey has also made an attempt to ascertain what problems the target community people faced in the absence of local government prior to the cessation of armed conflict and the national peace accord. In the program VDCs, a large majority of the respondents (81.3%) shared that they faced a problem of registering the vital statistics followed by 74 percent reporting the problem to get the recommendation for acquiring the citizenship. Nearly 50 percent also reported the problem of getting the relationship certificate. Nearly 40 percent reported the problem of paying the land revenue. In the case of control VDCs also, a slightly higher proportion of the respondents reported these different problems faced by them (see Annex Table 3.2.4.2). The community key informants have shared that they do not have to face these problems these days - a function of the decrease in political instability.

While ascertaining the factors contributing to change in the political sector, it has been revealed that slightly more than half of the respondents (53.1%) from the program VDCs reported that the change in the political sector has been triggered **by the combined effect of UJYALO activities and the change in the national political landscape (or national change) followed by 33 and 13 percent attributing to the national change and UJYALO activities alone, respectively**. The evaluation team feels that the respondents had, indeed, confusion about the attribution to the change in the political aspect of the communities primarily because neither the UJYALO program alone nor the macro-level political change alone is responsible for it. Therefore, the perception of people has also been slightly more divided unlike in the social and economic aspects. In contrast to the program VDCs, a large majority of the respondents (81.1%) from the control VDCs reported that the national change factor has been solely responsible in inducing the change in economic sector (see Figure 3.2.4.1.Annex Table 3.2.4.3).

Figure 3.2.4.1: Factors Contributing to Change in Political Sector (In %)
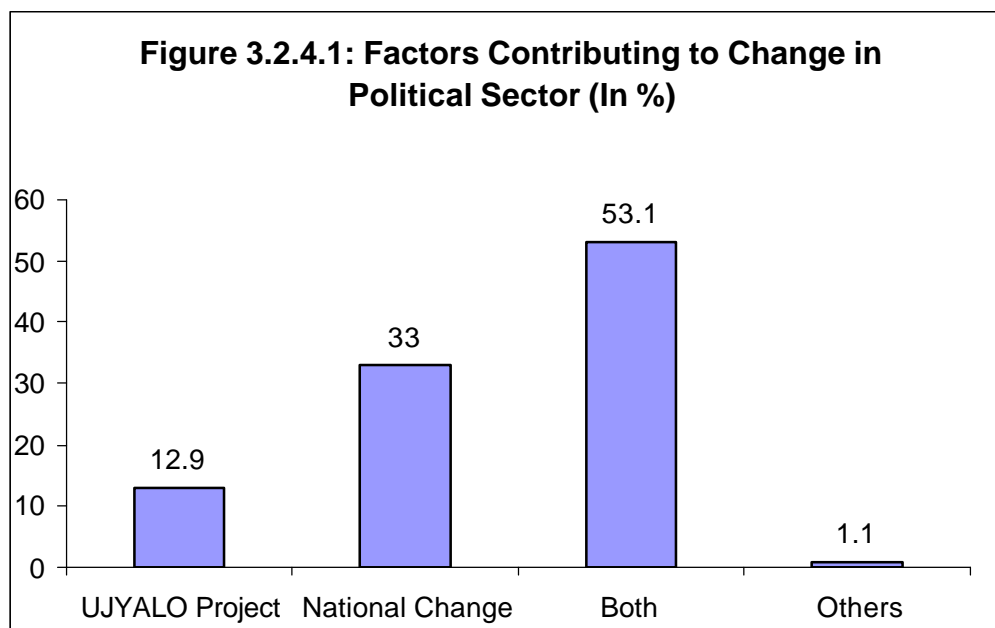
3.3 Perception on Greater Harmony and Social Cohesion within Target Communities

This sub-section addresses Impact indicator 2; and presents the perceptions of the target people on the quality of interactions among members of different cultural/caste/ethnic/religious groups for mutual or community benefit and community members' perceived ability to actively participate in local decision-making processes.

3.3.1 Perception on Quality of Interactions in the Community

The respondents have perceived that there has been the improvement in the quality of interaction in the communities showing the achievement of Impact Indicator 2.2. For instance, an overwhelming majority of the respondents (93.7%) from the program VDCs and similar proportion from the control VDCs have reported that the quality of interaction between and among the members of the community has increased now. The pattern is similar in all the sample districts, among all caste/ethnic and sex groups. During the baseline, only 69.1 percent of the respondents reported that the interaction between and among the members of the community was "better" (see Annex Table 3.3.1.1 and baseline report, 2005). The interaction with community key informants from the program VDCs has revealed that such perception of the target people has been largely shaped due to the UJYALO program activities where there has been a focus on the reduction and elimination of discriminatory practices and an emphasis on inclusive practices. Conversely, given the fact that there has been no such intervention in the control VDCs, the communities have attributed the improvement in the quality of interaction to the impact of the change in national political scene.

The survey has also revealed that an overwhelming majority of the respondents (94.1%) from the program VDCs reported that they have not perceived being socially discriminated by other groups. During the baseline, only 82.4 percent had reported this figure. In the case of control VDCs at the moment, nearly 84 percent have reported that they have no perception of being socially discriminated which does not have a baseline in the baseline report (see Annex Table 3.3.1.2 and baseline report, 2005).

As indicated above, there has been, in general, a higher proportion of the people reporting "no perception" of being socially discriminated against. The UJYALO program has, indeed, worked for the reduction of the caste-based discriminations in its program districts. This is also corroborated by the case given in the box, which was published in the newspaper called Samaya, about Pitmari village where UJYALO has been working with the villagers.

Case Box 3.1: Elimination of Caste Discrimination in Pitmari Village of Naubaste-2, Banke : Samaya, Jestha 3, 2064

In Pitmari Village of Naubaste-2 of Banke district, there are 182 households which have declared their village as a model village free of all caste-related discriminations. This is a community of migrants from the hill districts of mid- and far-western development regions where there is high degree of caste discrimination. They have now succeeded to eliminate the age-old discriminatory practices. The high castes and low castes have begun a new culture of participation in the birth and death rituals and ceremonies which was inconceivable a couple of years ago. The locals share that there used to be a lot of problems in the past in the social relations. Given the fact that the community is united against all types of discriminatory evils, there have been fewer or no quarrels in the community at present. They also have the perception that though the community is gradually being aware of the disadvantages/exploitations of the caste-based discrimination with the passage of time, the role of non-governmental organizations such as CARE Nepal and BEE-group has been instrumental. The joint act of these organizations under the UJYALO program have launched a number of activities that promote community/social harmony, peace building training, and local advocacy campaigns for rights. Their activities created an environment to declare the village free of caste-based discriminations. Even today CARE Nepal has been working for raising the awareness in the community for women's rights, social inclusion in the community, and imminent constituent assembly through weekly discussions and interactions in the Peace Promotion Center (PPC). Interestingly, the illiterate women have been found to be discussing about the constituent assembly in the village. One of the woman members of PPC from Kohalpur shared, " In the past, we used to vote as we were ordered by the husbands and other senior members of the families. Now women will not do it".

With the declaration of the village free of caste-based discriminations, the *Dalits* and non-*Dalits* have begun drinking the water from a single water source/tap. They have also begun eating food in each other's houses. The locals have a feeling that all this has helped to stay in the community harmoniously. In the past, there used to be a lot of quarrels and fights due to caste discriminatory practices. There was no understanding of others' problems.

3.3.2 Perception on Participation

The empirical data have shown that there has been improvement in the participation of the decision-making processes at the community level, and the achievement of Impact Indicator 2.1. The interaction with the community key informants has revealed that the increased participation has been the function of the mobilization of the target communities by the SPs for the fulfillment of the intermediate objectives.

Community Level General Meetings:

The survey has also revealed that an overwhelming majority of the respondents (92.3%) from the program VDCs have shared that they participate in the local level meetings (other than UJYALO program activities) which is much higher than in the control VDCs (79%). The proportion of respondents reporting the participation is the highest in Arghakanchi (100%) and lowest in Surkhet (80%). The proportion of the respondents from the *Brahmins* (98%) participating in the community meetings is the highest and that of the *Adivasi Janajatis* the lowest (88.3%), while 90 percent of the *Dalit* respondents reported they participate. During the baseline, only 61.3 percent respondents from the program VDCs had reported their participation in community meetings (see Annex Table 3.3.2.1).The higher level of such participation in program VDCs is reported to be the function of the community mobilization by the UJYALO program.

UJYALO Program-related Specific Meetings:

The pattern of participation and the intensity of participation in the UJYALO-related meetings has also been looked at. It has been found that an overwhelming majority of the respondents (93%) from the program VDCs reported their participation in UJYALO-related meetings. During the baseline, only 12.4 percent of the respondents had participated in the UJYALO program-related meetings. This has been a phenomenal change. It has also been found that majority of the respondents (56.1%) from the program VDCs have reported that they participate mostly in the UJYALO-related meetings. More than one third (37%) participate only sometimes and seven percent have reported that they never participate in these meetings. There is higher proportion of participation in Arghakhanchi (65.6%) district and lower in Dang (46%) district. When data are compared among the caste/ethnic groups, the proportion of *Brahmins* (63%) is the highest in the frequent participation and that of the *Adivasi Janajatis* the lowest (52.3%). The proportion of female-headed households is lower (54.8%) than that of the male-headed households (57.7%). (see Annex Table 3.3.2.2 and baseline report, 2005).

The survey reveals that an overwhelming majority of the respondents (92.5%) express their views in the meetings (the highest being in Arghakanchi, that is, 96.8% and the lowest being in Banke, that is, 89.3). During the baseline, 74.1 percent respondents reported that they used to express their opinions in the meetings (not in UJYALO, but in local meetings). This comparison shows a significant change in the regime of participation, particularly in the decision-making process. The highest proportion of the *Brahmin* respondents (95.5%) shared that they express their opinions in the meetings. The proportion of the *Dalit* respondents expressing the opinions in the meetings is relatively low (89.1%). But if the data on the expression of opinions are compared with the baseline data along the caste/ethnic lines, there has been an increase in the level of influence among the *Adivasi Janajatis* and *Dalits* in the decision-making processes in the communities. For instance, the proportion of *Adivasi Janajatis* expressing the opinions in the local meetings has increased from 78 percent to 92.5 percent and that of the *Dalits* from nearly 70 percent to 89.1 percent (see Figure 3.3.2.1 and Annex Table 3.3.2.3).
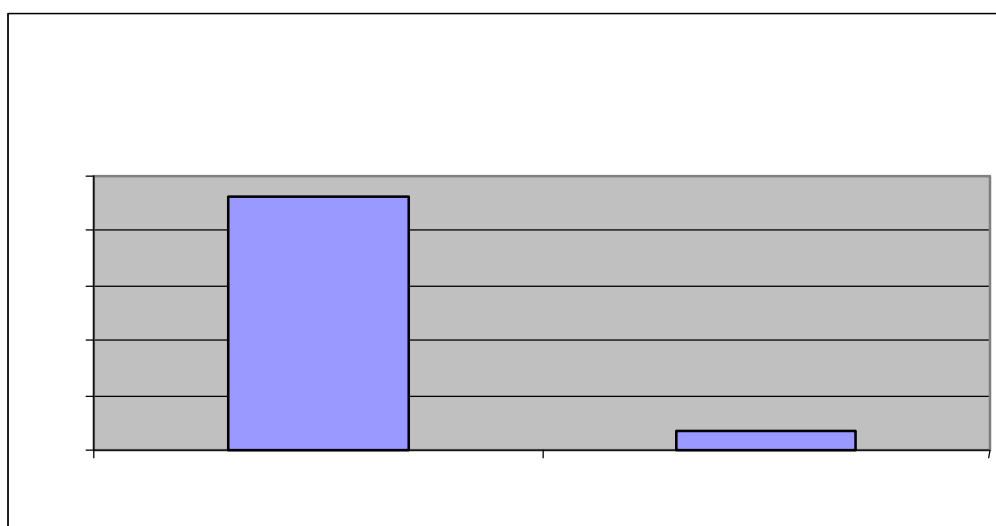
The survey has also revealed the changes in the level of acceptance of their ideas by other members attending the UJYALO meetings. During the baseline, the respondents were asked about the level of acceptance of their views/opinions in the general community level meetings (because UJYALO was just being implemented at that time and question was directed towards the general community level meetings). However, changes can be compared with these baseline figures because this is an issue of participation regardless of the types of the meetings. It has

been revealed that a large majority of the respondents (71.6 %) reported that their opinions/views are listened and implemented in the UJYALO meetings which was reported by 57.3 percent during the baseline. Nearly 23 percent reported that their ideas are listened to but not implemented which was reported by 31.7 percent during the baseline. An insignificant proportion (5.8%) shared that their views are neither listened nor implemented which was reported by 11 percent during the baseline (see Annex Table Table 3.3.2.4).

Respondents were also asked about the facilitation style of such meeting. Nearly 95 percent reported that the facilitation style is good (see Annex Table 3.3.2.5). The reason of non-participation in the UJYALO-related meetings is non-invitation as shared by an overwhelming majority of the respondents (86.1%) (see Annex Table 3.3.2.6).

3.4 Perception on Changes at the Individual and Community Levels Brought by UJYALO Program

The target people perceive that there have also been changes at the individual and community levels brought about by the UJYALO program. A large majority of the respondents (73.7%) have reported positive change in their thinking. And 66 percent reported the positive change in their behavior (see Annex Table 3.4.1). This positive change in thinking and behavior, based on the qualitative information, is about the positive/supportive thinking in respondents' respective communities and behaving towards people with trust/harmony. Prior to the implementation of the UJYALO program, there was a sense of mistrust/suspicion at the individual level with other members of the community. But this has been gradually changed at the individual level due to the motivation by the social mobilizers for the participation in the UJYALO-supported IGAs, capacity-building activities and peace initiatives. The changes brought about at the individual level have also helped the people to increase their participation in the community-level discussions and other social and cultural activities, and as a result, confidence to perform any socio-cultural activities has been enhanced even at the community level.

Respondents were also asked about the changes brought by the UJYALO program at the community level. A large majority of the respondents (77.8%) have reported that it has helped to improve the information exchange between and among the members of the community/organization followed by 73 percent reporting an improvement in mutual co-operation. Nearly 39 percent reported an improvement in the decision-making capacities as well as processes. Interestingly, 22.2 percent of those surveyed shared that it has enhanced their capacity in conflict management. Improvement in information exchange between and among the members of the community/organization has been reported higher by the respondents of Arghakanchi, Dang and Pyuthan, and lower by those in Surkhet and Kailai. But there is not variation among the caste/ethnic and gender group respondents. Improvement in mutual co-operation is the highest in Banke and Arghakanchi. Improvement in the capacity of decision-making capacity/processes has been reported slightly higher by the respondents of Banke. Development of capability in conflict management is the highest in Dang and Banke (see Figure 3.4.1 and Annex Table 3.4.2).

Figure 3.4.1: Respondents Reporting Change by UJYALO Program at Community Level

Bar chart showing values:
- Improved Info Exchange: 77.8
- Improved mutual cooperation: 73
- Improved decision making: 38.7
- Capable in conflict mangement: 22.2
- Normal social and cultural activities: 38.5
- Others: 1.9
- Nothing: 10
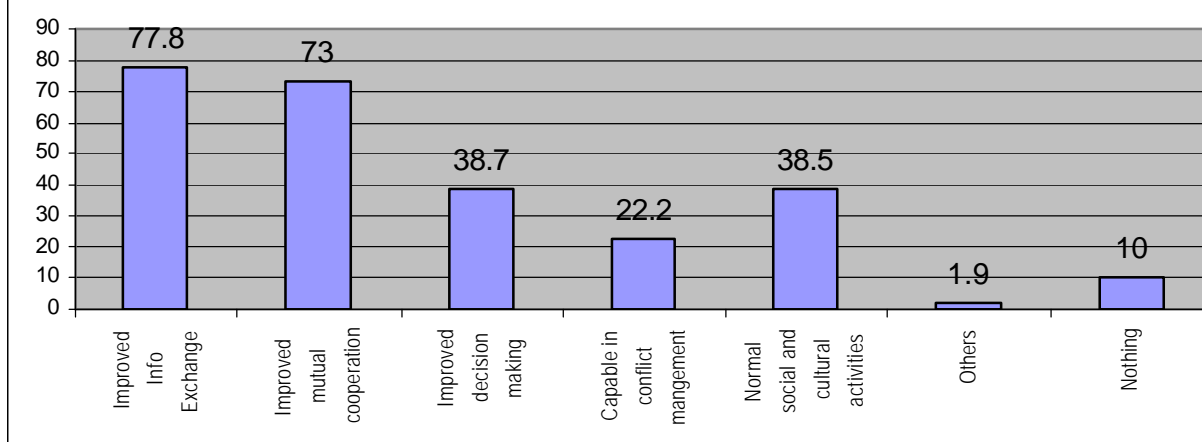
The respondents were also asked about their perception on the change of the quality of community interaction after the implementation of the UJYALO program. A large majority of the respondents (84%) have reported that it has brought positive changes in the quality of community interaction. Nearly 16 percent reported no change. A higher proportion of the respondents from Banke, Arghakanchi, and Dang districts reported such changes. However, there has been no variation among such caste/ethnic/gender group respondents (see Annex 3.4.3).

FGDs were conducted in the different sample districts with a view to understand community people's perceptions on the changes at the community after the implementation of UJYALO program (see the **community people's voices** in the synthesized form below).

Perceptions on Changes resulting from the UJYALO Program at the Community Level.
Findings from the Voices of the Participants of FGDs in Doti, Kailai and Banke:
- Gradual positive thinking towards other members of the community has been developing.
- Gradual supportive environment towards one another is also created.
- Gradual development of trust and social cohesion among the community members has been developing. The conflicting parties can sit together and hold discussions. There has been the mutual rapprochement of friendship between and among people.
- There have been the changes in the verbal communication between and among people.
- Co-operation between and among members of the community has increased gradually.
- Quality of interactions has increased and so has their participation in community development.
- Decision-making processes have begun to be participatory in the community by holding discussions. Prior to the program, there used to be very few community discussions- a function of lack of trust and lack of a positive environment in the community development. Thus, there has been the positive environment in the communities.
- Conflict handling has been effective through the mediation mechanism of the program.
- Enhancement of transparency and accountability due to public/social audit has also lessened the frequency and intensity of the conflict.
- There have been the observable improvements in the social, economic and cultural activities (e.g women dancing in *Tej* festivals, more people visiting the temples and market centers, people working up to late in their farms, people feeling safer in traveling up to late freely as compared to past, people being enabled to protest any social

disturbance including the closure of schools, people being congregating at marriage and *puja* ceremonies without being scared/terrorized).

- There have been changes in the behavior of parents. They have been sending their children regularly to schools. Children are also interested to go to schools without being scared and terrorized. They have now begun having regular contacts with schools.
- Less quarrels among the members of poor families because of the income generated from the program (in other words, unemployed people are engaged in IGAs and there is relative peace in the families).
- Given the fact that there has been a support for IGA among the PVSE groups and VOCs/IDPs, increased services for the VOCs and educational support to children affected by conflict and strengthening of the community capacity for peace, there has been relative increase in peace promotion.

Thus, the UJYALO program activities have had a positive impact on the **normalization** (of the social, economic and cultural activities), **the enhancement of the quality of interactions between and among the members of the target communities,** and **improvement in the participation in the regime of decision-making processes.** The subsequent chapters have shown that the **three intermediate results, namely, sustainable income, increased use of services by VOCs** and **strengthened community capacity for peace**, have contributed to the accomplishment of the **overall goal of peace promotion**. Definitely, without a doubt, there is relative peace, harmony, trust, and social cohesion in the communities of program VDCs, since the poor, vulnerable, and socially excluded people have been supported with a proven intervention package for their sustained income, the victims of conflict (VOCs)/ internally displaced persons (IDPs) have been supported with a relief package (i.e economic, educational and psycho-social) during the most critical period of their lives, and the capacity of the local people has been strengthened for peace building and mediation during the two and half years' period. More specifically, the program has made the utmost effort to address social exclusion, caste/gender discriminations and socio-economic inequalities, and as a corollary of this there is a high likelihood that the goal of promoting peace may be achieved. Given the fact that peace-building is a process and the program has focused on it, the peace that is being promoted may be sustained.

CHAPTER IV: FINDINGS ON THE IMPACT AND UTILIZATION OF IR 8.1

This chapter, in brief, presents the analysis and discussion on the major findings on the impact and utilization of IR 8.1 and its intended results: 8.1.1 enhanced opportunities for sustainable income through business services in agriculture, irrigation, starter and matching funds; and 8.1.2 enhanced opportunities for *Dalits* and youths from marginalized households to get jobs. More specifically, it presents the comparison of present economic characteristics of households with the baseline data and this has been done with a view to setting a background for understanding the major findings on the impact and utilization of IR 8.1. Similarly, the analysis and discussion focus on the UJYALO micro-enterprise interventions, small-scale income generation activities by CFUGs for the Poor, Vulnerable, and Socially Excluded (PVSE) groups, role of vocational skill enhancement for *Dalits* and marginalized groups in income generation, role of small in-kind support for VOCs/IDPs for income generation, and institutional support for market development.

4.1   Approach of Analysis and Discussion

Given the fact that this section of the analysis contains major quantitative data, an effort has been made to analyze the changes by comparing the evaluation figures with those figures mentioned in the baseline study.

4.2   Comparison of Present Economic Characteristics of Households with the Baseline Data: An Assessment of Glimpse of Changes

4.2.1   Major Occupations

As in baseline study, occupation in this study has been defined as the population above 15-60 gainfully engaged in jobs/study for more than 180 days in a year. The survey has revealed that less than one third of the households (30.4 %) have adopted agriculture as their major occupation followed by 23.8 household work, 17 percent students, 8.2 percent wage earning, 8.1 percent foreign employment, 7 percent service and 4.1 percent business. A slightly higher proportion of households of Dang and Kailali are found to be engaged in agriculture. A higher proportion of *Adivasi Janajatis* have been involved in this occupation than other caste/ethnic groups. In the case of control VDC also, a similar proportion of households (30.4%) reported agriculture as the main occupation. The trend of practicing agriculture as the main occupation has also decreased in both program (which was 42.4% at baseline) and control VDCs (which was 40%) since the baseline. There has been a trend of recognizing the household work of women as the one of the main occupations (which might have been the effect of higher number of women in the number of the respondents also who gave more emphasis for their household work economics) and there is also a slight increase in the foreign employment (see Figure 4.2.1.1 Annex Table 4.2.1.1).

Figure 4.2.1.1: Population Distribution by Occupation (In %)

Occupation	%
Agri/Livestock	30.4
Wage earning	8.2
Business	4.1
Service	7
Study	16.8
Foregin employment	8.1
HH work	23.8
Others	1.5
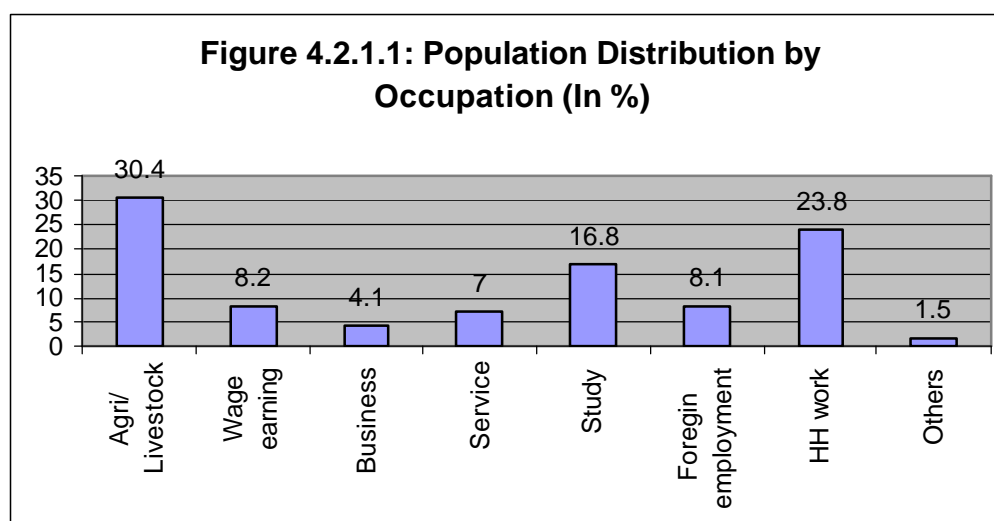
4.2.2   Household Annual Average Income

Overall Average Household Income:

This sub-section clearly shows the status of annual average cash income of the households after the 2.5 years of implementation of the UJYALO program. The average annual cash income of the households in the project VDCs is estimated at Rs. 59,931 which was estimated at Rs. 40,730 during the period of baseline. Thus, there has been discernible growth in income. A slightly more than half of the households (50.4 %) have fallen below the average income estimated which was only 26.5 percent during the baseline. The higher proportion of households of Kailai (65.2%), Doti (55.4%) and Dang (54.9%) have their annual income below mean. Given the fact that the standard deviation of the income within mean is estimated to be Rs. 102890 which shows there is a big difference in the income levels of the households. Only an insignificant proportion of the households (5.1%) have been found to be earning income above the mean income, Rs. 59,931 (see Annex Table 4.2.2.1 for the control VDCs also).

4.2.3   Sources of Household Income

The survey has also revealed that these survey households derive their income from a myriad of sources as shown in Annex Table 4.2.3.1. Comparing the present income with that at the time of baseline of the households in program VDCs, there has been a phenomenal growth in the income of remittance (both national and international). The contribution of national and foreign remittance to the overall average household income was 6.5 and 17.4 percent during the baseline which has now increased to 15.1 (Rs 9,038) and 26.4 percent (Rs 15,835), respectively. The contribution of foreign remittance in the overall average income in control VDCs is higher than that of the program VDCs (which is 34.6 % (Rs.26,605) as against 22.2 % during the baseline), while national remittance has changed little (7.8%) (Rs.5,990) against 5.2 % at the baseline) and is small compared to the program VDCs. These data only indicate that there has been an increase in the trend of leaving the villages of origin for cash income, and that program-related households make proportionally more from national remittances compared with control households which make more from foreign remittances.

Effect/impact of UJYALO program in the different sources

We are particularly concerned with the **effect/impact of UJYALO program** in the different sources. The survey has revealed that UJYALO program has begun to help households increase

income generation. For instance, the income from **agriculture** source has grown from 8.6 percent during baseline to 9.6 percent at present in project VDCs which is attributable to the intervention of UJYALO. The contribution of **petty business** has also grown from 2.5 percent during baseline to 4.2 percent now- **a function of supporting the VOCs for setting up the retail shops for their livelihood.** The income from **livestock** particularly among households having land less than 0.5 ha has increased marginally from 4.3 percent to 5 percent and among such households, the contribution of apiculture, vegetable production and fishery has increased -an effect of the UJYALO support. The changes in these sub-sectors are more evident among farmers having less than 0.5 ha of land. There has been a substantial decline in the contribution of agriculture to the overall household income in the control VDCs - a function of a shift towards a remittance economy (from 16.8% at baseline to 4.7 % now) (see Annex Table 4.2.3.1 for the detail and baseline report, 2005).

4.2.4   *Income Range*

This sub-section presents briefly the income range of the sample households in general and the annual income of the households having less than 0.5 ha landholding in the program VDCs in particular. Though there have been differences in the pattern of income distribution among the sample households, it can be concluded that there are some minor discernible changes after the baseline study, in particular annual household income has increased. These changes are the functions of UJYALO-agro enterprise interventions because they have begun to increase the contribution to the household income basket as analyzed above. In program VDCs, the number of households earning income less than Rs. 20,000 has been reduced from 38.5 percent to 22.6 percent, indicating an improvement of the income level of these poor households and this is more so among the *Adibasi Janajatis* and *Dalits* (from 52% to 24.4% and from 42.5 % to 26.4%). This is most discernible in Kailali district.   More interestingly, the proportion of women-headed households in this income bracket has also been reduced from 44.6 to 23.2. The number of households earning income in the range of Rs.40,000- Rs.60,000 has increased from 14.6 percent 20.4 percent. But there has been a marginal change in the number of households of earning income in the range of Rs, 20,000- Rs.40,000 from 21.5 to 23.3 percent. Similarly, there has been change in the number of households earning income in the range of Rs. 60,000- Rs.80, 000 has gone from 8.5 percent to 13.3 percent. The survey has shown that, in comparison to the control VDCs, there has been a change in the program VDCs in the reduction of number of households falling below the income range of Rs. 20,000 (see Annex Table 4.2.4.1 and baseline report,2005 for detail comparison).

Annual Income of the Households having less than 0.5 ha Landholding in the Project VDCs

Significantly, the pattern of change in the income, by range of households having land less than 0.5 ha land, has seen a reduction of the number of households falling below the income of Rs. 20,000 from 38.8 percent to 24.5 percent and this is more so among the *Adibasi Janajatis* and *Dalits* (from 53.6% to 27.5% and from 45.4%to 28.5%, respectively). Again this pattern is more discernible in Kailai district. And interestingly, this number has been reduced from 43 percent of the women-headed households to 25 percent. This is indicative of the fact that there has been discernible change in the income composition among these poor households. At the same time, there has been an increase in the proportion of households earning income in other higher income ranges (except in one) (see Annex Table 4.2.4.2 and baseline report,2005).

In terms of pattern of change in different income sources among the sample households, interestingly, the proportion of households earning income from agriculture, fisheries, livestock products, bee-keeping, and fruits/vegetables (all areas of UJALO interventions) is higher among

the households of program VDCs (including the households having land less than 0.5 ha) than the sample households of control VDCs (see Annex Table 4.2.4.3). Thus, the UJYALO interventions have helped to create micro-enterprises and not depend as much on the local wage labor.

4.2.5   *Household Expenditure*

The overall annual expenditure on different items among the sample households of the program VDCs is slightly decreased, that is, Rs. 45, 301 now from Rs.47,828 during the baseline period. This trend is also similar among sample households having land less than 0.5 ha, that is, the overall expenditure has been reduced from Rs. 43,973 to Rs. 39,151. Definitely, this does not mean that their living standard has gone down. The slight decline has the implication that these program target households may have also begun to save as observed in the qualitative studies (where the farmers groups are reported to be saving as per their capacity). A slightly more than 10 percent of the households involved in the IGAs of UJYALO have reported during the household survey that they have also begun saving the UJYALO income for a rainy day. Though there has been decline in the pattern of expense in most of the items, there has emerged a trend to spend slightly more on social occasions and festivals-- a function of the normalization activities triggered by both program and changed political context of the country. In contrast, there has been substantial increase in the overall amount of expenditure in control VDCs, that is, Rs.63,020 now from Rs. 47,000 during the baseline period. One of the reasons of the increase may be that some of these households have earned higher income from remittance which they have spent more for the expenses incurred upon for gaining such foreign employment (see Annex Table 4.2.5.1 and baseline report, 2005).

The distribution of sample households by annual expenditure range reveals that survey that the number of households earning income in the range of Rs.20, 000-Rs.40, 000 has increased from 31.6 percent during baseline to 37.3 percent at present, and this trend is more so among *Adivasi Janajatis* and *Dalits* (from 27.1% to 39.9% and 39.2% to 46%, respectively). This trend is more discernible in Dang, Pyuthan, and Argakanchi districts compared to other districts. Conclusively, this is positive aspect of the relative growth of income among these PVSE groups. Similarly, a slightly higher proportion of female-headed households (33.5%) than in the baseline (25.7%) have reported spending less than Rs.20, 000. Conversely, the proportion of households spending in the range of income of Rs. 60,000-Rs.80, 000 has been found to be reduced from 11.4 percent to 6.5 percent (see Annex Table 4.2.5.2 and baseline report, 2005 for details). Conclusively, it can be asserted that UJYALO intervention has begun contributing to raise income among the PVSE groups on the one hand and helped them to initiate savings on the other hand.

There have also been some changes in the pattern of expenditure range among households having land less than 0.5 ha land. Compared to the baseline data, there has been an increase in households spending the income less than Rs. Rs.20,000 from 28.7 percent to 33.3 percent and this is more so in Kailali and Doti districts. These patterns are seen among the *Brahmis, Dalits* and *Adivasi Janajatis*. At the same time, the number of households spending in the range of Rs.20,000-Rs.40,000 has increased from 33.3 percent to 38.6 percent and this pattern is more so in Arghakhanchi and Dang districts among *Adivasi Janajatis and Dalits*. The conclusions is that there has been the slight increase in the standard of living of the households having land less than 0.5 ha land- a function of the slight increase of income. There have been no significant positive changes in other expenditure ranges (see Annex Table 4 .2.5.3 and baseline report, 2005).

4.2.6 *Size and Pattern of Landholding*

The survey has revealed that of the total 742 sample households of the program VDCs, majority (54%) own less than 0.5 ha of land followed by 22.5 percent landless, 14 percent owning 0.5-1ha land and nine percent owing 1.0 ha and more. During the baseline, 48.7 percent of the households owned less than 0.5 ha, 21.3 percent owned more than 1 ha of cultivated land, 18.2 percent owned 0.5-1 ha land, and 11.8 percent landless. The higher number of increase of the landless (from 11.8 to 22.5 %) households may be attributable to the fact of inclusion of the VOCs/IDPs (who also identified as landless because they are still not in a position to return to their villages of the origin in addition to the actual landless households). Pyuthan, Banke, Dang, and Doti have the higher proportion of landless households. And the proportion is higher among *Dalits, Adivasi Janajatis* and *Chhetris.* A slightly higher proportion of female-headed households are landless. Similarly, the change in the proportion of households with respect to size of landholding may also be due to the change of the sample households in some VDCs as explained in the sampling sub-section of the Methodology Chapter (see Annex Table 4.2.6.1).

 In the control VDCs, 56 percent households own less than 0.5 ha followed by 18.7 percent owning land 0.5-1.0 ha, 18.2 percent landless and 7.2 percent owning 1.0 ha and more land (see Text Table 4.2.6.1). During the baseline period, the proportion of households owning less than 0.5ha of land was 50.7 percent followed by 24 percent owning 0.5-1ha land, 1.8 percent owing 1.0 ha and more. On the whole, 7.6 % percent of households were landless (see Annex Table 4.2.6.1, and baseline report, 2005).

Thus, the data reveal that the average landholding size in the program VDCs is slightly decreasing after the implementation of the UJYALO program, while in the control VDCs it is increasing. One of the possible reasons of such a slight decrease is that a slightly higher proportion of the sample households of the program VDCs reported their landless status than at the baseline which might have its bearing on the decrease of the average land size of the sample households. However, this trend of decrease is not that significant for UJYALO program itself.

4.2.7 *Land Tenure*

 There has been no fundamental change in the land tenure system after the implementation of the UJYALO program. In the program VDCs, an overwhelming majority of the households (81.2%) are found to be owner-cultivators followed by 14.4 percent owner-cultivator cum tenant households. Arghakanchi and Pyuthan have the largest number of owner-cultivators followed by Doti and Surkhet. A slightly higher proportion of owner-cultivator cum tenants are found in Dang- a function of higher proportion of absentee landlords and relatively large size of landholding (see Text Table 4.2.7.1 for the pattern of landownership among different caste/ethnic groups). During the baseline, there were 72.8 percent owner-cultivators and 12.9 percent owner-cultivator cum tenants. The proportion of absentee landlords was higher (5.3%) than that of the evaluation time (that is, 2.5%). In control VDCs also, the current land ownership pattern is not fundamentally different from that of the program VDCs (see Text Table 4.10). But there have been the minor changes within these VDCs. During the baseline, there were 76 percent owner-cultivators but these are now 82 percent. Owner-cultivator cum tenants were 16.5 percent who are now 13 percent (see Annex Table 4.2.7.1 and baseline report, 2005).

4.2.8   Average Cultivated Landholding and Agricultural Productions

As indicated earlier on, the overall average size of the landholding is 0.452. The average size of irrigated and un-irrigated holding is 0.204 ha and 0.248 ha, respectively, which was 0.37 and 0.248 during the baseline. The average size of landholding is relatively high in Dang district. The average holding is also higher among the *Adibasi Janajatis* and lower among *Dalits*. Farmers produce paddy, maize, wheat, millet, barley, pulses, oil crops, potatoes, vegetables and fruits. The quantity of the production of paddy is more or less same in program and control VDCs but the production of vegetables and potatoes is higher in the program VDCs- a function of UJYALO intervention (see Annex Table 4.2.8.1 and 4.2.8.2).

The survey has shown that a large majority of sample households (83.3%) of program VDCs produce paddy followed by 73.3 percent wheat, 66.7 maize and 51.5 percent vegetables. The proportion of households producing other crops is generally small. From the program point of view, half of the *Adibasi Janajatis* and 43.4 percent of the *Dalits* have reported that they have been growing vegetables. Interestingly, a slightly more women (52.1%) than men (50.9%) have also been growing the vegetables. A higher proportion of sample households of Doti, Pyuthan and Arghakanchi districts are engaged in vegetable production (see Text Table 4.2.8.3). The proportion of households growing vegetables in the control VDCs is lower (i.e 39.8%) (see Annex Table 4.2.8.4).

4.3   Program Interventions for Enhancing Opportunity for Sustainable Incomes: An Assessment of Intermediate Result

4.3.1   Institutional Processes for the Initiation of Income Generation Interventions and Value Chain Approach: An Assessment

As per the design of the UJYALO program, participatory processes are followed for the actual intervention for the income generation activities. The interaction with the farmers through case studies, FGDs and key informant interviews has revealed that the SPs, first of all, visit the potential target communities and raise the awareness among the farmers apropos of the program's main activities as per their suitability to geographic location. Indeed, the awareness-raising work is done in all clusters of the community with focus for the inclusion of poor/marginalized social groups in the farmers groups to be organized for the IGAs. Upon the completion of the awareness, representatives from every cluster of community settlement (locally known as *Tole*) are invited to attend the community level sub-sector analysis. During the period of doing the sub-sector analysis, the staff of SPs (who were intensively trained by WI/IDE) generally facilitate the process by helping the farmers (the service receivers) to identify the potential IGAs in their community. Finally, the farmers themselves choose the most appropriate IGAs based on their local potential. There is no imposition of any IGA on the communities by the SPs. However, consultation with the service providers (such as District Agriculture Development Office, District Livestock Development Office, Agro-vets, etc) is also made.

Upon the completion of sub-sector analysis, the actual target households are identified by using the well-being ranking, a popularly used tool of Participatory Rural Appraisal (PRA). While using this tool, the farmers themselves develop the parameters and classify the households accordingly into A, B, C, and D economic categories. Generally, C and D category households are included in the target category households. In so doing, the households of the poor/marginalized *Dalits/Janajatis* are highly prioritized if the communities are inhabited by heterogeneous groups of people. But if the target communities have only one caste/ethnic groups, it is not difficult to select the target households by using the well-being ranking. An example of

how farmers set their own priorities is found in Chisapani/Naubasta areas of Banke. There farmers used the following parameters in selecting target households for vegetable and fishery IGA interventions: (i) possession of land less than 10 *Katthas* ; (ii) possession of unproductive land; (iii) disability and unemployment; (iv) big size of family (in addition to poverty); and (v) VOCs.

Field observation in has shown that farmers are generally satisfied with the participatory processes of program implementation. In isolated cases, some households had complained about their non-participation in the sub-sector analysis process but when the staff also heeded their views even at a latter stage, they were also satisfied with the processes. Farmers have also shared that they did not have such experience in the past in the development activities implemented by other organizations. Indeed, this participatory process has laid the foundation of the sustainability of the IGAs because once the households who need them the most for their survival are involved, they may continue working on them for their livelihood.

Indeed, through sustained program efforts, the adoption of value-chain approach (input, throughput (farm level and output functions) has helped to make the smallholder be a micro-entrepreneur who produces high value commodities that can be marketed at economically rewarding prices through the management of marketing committees.

Despite the appreciation by farmers for the participatory approach of IGA intervention, farmers have a few reservations on the issue of number of IGAs to be given in a particular area/community. For instance, farmers of Banke shared that the staff of SPs were reported to have shared the fixed number of fishery pond interventions with farmers, say, in a year. This is true because this target is definitely set by the IPs to meet the program target. Though this is ubiquitous in such development programs, what is the complaint of the farmers is that such process of interventions with fixed number/quota for a year has left small farmers willing to be included in the interventions. They are willing because the success of the first batch of fish farmers for the generation of income has motivated them a lot.

4.3.2 *Formation of Farmers' Groups in an Inclusive Manner and their Strengthening through Training and Extension*

Formation of farmers' groups is an important step under the UJYALO IR.8.1 component after the participatory sub-sector analysis for the identification of the potential IGAs and the identification of the real target households through the application of well-being ranking technique as analyzed above. Though the original target of the program was to form 715 productive farmers' groups (in the enterprise sectors of apiculture, coffee, dairy, fishery, ginger, goat, poultry, and vegetable), the progress report up to March, 2007 records a total of 871, a result which has exceeded original target (including the 150 groups formed by CARE).

The staff of WI/IDE and their SPs have shared that UJYALO has taken the formation, mobilization and strengthening of the farmers' groups as important entry points for their IGA interventions. They have accorded a high priority in doing so because these groups have the potential of working as the link between the farmers and service providers as well as markets. It has been shared in all the sample districts   that these groups have begun maintaining the institutional linkage through the facilitation of SPs with the existing government line agencies such as the agricultural and livestock offices as well as private agro-vets for their necessary services. This is indicative of the fact that even if the program is withdrawn, farmers can now visit these institutions demanding these services. These groups have also been working as the link between the farmers and market. The groups share the information with framers on: (i) what

sort of agricultural inputs are available in the local markets?; (ii) what are their prevailing prices of these inputs?; (iii) where in the market can the products be sold?; and (iv) what are the prices of different agricultural and livestock products? It can be concluded that the sustainability may be increased in future because of linkages to inputs and markets.

It has also seen in the target communities that these groups have also facilitated the process of the dissemination of the agricultural and livestock technologies among the farmers. Otherwise, dissemination of technologies directly to the individual farmers would have been unthinkable. This is indicative of the fact that the intervention would be more sustainable due to the group approach.

The UJYALO program has given the utmost importance for the issue of **social inclusion** in the participatory process of group formation for IGA intervention at a time of conflict (which is important because one of the factors behind the conflict is social exclusion in the development processes). Farmers who were met and interviewed in the communities perceive that this process of including the target households from the diverse social groups living in their communities have also considered is one of the best practices they have ever had.

Though the examples of IGA groups formed inclusively are common in the program sample districts, the study team wants to share one or two examples from Banke to substantiate the claims of social inclusion. In a locality called Paharipur area of Naubasta, the team happened to interact with Pahadepur fishery group of 20 members. Of the 20 members, 14 are *Janajatis* (because the migrant *Thapa Magar* predominate), three *Dalits*, two women, and one *Chettri*. In a poultry group of 25 members at Sandikharka of Arghakanchi district, the team found 18 *Dalits*, six *Janajatis* and one *Chettri*. In other groups, victims of conflict and internally displaced people are included. The farmers have shared the following benefits from this inclusive participatory process of IGA implementation: (i) creation of the opportunity for all poor/marginalized people to have a sustainable source of income through the increased employment opportunity; (ii) capacity building of all (members of the group can now put their problems in the community/committee, participate in the discussions, interact with the staff of SPs and government line agencies; (iii) strengthening of the local culture for resolving the local/community level disputes with the involvement of people belonging to different groups, etc.

Training and extension have the integral parts for the strengthening of the farmers' productive groups. The progress reports of 2005/6 and first quarter of 2007 as well as the internal progress report of WI/IDE have shown that a total of 4,734 different technical trainings have been imparted to the farmers. These trainings have been very useful for the farmers For instance, the foci of goat-raising training include: benefits from goat-raising; feed/fodder; diagnosis of diseases and their treatment; types of goats; techniques of income generation; fertilization of goats; construction of improved goat shed, its cleanliness and management; deworming and dipping. The case study box below has shown the effectiveness of the trainings on goat-raising.

Similarly, farmers have shared that the trainings on vegetable cultivation have focused on improved cultivation through nursery establishment, insect/pest management, soil fertility management and production for the markets (see the case study box 2 for the effectiveness of training on vegetable production).

The interaction with the staff of WI/IDE and SPs farmers of other enterprises has revealed similar experiences apropos of the effectiveness of different technical trainings. More specifically, in the sub-sector of bee-keeping, trainings have been imparted on disease and pest management, hive operation and maintenance, new/modern bee-keeping technology, candle making, etc. In the sub-sector of coffee, farmers have been trained on plantation, annual cycle of coffee growing, organic fertilizer use, wet processing, disease and pest management, pruning coffee plants, intercropping practice, shed management, and grading and packing. In the sub-sector of ginger, farmers have been trained in improved ginger production and processing. In the sub-sector of dairy, the trainings have bee imparted on hygienic milk production, low cost milk production, grass fodder nursery establishment, animal health management, grass fodder cultivation, and feed making. The foci of the training on poultry include techniques of raising the chicken, feeding and diagnosing the diseases and treating them. In the sub-sector of fishery, trainings have been imparted on fish production technology, hatchling/fry nursery, pond management, harvesting/post harvesting, integrated fish farming, vegetable nursery management, and vegetable production management. These trainings have helped the farmers to gain

maximum benefit from the micro-enterprises. **Such institutional focus on training can be considered a strong process implemented with the anticipation of sustainability of the micro-enterprises.** This ensures that farmers know how to start production and also how to further increase it and then maintain it in the face of challenges like disease, and market access.

4.3.3 *Income Generation Activity Interventions: An Assessment*

This sub-section presents the analysis on cash income from UJYALO program and its different income generation activities (IGAs). More specifically, the discussion and analysis of the IGAs has been centered on vegetable cultivation and role of micro-irrigation technology (MIT), goat-raising, poultry, apiculture, dairy, retail shops, ginger, coffee, non-timber forest products (NTFP), support for fishery and pond construction, and small-scale income generation program by CFUGs.

4.3.3.1 Income from UJYALO IGAs

It has been learned from the review of the progress reports from October, 2004 to March, 2007 that a total of 16,716 different micro-enterprises have been supported by the UJYALO through the formation of 721 farmers' groups benefiting a total of 13,955 households (of 61% are female-headed households). The evaluation team has examined the growth of annual average cash income of all the 742 sample households between the time of baseline and the time of evaluation. As analyzed in the preceding subsection, the survey has revealed that there has been the growth of average annual income of these all sample households by 48 percent, that is, from Rs. 40,473 during the baseline time to Rs. 59931 during the evaluation time (see Text Table 4.3.3.1.1). Similarly, the survey has also revealed that a total of 332 (44.7 % of the total 742 sample households) have been involved in at least one UJYALO IGA interventions. Of these 332 households, an overwhelming majority households (93%) have been mainly supported by IDE/WI for the agriculture-related IGAs and another seven percent households were mainly supported by SC with the starter fund for non-agriculture-related IGA, that is, petty businesses/retail shops. Interestingly, of the 309 households involved in the agriculture-related IGA, a sizeable number of the households (118 households) have been involved in the vegetable production followed by goat-raising (90 households) and fishery (38 households). **The annual average cash income of these 332 households from UJYALO-supported IGAs only (both agriculture-related and non-agriculture related) has been estimated to be Rs. 10523 ($ 148 at the rate of Rs 71 per each 1 $). If the income is disaggregated between agriculture-related IGAs and non-agriculture-related IGAs, the annual average income from the agriculture-related and non-agriculture-related IGAs has been estimated to be Rs. 8,809 ($124) and Rs. 23,337 ($328.7), respectively** (see Table 4.3.3.1).

IDE/WI, CARE and SC have tracked the cash income of the households from the IGAs supported by them under the UJYALO program. They used the census methodology to collect the cash income from all their IGA participating households. IDE/WI's analysis shows that the income from agro-related interventions of the first, second, and third years has been estimated to be $65, $136.20 and $171.05, respectively. CARE's analysis shows that income from vocational training interventions of the second and third years has been $81 and $164 respectively. And SC's analysis shows that income from IGA interventions for VOCs has been for each of three uears $42, $71 and $130 respectively.

Table 4.3.3.1: Annual Average Cash Income of 742 Sample HHs from Different Sources

S.No	Income Sources	Baseline Study, 05	Evaluation Study, 07	Growth (%)	Change (Rs)
1	Agriculture	3476	5775	66	2299
2	Forest products	139	229	65	90
3	Wages (Agri/ Non agri.)	3379	6219	84	2840
4	Fisheries	114	466	309	352
5	Occupational works	506	5871	1060	5365
6	Business/ Industry	4708	5348	14	640
7	Livestock / Dairy products	1975	2826	43	851
8	Poultry	658	553	-16	-105
9	Bee keeping	180	491	173	311
10	Salary/ domestic remittence/ pension	13496	9737	-28	-3759
11	Foreign remittence	7056	15835	124	8779
12	Fruit, vegetables	387	737	90	350
13	Seed, herbs	266	41	-85	-225
14	Others	4133	5803	40	1670
	Total	**40473**	**59931**	**48**	**19458**
Annual Average Income from UJYALO Supported IGAs Only					
S.No.	Income Generating Programs	No.HHs	(Rs/hh)		
A. Agriculture					
1	Vegetables	118	3199		
2	Fish	38	1409		
3	Goat	90	1843		
4	Poultry	15	176		
5	Coffee	11	194		
6	Ginger	10	70		
7	Dairy	7	674		
8	Appiculture	20	1244		
	Total	309	8809 ($ 124)		
B. Non-agriculture		23	23337 ($328.7)		
C. Overall		332	10523		
Equivalent to US $ (US $ 1= NRS 71)			$ 148		

4.3.3.2 Vegetable Cultivation and Role of MIT

Vegetable cultivation has been one of the important micro-enterprises for the income generation of poor/marginalized farmers in the sample program districts, and has proved to be very profitable. It has been learned from the review of progress reports that as of March 2007, a total of 316 vegetable groups have been formed. There is an organizational culture of SPs to organize 20 farmers into a group. This is particularly done by the local social mobilizers who have worked responsively and accountably to the local farmers' groups. As indicated above, training input has been one of the important supports for the vegetable growers. Similarly, they are also supported improved variety seeds for the first year. Farmers have begun earning sustainable income from the vegetable sale after meeting the household needs. The survey has attempted to analyze the volume of income from the sale of vegetables. The survey result has revealed that vegetable cultivation among sample households has helped to earn 36.3 percent income (i.e Rs.3199 from average annual income Rs. 8809 with UJYALO support agriculture-related IGA only) (see Text Table 4.3.3.1.1 above).

The evaluation team has collected few cases of vegetable production entrepreneurs and one of which has been presented below as a success story. The objective is to present the qualitative aspect of the change induced by the vegetable production. Definitely, not all participating households can be as successful as this anecdotal case (see below in case study box 3)

Case Study Box 3: Mrs. Santha Nepali from Hatemalo Taja Tarkari Samuha of Dhambiti, Talla Bagulla, Pyuthan

Mrs. Nepali has five members in the family. She has two *ropanis* of own land and she has rented-in another two *ropanis* of land for 15 years for which she has to pay Rs. 5000 per year. She grows vegetables in these two pieces of land throughout the year. The production from her own land was barely enough for three months prior to the beginning of vegetable production. Her husband used to work in India for family support but that did not help them for their survival. They had a lot of difficulties to maintain the livelihood of the family. Now things are different ever since her involvement in vegetable production under the UJYALO program. She says, "Gold can be produced from the vegetable cultivation". She has attended 5/6 trainings organized by the UJYALO partners. She also has the exposure visit to Salyan and Butuwal for gaining the first-hand experience. She has also attended the trainings organized by District Agriculture Development office. Last year, she earned a total of Rs. 120,000. Of this total amount of one year, she earned Rs.60, 000 from the sale of tomatoes, Rs, 20,000 from cabbage, cauliflower, and potatoes, Rs. 30,000 from the sale of cucumbers alone, and Rs. 10,000 from vegetable nursery. With the increased amount of income from the vegetable production, her family has no problem of hand-to-mouth. Her husband does not have to go to India for earning the bread and butter for the family. She has also been educating her three children in the school. She also shared that if the vegetable production gets its regular market, she can now save Rs. 50,000 per year.

Vegetable cultivation has also been very popular among the *Dalit* farmers. Six *Dalit* farmers met and interviewed in isolated clusters of settlements of sample program districts have shared that they used to go to India for the bread and butter of their families prior to the joining of the UJYALO program. But now they have been involved in different IGAs including the vegetable production and have left migrating to India for the bread and butter of their families. They have also begun sending children to school.

Micro-irrigation technologies (MIT) have been found to be the important interventions for the augmentation of vegetable production. These MITs include treadle pumps, drip irrigation methods, sprinklers, *Thai Jars*, and multi-use water systems (MUSs). This technology has been found to be particularly popular and effective among the smallholder farmers both in the hills and *Terai* districts of the UJYALO project. With the support of WI/IDE, MIT dealers have been established and trained who supply the technologies to the farmers through the local organizations as demanded. Effort has also been made in the project districts to develop the semi-skilled technicians for the installation of MITs and their repair and maintenance. This may lead to the sustainability of the MITs in the program districts. As of June 2007, 1,374 micro-irrigation units have been installed as shared by WI/IDE.

The MIT dealers met in Bijuwar of Pyuthan district shared that MIT has been useful in the hill for the cultivation of off-season vegetables where there has been no irrigation because sources of water are far away. Drip irrigation technology has also been useful for the production of different types of beans and tomatoes. The establishment of the agro-product collection centre has also encouraged him to grow the vegetables by using the MIT. This MIT has been used by the farmers from January to May. The advantages of this technology reported by the MIT dealers are: lack of growth of weeds in the fields, no need of weeding, increased production of vegetables, etc. Similarly, MIT dealers met in Dipyal, Doti shared that 8-10 sprinklers are needed for irrigating one *Kattha* of land under vegetable cultivation. This technology has also proved to be reliable for the vegetable production particularly for the dry season. Farmers have found it effective for the control of soil erosion. Farmers met and interacted in Narapani, Argakhanchi have shared that 35 households (with a population of 210) have been supported through the provision of MUS by UJYALO program. Now the farmers have also been using the water for the production of off-season vegetables (such as tomatoes, cauliflower, cabbage, cucumber, etc) which they had never done before. The water is also used for drinking purpose also.

As of June, 2007, 17 multi-use water systems have been installed as shared by WI/IDE. It was also learned in this program area of the district that the demand of drip irrigation for off-season vegetable production has been increasing. For instance, the proprietor of Chutrabensi said that he sold 24 drip irrigation instruments/technologies. It can be concluded that albeit the MIT is gradually demanded by the smallholder farmers (who are knowledgeable of it) for the increment of their household income from the vegetable production and meeting other household needs, there is still more to be done for its publicity because many farmers in the rural hinterlands reported having no knowledge on them.

4.3.3.3 Goat-raising

Goat-raising has been another important IGA intervention among the target groups of the UJYALO program. Support for the goat-raising has been provided to the poor/marginalized farmers/VOCs/IDPs through the formation of goat-raising groups. It has learned from the review of progress reports that as of March 2007, a total of 261 goat-raising groups have been formed. Each goat-raising group consists of 10 persons. The usual approach has been to provide three goats to one person which have to be returned in three years' time. This has been the extension of the learning of CARE in the past which is called "passing of the gift approach" As indicated earlier on, the goat-raisers are imparted different technical trainings for building their capacity for the higher income from the goat-raising enterprise. The technicians of the SPs also make the frequent visits to the beneficiaries for monitoring and providing the technical assistance. More importantly, the training of the Village Animal Health Workers (VAHWs) by the UJYALO from the target communities has been a very important support in sustaining the goat-raising. The survey has revealed that goat-raising has contributed nearly 19 percent income to the target households (i.e Rs.1843 from average annual income Rs. 8809 with UJYALO support agriculture-related IGA only) (see Text Table 4.3.3.1.1 above).

4.3.3.4 Poultry

Support for poultry has also been important IGA intervention for the UJYALO target group. It has been learned from the review of progress reports that as of March 2007, a total of six poultry groups have been formed. Members of the poultry group met in the sample Arghakhanchi district have shared that there are 25 members in their group. There are a total of 125 farmers practicing poultry. The SPs have provided technical support to the members of the groups such as for breeding/hatching and technical trainings as pointed out earlier on. The survey has also revealed that farmers included in the sample have just begun earning income from poultry, though not significant at the moment. Farmers have perceived that vegetable growing produces returns more quickly than poultry, and so far in the short term poultry has not been more profitable.

4.3.3.5 Apiculture

Though on a limited scale, apiculture has also been promoted as an IGA under UJYALO program. It has been learned from the review of progress reports that as of March 2007, a total of 23 apiculture groups (with 460 farmers) have been formed. Farmers met and interacted in the sample Banke and Arghakhanchi districts have shared that there are 20 people in a group. The farmer interested to practice apiculture is provided the in- kind support worth of Rs.4, 000 which has to be returned in one year's time. These apiculturists are supported by technical trainings for the higher and sustained income. The survey has revealed that apiculture has contributed 14.1 percent income to the target households (i.e Rs.1244 from average annual income Rs. 8809 with UJYALO support agriculture-related IGA only) (see Text Table 4.3.3.1.1 above).   It can be

concluded that apiculture has started producing some good returns to the poor farmers (see case study box 4).

Case Study Box 4: An Apiculturist Getting Benefit in Banke District

Akta Shah, a poor farmer of Chisapani, Banke, has two *ghars* of bees. Last year, with the training and in-kind supports of UJYALO, he produced 40 kilograms of honey from which he earned Rs. 8,000. He also shared that the local SP called Social Development Forum helped for marketing the honey product. He has used the income for buying the food-grains and educating his children.

4.3.3.6 Dairy

Farmers in Banke sample district have been supported for dairy production to increase household income. This can be understood only by the analysis of the cases supported by UJYALO. Two such activities had been observed by the evaluation team in Banke, one in Nepalgunj (Khajura) area and another in Kohalpur area. The former has been successful and the latter has not been successful (not because of UJYALO but because of a lack of government support to complete installation work). The one in Nepalgunj (Khajura) is called "People's Dairy Producers' Co-operative" which has 151 members. Though it began informally in 1990 with 46 members, it was formally registered in 1994 when the number of the members was reduced to 31. Now one member has 10 shares in the minimum (i.e Rs 1,000).

Under the UJYALO support, there has been the training support to all the 151 farmers on fodder/feed production and production of pure/clean milk. On the issue of milk production, they have been trained on a number of topics, including the cleanliness of animal sheds, cleanliness of the udder/nipple of the milking animals, cleanliness of hands while milking, and the time duration to transport the milk to the collection centre. Farmers interviewed shared that such knowledge is very useful for them because the milk produced without the above consideration used to turn into whey resulting into the loss of farmers' income. They shared that the farmers used to bear the loss amounting to Rs. 22,000 per month when they used to produce 300 liters per day for the sale. Today farmers do not have this problem which has encouraged them to keep more milking animals. As a result, they now produce 700 liters of milk for the market. In the real production area in Khajura, they have now arranged two collection centers for the quick collection. Farmers are paid different prices for the milk of cow and buffalo depending on the fat content. For instance, they get Rs. 15-18 per liter of cow milk and Rs.17-22 per liter of buffalo milk. And co-operative adds Rs.1 for each liter of milk for the farmer as an incentive.

The farmer informants also shared that they wanted to buy a machine for the production of ice-cream. Two years ago, the cost of the machine was Rs. 200,000. Half of the cost was given by WI in the form of grant and half was collected by the farmers themselves. But by chance, the farmers purchased the machine by spending only Rs. 170,000 which helped the farmers to save Rs. 30,000 from the total amount of Rs. 200,000. This saved money was used for purchasing a de-freezer. The co-operative is earning income from the sale of milk, ice-cream, ghee, and paneer. It has 21 agents who help the sale of milk for they are paid Rs. 2 per packet as an incentive. It has fixed the price of milk .For example, whole fat milk per liter is R.28 and that of the processed milk is Rs.26. Paneer is sold at 180 per kilogram where curd is sold at Rs. 40 per kilogram. The ghee produced from here is sold at Rs. 260. The demand of the dairy products is very high which is putting pressure on the farmers for more production of milk (which the farmers are doing). The farmers also shared that they are happy because they are paid their price of milk regularly, that is, fortnightly. WI has also bore the cost of training organized by District Livestock Development Office for three VAHWs for 35 days. Their support in the community has been tremendous for the care and treatment of the animals. This has been a great support for

the sustainability of the dairy. Farmers, however, have requested during the period of the interview that they need more training for the leader farmers. They want the training input through demonstration. They also need an exposure visit to the place where cows are raised for the milk production for the market. They also want training on the artificial insemination for cows.

WI/IDE had supported Bageshwori Milk Processing Institution at Kohalpur, Banke which was originally established by the initiative of the Dairy Development Corporation, a government undertaking. The objectives of the establishment were: milk collection from the farmers (of four districts, Banke, Bardiya, Dang, and Surkhet), processing (production of milk, curd, ghee, paneer, ice-cream, etc), sale to the consumers, and work as the training institute. There are a total 294 shareholders. The value of one share is Rs.1000. Additionally, there are 47 institutional shares (Rs. 10,000 per share as the minimum). There was a nine-member executive committee in the past but it has not been re-constituted at the moment. The government has installed a massive milk processing plant with its own financial resource but 30 percent of its work remains to be completed. This could not be completed because an Indian Contracting Company did not fulfill the contractual obligations on time, and the government did not take any serious initiative for its timely completion.

Two years ago, WI/IDE had concluded an agreement with Bageshwori Milk Processing Institution for its institutional support. More specifically, WI/IDE had wanted to build the capacity of its staff and launch IGAs in four VDCs of Banke district. WI/IDE had given the grant for the salary of three persons (Managing Director who is the co-ordinator, dairy supervisor, and an office assistant (for which Rs. 12,000 is paid per month). It has also been shared that Rs. 130,000 WI/IDE fund has also been used for the finishing of cold room and completion of the plastering of the hot room. Furniture and computer worth of Rs.29, 000 and Rs. 50,000, respectively, have also been bought using the WI/IDE grant. The staff also shared that they were imparted two peace building trainings with the support of WI/IDE and one farmers' rights training. Subsequently, the staff trained the farmers of 400 households on fodder production, low cost milk production, pure/hygienic milk production, peace-building, animal vaccination, etc. Farmers have begun growing the *Napia*r in their respective lands. The objective of WI/IDE was to develop an integrated package with foci on the establishment of feed production factory, fodder nursery and agro-vets in the area of milk processing plant for the larger benefit of the farmers. But it could not materialize because of the non-completion of milk processing plant which was originally designed to process 600 liters of milk. It was also learned that two board members and one staff were supported for the exposure visit to India to have first-hand knowledge of the dairy development. Thus, despite the institutional support for the effective functioning of the processing plant, the dairy farmers could not take advantage due to the lackluster performance of the government in the regime of installation. WI/IDE have supported 36 market collection centers including for dairy for the benefit of the farmers. Dairying seems to be profitable if the institutional capacity of the co-operative is well set up. Otherwise, it can result in losses.

4.3.3.7 Ginger

Ujyalo program has supported ginger farmers in Salyan and Arghakhanchi districts. It has been learned from the review of progress reports that as of March 2007, a total of 19 ginger groups have been formed. The study team met and interviewed some farmers in the program area of UJYALO have shared that these farmers have been supported technically (such as on damping off, root rot, improved production, and processing). Farmers have perceived that such support

from the program definitely has begun to contribute to increase the income from improved ginger production and processing.

4.3.3.8 Coffee

Ujyalo program has supported coffee farmers in Arghakhanchi district. As of March 2007, a total of 53 coffee groups have been formed. As of June, 2007, a total of 9 coffee pulling centers have been supported for their establishment. Farmers of Janagatri Coffee Production Group met and interviewed in Kimdada VDC of sample Arghakhanchi district have shared that UJYALO has been supporting their existing groups of coffee growers. But efforts have also been made to form new groups of coffee farmers. The usual practice has been to organize farmers who have planted more than 50 coffee plants and are willing to plant more for larger household income. As indicated in earlier section, these farmers have been supported for commercial nursery management for dissemination of skills on transplantation of coffee saplings. However, the survey has not shown significant income earning from the coffee cultivation because a few households included in the sample may have just been in the initial stages of experimenting with growing coffe. Coffee plantations have been possible for the farmers who have their own land. Hence, landless farmers have not imagined of practicing this micro-enterprise in the UJYALO program VDCs. There were suggestions for making the arrangement of the public land for the landless to grow coffee on communal basis.

4.3.3.9 NTFP (Distillation plants)

There has been the support of IDE/WI for the NTFP economic activity. Two distillation plants have been installed in the *Terai* districts, one in Banke and other in Kailali. These have been functioning. They do the processing of lemon grass, *citronela* and *menthe*. Indeed, these were originally supported by Business Development Services, Marketing and Production Services (BDS-Maps) project for export of processed NTFPs. It has shared by the staff of WI/IDE that these processing plants have begun giving benefits to the farmers. But given the fact that no survey has been conducted about the income of the farmers involved in the NTFPs, the exact level of income could not be determined.

4.3.3.10 Support for Fishery Enterprise and Pond Construction

Ujyalo program has supported the fishery enterprise in three *Terai* districts, namely, Banke, Bardiya and Kailali where it has showed very good potential. The staff of WI/IDE have shared that this intervention has been supported together with the support of Infrastructures for Incomes (INFRIN) project. It has been known from the review of progress reports that as of March 2007, a total of 41 fishery groups have been formed. The households having less than 10 *Katthas* of land have been the target households of the fishery intervention. Generally, there are 17-20 members in each fishery group. INFRIN has supported Rs. 17031 as the labor cost for the construction small fish pond (of 200 square meters). It has been found that generally, the poor farmers themselves use their family labor for the construction of the pond and use the allocated amount for their other household purposes. They use that money for the installation of treadle pumps (for the nurturing of the fishes) and to buy fingerlings. In addition to this cash support, they are also given some material support (which includes soil carrier, two spades, five polythene pipes (of 250 suare meters) and a thread.

The progress reports from October, 2004 to September, 2006 have recorded that a total of 720 new fish ponds have been constructed in addition to 40 ponds being renovated. But when the evaluation team was in the field, the farmers were also digging the ponds. So the Fishery

Program Officer of WI/IDE met in the field unofficially shared that nearly 1000 ponds were nearing completion. Realizing the need of the fingerling nursery, WI/IDE has also been supporting for their establishment in the farmers' field--an indicator towards sustainability. As indicated in the preceding sub-section, technical trainings have also been imparted to the farmers for building their capacity. What has been the most interesting observation in fishery support is the genesis of integrated culture of growing vegetables and bananas along the dikes of fish ponds which has been providing the additional incomes for the farmers. This has been, indeed, unanticipated positive outcome of the UJYALO program. The fishery intervention has been very popular among the *Terai* farmers due to its good returns (see case study box below).

Case Study Box 5: Farmers' Getting Benefits from the Fishery and Vegetable Production

Janaki Devi Chaudhary, a poor *Tharu* woman farmer who has only a couple of *Khattas* of land to support a family of four, shares that fishery has helped to increase her household income unprecedentedly. Once she was selected as the target woman, she was given a three-day training together with other 18 members of her group who were also selected by the UJYALO. During the training, she learned how to feed the fishes and how to select the cultured species and how to maintain water level in the pond. She did dig a pond in one *Kattha* of land last year last year with the financial, technical and material support of UJYALO. Last year, she earned Rs. 5,000 from the sale of the fishes. She also grew vegetables (tomatoes, beans, etc) along the dikes of the fish pond from which she earned Rs. 3000. Thus, she earned Rs. 8000 last year. Being a poor woman farmer, she had never seen that much amount of income in her entire life time. Had she grown paddy, maize or other cereal crops, she would not have earned this much income.

She also shared the experience of another fellow male farmer of *Chhetri* status getting tremendous amount of cash benefit from the fishery. Ram B. Bista with less than 10 *Katthas* of land and five family members has also been the target farmer of UJYALO. With the support of the program, he has been doing three things; doing fishery in a small pond, banana plantation, and vegetable plantation along the dikes of ponds. It came to be known that he sold 160 kilograms of fishes (fetching a total of Rs. 16000), Rs. 8000 from the sale of bananas, and Rs. 2000 from the sale of vegetables. Thus, he had a total of Rs. 26,000 income from these income generating activities. He has been using this income for the household maintenance of food-grains, education of three children, treatment of the family members, spending in the festivals, etc. He has now begun saving some for the rainy day also. This income would not have been possible from the production of the cereal crops.

The survey has also revealed that fishery contributed 16 percent income to the target households (i.e Rs.1409 from average annual income Rs. 8809 with UJYALO support agriculture-related IGA only) (see Text Table 4.3.3.1.1 above).

4.3.3.11 Small-Scale Income Generation Program by CFUGs

Under the UJYALO program, CARE Nepal has supported 150 community forestry user groups (CFUGs). As shared by the staff of CARE Nepal and its SPs, these CFUGs have been selected using a number of criteria as follows: (i) interest of CFUGs for the IGA implementation; (ii) presence of higher number of *Dalits*, *Janajatis*, and VOCs; (iv) readiness of CFUGs for the allocation of matching funds to support IGA, etc. The inherent objective has been to identify and support the poorest and marginalized members to implement IGAs. There has been a system of using well-being ranking for the identification of the target households in these CFUGs. As in other IGA interventions in the communities, the selection of the IGAs has been made through the use of sub-sector analysis tool being based on the high potentiality of market, reasonably high rate of income, technical feasibility and interest of poor entrepreneurs. It has also been shared in the field that the CFUGs have been assisted for the preparation of the guidelines for the implementation of IGA activity. These have been shared with the selected target households and therefore, they are found to have understood on the process of the "passing on the gift approach". It has also been revealed that each CFUG has also organized an "IGA Management Committee" which is entrusted the responsibility of tracking changes on the IGAs. In addition to IGAs, the CFUGs have also worked in the areas of social inclusion, public auditing, and reduction of discrimination. The evaluation study team has conducted a case study of Siddibinayak CFUG of Banke district (see case study box below). It can be concluded from the case study that CFUGs, with the adequate institutional support, have the potential of implementing the small-scale income generation activities for the poorer families and improving the governance practices.

Case Study Box 6: Processes for the CFUG-implemented Small-scale Income Generation Activities for the Poorer Families under the UJYALO Program and its Initial Economic Effects as Well as Improvement in the Governance Practices

Siddibinayak community forest user group has a total of 14.81 hectares of forested area with 154 user households with diverse caste/ethnic background. The IGA program began in this CFUG 15 months ago with the support of CARE under the UJYALO program. It has been learned that poorer user households were identified/selected by the CFUG using the well-being ranking tool. The users gathered in the meeting set the criteria/parameters consensually for the economic categories which included A, B, C and D (A being relatively wealthy and D being the poorest in the community). Generally, households belonging to the D category are prioritized for the selection for the IGA. Once these are covered, then households belonging to the C category are also selected. The FECOFUN district chapter as strategic partner played the crucial role in the whole selection process which was trained by CARE Nepal. While selecting the poorer households, attempt is made for social inclusiveness. For instance, in this CFUG, a total of 17 user households have been identified as the poorer households. Of the 17 households, four are from *Janajatis* (two men and two women), three *Dalits* (two women and one man), and 10 *Brahmins/Chhetris* (eight women and two men). CARE's role through the SP has also been instrumental for the practice of this social inclusive approach. Of these 17 households identified as the target households, nine are supported by the UJYALO program (and rest 8 are supported by another *Churea Chetra* Program which is not the focus of our discussion here). A host of IGA activities are supported by UJYALO such as petty trade (tea stall and grocery), CD shop, cycle repair, goat-raising, piggery and fishery. The amount of loan ranges from a minimum of Rs. 5,000 to a maximum of Rs. 10,000. Initially, CARE Nepal gave Rs. 45,000 as the revolving fund and the CFUG contributed 25% of its total yearly income which comes to be Rs. 11,250. CARE Nepal gave the money to the CFUG after it first opened an account of its 25% amount. They have also developed a guideline for the IGA implementation. For the facilitation of the whole process, an IGA program management sub-committee of five persons is constituted (of which three are women and two are men). Its co-ordinator is the secretary of the CFUG and others are the IGA target households. As per the guideline, one who needs the IGA support himself or herself looks for the commodities and services. Once this is done, then members of the IGA management committee visit sites where services and commodities are available and pay the amount needed after verification. Then, the poor member takes the commodities/services for IGA. He/she is required to pay the principal amount on installment basis in a period of three years. One *Janajati* (Durga Singh Thapa Magar) loan taker (who was classified as D category-the poorest whose food sufficiency was less than for three months) was interviewed by chance in the field. He had taken Rs.10,000 from the CFUG one year ago, and he shared that his daily income now ranges from Rs. 200 to Rs. 250. His total commodity capital is equivalent to Rs. 30,000 (of which he had his own investment of about Rs. 7,000 before joining the UJYALO program). He is now getting the economic empowerment because he has been spending his earning to increase the commodity capital for repairing the cycles, educating his two children, repaying the loan to the group, buying food-grains for the family, buying a bicycle, etc. More interestingly, he has even begun depositing Rs. 100 per month in a nearby financial company as his savings. There has been the understanding among the CFUG members that poverty/deprivation is the prime cause of conflict in the family and community. Therefore, once there is the sustained income in family, there will be relative peace in the family. Preliminary observation has shown that the income from UJYALO has the potential to boost morale/confidence to cope with the economic crises in their family life (see the case of bicycle repairer).

On Social Inclusion:
The CFUG under the UJYALO program has practiced social inclusion. For instance, there are eight women in the executive committee out of 13 members. Chairman, vice-chairman, treasurer, and five members are women. The vice-chairman is a *Dalit* woman. Of the five men members, two are elected from the poor households. Thus, the governance practice is substantially different than in the past when the committee used to be dominated by the male counterparts only.
Transparency under the UJYALO program has also increased. There is a monthly meeting of the community of users and its decisions are pasted in the public place. The details of income and expenditure are also pasted in the public place. Those who are present in the meeting are asked to sign in the register and in addition to it, the *Chaukidar* (watchman) of the CUFG is asked to make a door to door visit to announce decisions and users are asked to sign in the register. All this is indicative of the fact that there is transparency in the decision-making processes.

On Capacity Building:
Women and *Dalits* form a substantial majority in the executive committee. Together with other high caste *Brahmin* and *Chhetri* members of the executive committee, women and *Dalits* have also been the participants of the trainings. When there is an information about the training, there is a culture developed in CFUG committee to discuss who is appropriate for the participation and decisions are made accordingly. They also shared that sometimes CARE sets the criteria for the members to participate in the specific training. It has been learned that they have taken trainings in a number of themes such as leadership development, rights-based approach of development, etc. Once they have taken the leadership development training, they think that they are now confident to speak in front of the people and also to lead them. This is considered as the greatest achievement in their lives. One of the women said that she gained the confidence to contest the election of chairperson of CFUG after participating in the leadership training. And finally, she filed for the post of candidacy of chairperson and got elected. They have also got training from the district FECOFUN on the rights-based approach. They are now aware of their rights, that is, they have to fight for their rights (such as their right to be informed about the CFUG, rights to benefits, etc) because no one gives them the rights without asking/fighting. The voice of the women and *Dalits* are well listened to in the decision-making processes.

On Discrimination:
Like elsewhere, there are gender and other caste discriminations in the CFUG. However, they are gradually being reduced. Until a couple of years ago, an overwhelming majority of members of the executive committee were males. And they used to monopolize all the decision-making processes. But now nearly 75 % are women members in executive committee. The vice-chairman is the *Dalit*. The acceptance of the leadership of the *Dalit* is itself a strong indicator of the gradual weakening of rigid caste system. In the meetings, she is the one who distributes the food/edibles among other participants, and they think that they have discerned a gradual decline in the discriminatory feelings of users. This cannot be attributed to one single factor. But the training and regular interactions among the CFUG members under the UJYALO program have played a significant role.

4.3.3.12 Economic Support for VOCs

Under the UJYALO program, there has also been the provision of starter funds to support the VOCs, particularly war widows and displaced adolescents. SC and its SPs have played a significant role in provisioning this economic support. It has been shared by the staff of SC and its SPs that the Child protection Committees (CPCs) have been institutionally entrusted the responsibility of identifying and recommending the VOCs who need starter fund support for the initiation of IGAs. They have also shared that SC prepared an income generating activity manual and operational guideline for the administration of the starter fund and this was used to train the staff of SPs who subsequently trained the VOCs for two days on the design and execution of business plan (with specific foci on business planning, income record keeping, monitoring, selection of suitable businesses and market assessment). There has also been an institutional culture of conducting a short feasibility assessment focusing on VOCs' interests, needs and skills. Then, these VOCs are provided the in-kind support worth Rs. 4,000 which they use for beginning micro-enterprises. It has been learned from the field that these VOCs have been supported for retail shops, tea shops and vegetable and goat farming. They were also imparted technical training for the particular enterprise. The progress report also shows that there has been the support also for the service business. As of March, 2007, a total of 1,084 VOCs/IDPs have received the starter fund. Definitely, these figures indicate the access to services provided by the UJYALO program.

VOCs met and interacted with in the field have shared that this starter fund has been a great support for their critical days when they did not have anyone to help. The IGA started with this fund has been the basis of their family livelihood. For them, the greatest impact of this program has been the inspiration to survive during the most critical period of their lives characterized by economic vulnerability and helplessness. It has now given them the confidence to stand on their own feet. It has encouraged them to be bold and hopeful. Some of them have also participated in the sharing meeting of IGAs for VOCs supported by UJYALO where they have given the suggestions to others to work with confidence even during the most critical period of lives (see the case study below to learn about the effect/impact of the starter fund).

Case Study Box: 1 Starter Fund to VOC for Coping with the Economic Crisis during the Period of Conflict, Banke

Purnima Thapa, aged 46, recently separated with the husband after his second marriage, with a family of 7 members, was forced to leave her village of origin called Titariya VDC of Banke just prior to the onset of UJYALO program. She is now living in the mills area close to Khajurea. Her family had a total of 10 *Khattas* of public wasteland which could produce the food-grains barely for six months. And the earning from the agricultural and non-agricultural labor could support her family for rest of the year. During the emergency period, her brother was arrested and incarcerated for 14 months on the charge of being an insurgent. But he was released. She also heard that the security forces were also looking for her and her sons as being supporter of the insurgents (there was the charge that they had provided food for insurgents). One day, herself, her husband (who is separated now), and her eldest son were rounded up and arrested. After an intensive interrogation, she and her husband were released after 5 days and son was released after 13 days. But all of them were given tremendous mental torture for feeding insurgents. Her eldest son began pulling the rickshaw to eke out the bread and butter for the family. But again he was arrested and jailed for 1.5 months. After the release, he again began pulling the rickshaw. Then, her youngest son was arrested and jailed for 10.5 months. After the release, he went to India where he worked as laborer and came to Nepal only after the peace accord of 2006. There was no condition to stay in the village of origin so that she came to Nepaljung area looking for the sources to support her family.

Fourteen months ago, she heard that some livelihood support was being given to the VOCs. She, then, visited the SAFE office (a SP of SC) and applied for the starter fund. Her application was forwarded to the CPC who later on visited her to know the details of her family's economic situation. Being satisfied with her eligibility for the seed grant, the CPC recommended her for the starter fund. Upon her selection, she was given two day's training on developing her business skills such as ways of behaving with the customers, book-keeping, etc. She shared that she was given commodities equivalent to Rs. 4,000. The commodities given included soaps, serfs, biscuits, paste, batteries, lighter, blades, chocolates, tea, stationeries, *dalmode* (kind of fried edible), etc. But later, with her own earning, she added other commodities which included tobacco-related substances, eggs and cooking oil. On an average, she earns Rs. 100 as net profit per day. Until a couple of months ago, she was also running a tea-stall from which she used to earn Rs. 30-35 per day as her net profit. She has stopped it now during the summer season because there is less demand due to the hotness in the weather. Now she is supporting her family for the livelihood.

For her, the greatest impact has been the inspiration to survive during the most critical period of her life characterized by economic vulnerability and helplessness. The program has now given her the confidence to stand on her own feet. The program support has, indeed, encouraged her to be bold and hopeful. She has also been requested by SAFE to attend the sharing meeting of IGAs supported by the program where she has given the suggestions to others to work with confidence even during the most critical period of life. She has also learned from others about the coping strategies and the effects/impacts of the program. She has already been a member of the CPC and working to support other conflict-affected families. She finally adds, "This program has given me new life and hope for the family".

During the period of fieldwork, the evaluation team had the interaction with half a dozen displaced children in Birendranagar, Surkhet, which revealed that before their mothers were supported with starter funds to begin retail shops for the livelihood support of their families, they used to spend their time crushing the stones/pebbles along the bank of the river for their livelihood. Now their mothers have been running retail shops with Rs. 4000 equivalent in-kind support and training for generating the income. It was also learned that these women have been earning on an average Rs. 100 per day which has helped them to feed their families and send children to the school. Therefore, the children have also shared that ever since their mothers began earning by running the retail shops, they have never left the school. In the school, they have also been provided the scholarship support also (payment of the tuition fee, dresses and stationeries).

Similarly, displaced women met in Tulsipur of Dang have shared that they have been supported for goat-raising and retail shops. Their goats have begun producing the kids from which they have expected income through sale. They shared that income from retail shops has helped to buy the rice for the family members up to 10 members. Interestingly, they have shared that the moral support by the staff of UJYALO through the frequent visit has been an important factor boosting their morale/confidence to work hard for their survival. These women also shared that they are also saving small amount of money which ranges from Rs 30 to 50 per month.

There is a system of montly monitoring of income. For all VOCs supported, as of June 2007, the quarterly income has been Rs 4,428 per VOC. The provision of micro-enterprise support has thus successfully increased household incomes to enable VOCs to promote their lives.

But concerns have been raised in the communities about the demarcation made between the VOCs/IDPs and PVSE groups. The often asked question is: why are we PVSE people in the community discriminated? There are people in the communities who are poorer than the VOCs. Such demarcation has created a "sense of alienation" among some local PVSE groups towards the program.

Using the starter fund, the VOCs have started different economic enterprises such as service business (retail shops), tea stalls, livestock-raising (goat-raising), and vegetable farming. The survey has revealed that the average income from the establishment of retail shops of the 23 households covered during the survey has been estimated to be Rs. 23,337 (see Text Table 4.3.3.1.1 above). The relatively higher proportion of the income from the retail shops is the function of quick return and its utilization on the expansion of petty business/retail shops through the addition of new commodities (as per the local demand).

4.3.4 Role of Vocational Skill Enhancement for Dalit and Marginalized Groups in Income Generation: An Assessment

Vocational skills enhancement for *Dalits* and marginalized groups has been one of the most important areas of UJYALO intervention. The interaction with the UJYALO collaborative partners and their SPs has revealed that CARE took the lead in the first year through the consultation process for the identification of potential training needs. As a result, a number of areas were identified such as village animal health workers, auxiliary midwife, sub-overseer training in civil and electronics, plumbing, masonry, plumbing, bamboo handicrafts, and TV/radio maintenance. There has been the focus of such trainings on the communities that are vulnerable to the conflict. Priority has been accorded to *Janajatis, Dalits*, and VOC youths in the selection process. It has been known from the review of progress reports that as of June 30, 2007, a total of 160 *Dalits*/marginalized youths have been provided vocational training of which 126 are males and 36 females. Of these 160, 66 are *Adivasi Janajati* males, 11 *Janajati* females, 29 *Dalit* males, 12 *Dalit* females, and 29 males and 13 females from other social groups, mainly from *Brahmin* and *Chettri* caste groups. These vocational trainings have helped the trainees to create an environment for them to generate household income on a sustainable basis on the one hand and provide the most needed services in their respective communities, on the other hand (see case study box below). The trainees have voiced a need of a minimum financial support/grant when they start their vocation so they are able to begin their own businesses. Both the field interaction with these trainees and the progress reports have shown that the vocational enhancement training has been extremely useful for the *Dalits* and marginalized youths. The first quarterly progress report of 2007 states that the average income of these trainees is Rs. 11,800.

4.3.5 *Uses of Income Earned from the UJYALO Income*

An attempt has also been made to look at the uses of income earned from the UJYALO interventions. The survey has revealed that a significant majority of the 332 sample households (65.1%) involved in UJYALO-supported IGA have spent the income on children's education followed by 61.7 percent on foodstuffs, 41 percent on treatment and 10.8 percent on livestock products. The proportion of households spending on children's education has been higher in Kailali (68.8%), Banke (66.8%), and Dang (65.9%). If the data are compared caste/ethnic group-wise, the higher proportion of *Brahmin* households (71.6%) have spent on children's education followed by *Adibasi Janajati* households (67.6%), *Chhetri/Thakuri* (64.7%) and *Dalits* (53.6%). Similarly, the proportion of households spending on food stuffs is higher in Banke (70.1%), Arghakanchi (66.2%) and Kailali (65.6%). Majority of *Adibasi Janajati* and *Dalit* households spend on buying foodstuffs- a function of the insufficiency of food-grains from their own production. A slightly less than half of the *Adibasi Janajati* households (46.3%) have reported the use of UJYALO income on health treatment. What is interesting is that 34 households (10.2% out of 332 households involved in UJYALO-supported IGA) have begun a culture of saving for the rainy day (see Annex Table 4.3.5.1).

4.3.6 *Institutional Support for Market Development: An Assessment of Commercial Vs. Subsistence Economy*

Reason for the BDS and Value Chain Approach: IDE/WI have taken a business development services (BDS) and local market development approach. These are proven approaches to increase rural incomes, showing that markets work for poor smallholders by building the capacity of district-based NGOs to provide the effective services to the rural poor under conditions of conflict. In other words, the principal reason on the support of market development is that access to market is crucially important for ensuring the success of the enterprise development for enhancing the capacity of rural farmers for income generation. The progress reports from October 2004 to March, 2007 have shown that a total of 24 marketing committees have been formed. Effort has also been made to establish 12 collection centers in between October, 2004 and September 2006. The staff of IDE/WI have shared that these marketing committees have been helped to develop their capacities through training and support to visit the market centers. They have also shared that support has also been provided for the development of market information systems by imparting training on gathering the price information from the collection centers for

livestock and vegetable markets and displaying it on price boards for making the members of the groups aware of prices. In 2007, a number of inputs were made for the marketing interventions for sale of the increased production of goats, vegetables, apiculture, coffee, and ginger sub-sectors through trainings for the increased productions to be sold in the markets.

Need and Functioning of the Market Management Committees: Now it is very relevant to look at the ground realities about the **need and functioning of the market management committees** established for understanding their effects and impacts with the institutional support of IDE/WI. The evaluation team had an opportunity to have interaction with the members of local market management committee at Sandikharka, Argakanchi. It was organized with the advice and support of local SP of IDE/WI (called SOSDEC) which consists of 11 members from different UJYALO farmers' groups. Of the 11 members, it has five women and one *Dalit* representative. Thus, the aspect of social inclusion has been taken into consideration. The changes brought by the committee organized to operate and manage the local **Hat Bazaar** (periodic market centre-mainly weekly) include:

(i)   the farmers are relieved of the burden of visiting the consumers' doors to sell their agricultural commodities, particularly the vegetables;
(ii) they have received reasonable prices for their commodities and largely have benefited from the income, and
(iii) they are very much encouraged for the cultivation of the off-season vegetables.

Equally important is the fact that the consumers are also very happy because they can buy whatever quantity of agricultural commodities they want at one time and store as per their own household needs. Thus, they do not have to squander their time everyday looking for the vegetables. Indeed, this has encouraged the farmers to grow more for the local consumption which was unthinkable for them a couple of years ago. Sociologically speaking, the **Hat Bazaar** has become an important place of social interactions of the community people with the potential of promoting social cohesion in the long run.

The committee has also worked very well for the management of the **Hat Bazaar**. It has decided the amount of fee to be collected from the farmer traders and got it implemented it. For instance, if the farmer trader is from the UJYALO groups, he/she is charged Rs. 5 per day for temporary shop shed and if the farmer trader is from outside the UJYALO groups, he/she has to pay Rs. 10. Approximately, 104 farmer traders are engaged in the marketing activities. The money is used for cleaning the area of **Hat Bazaar** and also taking care of the local temple.

However, a number of problems have already been confronted by the committee. These include: lack of space, lack of permanent shop shed (hence a lot of problems to run the market in the rainy season to run) and a transportation problem (has to depend on the human labor and has implication on the price hike); etc. Nonetheless, the support for the market development has begun to contribute to increase the income of the farmers.

The evaluation team also had another opportunity to have a short interaction with the farmers associated with the Agro-products Collection Centre (ACC) supported by SPs of IDE/WI at Bijuwar, Pyuthan. ACCs, indeed, have also played a vital role for maintaining the link of the farmers and the consumers and thereby have helped the farmers to earn the reasonable prices of their commodities. Given the fact that this area was the vegetable pocket area with high level of production, there was a need for the establishment of ACC by paying attention to the demand of the consumers at Khalanga, the district headquarters. As a result, three local SPs of UJYALO brought this idea for the establishment which got materialized last year after the extensive

consultation with different leaders of the local UJYALO farmer groups and traders. It has a committee of 11 members, of which three are women, one *Janajati,* and one *Dalit.*

Interestingly, the original fund for the operation of ACC came from four different organizations, of which two were UJYALO partners (Siddhartha and Fulbari), District Agriculture Development Office (DADO), and Kalika Youth Club working with the support of DFID/LFP. The two UJYALO partners contributed a total of Rs. 35,000 followed by DADO Rs. 80,000 and Kalika Youth Club Rs. 2, 05158. In addition to this, the UJYALO partners also provided the technical support for drafting of the constitution, book-keeping, and other material support such as furniture and office stationeries as well as provision of weighing machines. Indeed, it is one of the examples of promoting value-chain approach to build synergy among different stakeholders (governmental, non-governmental, local and national organizations.

The responsibility of operating the ACC has been entrusted to the executive committee. But the committee has made a decision to hand over all the responsibilities to two persons (members). These two persons, by paying attention to the demands of the vegetable commodities in the market and level of local production, determine the prices. While determining the prices, they fix Rs 2 higher of each kilogram of vegetables for sale than the price paid while buying. Of the total amount Rs. 2, Rs.1.90 is paid to the person who fully operates the ACC and Rs. 0.10 is to be paid to the committee. And, this management has been functioning well. The members of the committee, mainly the two main operators, are supported by the UJYALO partners by providing a three-day long training on market management and arranging a three-day long exposure visit to Butwal to learn from its **Hat Bazaar** management practices. These two persons are fully supported by other members of the committee. Given the fact that the members of the committee are from different VDCs/wards, they themselves publicize about the existence and functions of ACC among the fellow farmers. There is also an institutional culture maintained to keep the daily price information of different locally produced vegetable commodities on board so that both the sellers and buyers are informed which helps to make their own decisions.

A number of similar impacts/benefits for the farmers and consumers reported by the marketing management committee as indicated above have been shared by the members of ACC committee. Additionally, the farmers are neither compelled to sell as per the bargaining of the consumers nor they have to sell on credit. They have got the reasonable price on time as fixed by the ACC committee. All this has encouraged them to cultivate more off-season vegetables. It was learned that a total of 150 households of the vicinity of ACC regularly sell their vegetables. Thus, support to ACC has also helped the farmers to earn the increased sustainable income.

Despite all these positive effects/impacts, farmers have demanded more training on market management including a relatively lengthy prolonged exposure visit both in Nepal and India**.**

4.3.7   *Changes in the Use of Agricultural Inputs: An Assessment*

Chemical Fertilizers

The survey has found that a slightly more than half of the respondents (54.3%) from the program VDCs reported that they use the chemical fertilizer which was reported by 72.5 percent households during the baseline. Households using the chemical fertilizer were asked the reasons of using it. All of them shared that the use is for the increase in production. However, 56.3 percent reported that the use is for the increase in the quality of crop. The average quantity of used chemical fertilizer per household is 137 kilograms. The 339 non-users were also asked about the reasons of non-use. A sizeable households (43.4%) answered that they did not need it

followed by nearly 25 percent reporting the expensiveness and another 17.1 percent reporting the fear of decreased soil fertility (The farmers have now the perception that regular use of the chemical fertilizer results in the loss of soil fertility which is also the function of the empirical experience). The trend of using the chemical fertilizer is reported the highest (81.4%) in Dang followed by Doti (64.4). A higher proportion of *Adivasi Janajatis* (61%) have been found to be the using the chemical fertilizer. *Dalits* have the lower proportion of the use (44.4%). Similarly, more female-headed households (60%) than the female-headed households (50%) have used the fertilizer. Another 56.4 percent reported the use for the increase of quality of crops (Annex Table 4.3.7.1).

The trend of using the chemical fertilizer has also decreased in the control VDCs. Less than half of the households (45%) have used the chemical fertilizer which was reported by 71.9 percent households during the baseline. Of the 95 households using the chemical fertilizer, nearly 99 percent reported the use of chemical fertilizer for the increase in production. The average quantity of use per households is reported to be 118 kilograms. Among the 115 non-using households, less than one third (30.4%) reported that they did not need it followed by nearly similar proportion reporting the fear of decreased soil fertility as being the reasons of non-use (see Annex Table 4.3.7.2).

Based on these empirical realities, it can be concluded that the UJYALO program has influenced the farmers' culture of using the chemical fertilizer in the program VDCs because it has made the efforts to promote the compost manure (see the latter sub-section).

Pesticides

The respondents also asked about their practices of the use of pesticides. It has been found that less than half of the households (45%) of the program VDCs have reported the use of pesticides which is slightly higher than during the baseline study (39.1%). The 318 households using the pesticides were also asked the reasons. More than 95 percent reported that they used them for protecting the crops from insects. Seventy percent reported that they used for the increase in production. The average quantity of pesticides used per households is 166 kilograms. The 408 households who did not use were also asked the reasons. Nearly half (49%) reported that they did not need it. Another 22.3 percent reported expensiveness as being the reason of non-use. Another 13.2 percent and 9.3 percent, respectively, reported the fear of the decreased soil fertility and lack of knowledge as being the reasons of non-use. The highest proportion of the households (83.2%) using the pesticides are found in Dang and the lowest proportion in Doti (23.8%). The proportion of *Adivasi Janajatis* using the pesticides is higher (55.3%) and that of the *Dalits* lower (26.4%). More male-headed households (51%) reported the use of pesticides than the female-headed households (43.3%) (see Annex Table 4.3.7.3). The analysis has shown that there has not been significant change in the trend of the use of pesticides in the control VDCs. A slightly more than 39 percent households reported the use of pesticides which was reported by 38.9 percent during the baseline (see Annex Table 4.3.7.4 for details).

It can be concluded that the slight increase in the use of pesticides by the farmers of program VDCs is the function of the promotion of vegetable production under the UJYALO program for the sustainable household income.

Compost

The survey has revealed that 44.2 percent households of the program VDCs used the compost which was reported by 34.6 households during the baseline. This is, indeed, encouraging from

perspective of the implementation of intervention, that is, supporting farmers for the preparation and use of compost manure. Of the 328 households reporting the use, a large majority shared that they have the knowledge of making it. More than 96 percent reported the use for the increase of production. Interestingly, nearly 39 percent reported that they learned it from UJYALO and hence, they have been using it. A slightly higher proportion of households (64.5%) of Arghakanchi have used it. The practice of its use reported to be very low in Kailai. Different caste/ethnic groups and male and female-headed households have been using it in more or less similar way. The reasons of non-use reported include the sufficient animal manure, lack of knowledge to prepare and lack of use practice in the village (see Annex Table 4.3.7.5). There has been a slight increase in the use of compost among the households of control VDCs. A slightly more than 38 percent households reported the use of compost which was reported only by 35.1 percent households droning the baseline (see Annex Table 4.3.7.6 for details). It can safely be concluded that the UJYALO program has achieved some degree of success in promoting the use of compost manure.

Improved Seeds

The survey has revealed that a slightly more than half (50.9%) households from the program VDCs reported the use of improved seeds. This can be called a significant change from the period of baseline because only 36 percent households had reported the use of improved seeds. More than 90 households have been found to have used the improved seeds for the increase of production followed by 31.3 percent reporting for early harvest. A higher proportion of households from Dang (75.2%) and Pyuthan (65%) have been the users of improved seeds. In comparison to other caste/ethnic groups, the proportion of *Dalits* using improved seeds is low (i.e 42.4%). More male-headed households (59.2%) than the female-headed households (44.3%) are reported to be users. The survey has also revealed that 39.4 percent (out of 364 non-users) reported that they did not need it followed by 21.7 percent reporting expensiveness as being the reason of non-use (see Annex Table 4.3.7.7). Based on the empirical data, it can be safely concluded that the UJYALO program has encouraged the farmers of the program VDCs to use improved seeds for higher yields.

There has also been the increase of the use of improved seeds even in the control VDCs. The survey has revealed that 43.1 percent households have been found to be the users of improved seeds. During the baseline, only 30.5 percent households had reported the use of improved seeds. The use has been mainly for increasing the production (see Annex Table 4.3.7.8 for details).

An attempt has also been made to know the use of agricultural extension provided by UJYALO program in the program VDCs. However, there was no comparable analysis during the baseline. It has been found that 46.2 percent households used the agricultural extension and this trend is more so in Arghakanchi, Dang and Banke. The proportion of households using the extension services is higher among the *Brahmins* (58.7%). The farmers using the extension were also asked about the process of receiving it. A large majority of them (82%) received through training followed by 47.1 percent reporting through the supply of improved seeds. The 399 households not using the agricultural extensions were also asked the reasons for it. A slightly more than 38 percent reported that there was lack of commitment of the service providers followed by 37.3 percent reporting 'no need/no land) as being the reasons of non-use (see Annex Table 4.3.7.9). Farmers using the improved seeds have got the inputs from agro-vets, local partner NGOs, market, and other NGOs working there in the communities.

4.4   Conclusions

In brief, the following conclusions vis-à-vis impact can be drawn for component IR 8.1.

1. Contribution of IR 8.1 to the overall goal of peace promotion: Given the fact that this IR 8.1 has contributed to the sustainable incomes of the poor and marginalized households in the program VDCs with an average increase of Rs 10,523 ($148), there is the beginning of the realization among these target households that their sustained income and the concomitant promotion of the household social welfare have been conducive for the relative peace of the households (which is impossible if there is high incidence of poverty triggered by high degree of unemployment and unavailability of opportunities for being productive).

Intended Result: 8.1.1 enhanced opportunities for sustainable income through business services in agriculture, irrigation, starter and matching funds: Though the original target of the program was to form 715 productive farmers' groups (in the enterprise sectors of apiculture, coffee, dairy, fishery, ginger, goat, poultry, and vegetable), a total of 871 have been formed exceeding the original target (including the 150 groups formed by CARE). A total of 1,084 VOCs/IDPs have received the starter fund. These supports have resulted in the opportunities for sustainable income.

2. Intended Result: 8.1.2 enhanced opportunities for *Dalits* and youths from marginalized households to get jobs: As analyzed earlier on, a total of 160 *Dalits*/marginalized youths have been provided vocational training of which 126 are males and 36 females. Of these 160, 66 are *Adivasi Janajati* males, 11 *Janajati* females, 29 *Dalit* males, 12 *Dalit* females, and 29 males and 13 females from other social groups, mainly from *Brahmin* and *Chettri* caste groups. These vocational trainings have helped the trainees to create an environment for them to generate household income on a sustainable basis, on the one hand and provide the most needed services in their respective communities, on the other hand.

3. Participatory IGA process increases sustainability: The participatory institutional process for the design and implementation of income generation activities can, indeed, lead to the sustainability of the household income among the poor and marginalized people because these have been their own choices as per their own needs of livelihood.

4. Social inclusion process addresses social conflict: The process of social inclusion of women, *Dalits* and *Adibasi Janajatis* in the farmers' groups for earning the sustainable income has laid a foundation in the program communities for their social and economic empowerment and thereby created the social ambience for addressing the root-causes of social conflict.

5. Increased income has resulted in improved social welfare: Social welfare of the households among the poor and marginalized people is the function of the growth of income as evidenced in the study communities where the target households have begun spending their increased income on schooling, health and food.

6. Increased income has resulted in saving culture: The beginning of the increased household income leads to the beginning of culture of savings even among the poor and marginalized people as evidenced in the UJYALO program.

7. Vocational training has generated income and provides services to the community: The vocational trainings have helped the trainees to create an environment for them to generate

household income sustainably on the one hand, and provide the most needed technical services in their respective communities, on the other hand.

8. Market linkages have increased sustainability of income: In a rural community where there is the predominance of subsistence economy, the external support for linking the farmers to the markets at the initial stage has increased sustainable income.

CHAPTER V: FINDINGS ON THE IMPACT AND UTILIZATION OF IR 8.2

This chapter, in brief, presents a brief discussion and analysis on IR 8.2 and the intended results: 8.2.1 increased access to services by VOCs/IDPs; 8.2.2 improved quality of services for VOCs; and 8.2.3 increased awareness of the availability of key services for VOCs. Under the relevant sub-sections underneath, the number of people getting services and the number of children going to school with UJYALO support have also been specified.

5.1 Increased Access to Services by VOCs/IDPs: An Assessment

5.1.1 Formation of CPCs in an Inclusive Manner

The interaction with the staff of SC, SC's focal officers and staff of SPs has revealed that the Child Protection Committees (CPCs) organized at the VDC level was the principal mechanism for the identification of VOCs who were in the dire need of support services. At the grassroots level, the staff of SPs were found to have played a pivotal role in organizing them most inclusively by using the *CPC Formation and Operation Guidelines*. It was reported by the members of the CPCs that the staff of SPs made an effort to include at least one member from each of the nine wards of VDCs. Women, *Dalits*, *Adivasi Janajatis* and other social groups have been duly represented in the committee. For instance, in Chisapani VDC of Banke, there were 11 members in the CPC, of which two were *Adibasi Janajatis*, one *Dalit* and eight *Brahmins/Chhetris*. Of these 11 members, four were women. Such inclusive practices have been ubiquitous in all the districts where there have been operational. These members, as reported, included former VDC leaders, social workers, community health workers, members of the CFUGs, teachers, and other socially respected community members. As of March, 2007, a total of 124 CPCs have been formed which have a total of 1,341 members. Inclusion in the committees alone cannot be the only criterion for the assessment of the role of women, *Dalits*, and *Adivasi Janajatis*. Therefore, it is also important to know what role these different members play in the committees. It has been ascertained that these members also actively participate in the decision-making processes- a function of the capacity-building by the SPs/SC. Similarly, they also contribute to facilitate the process of the implementation of decisions made for the provisioning of services for the VOCs/IDPs and the children affected by the conflict.

5.1.2 Strengthening of CPCs

It has also been shared by the staff of SC and its SPs that capacity building of the members of the CPCs was attached utmost importance after their formation at the VDC levels. First of all, a three-day VDC level training was organized by the staff of SPs by being based on *CPC Module and Child Protection in Conflict Situation* materials developed for this UJYALO program. The overall emphasis of this training was reported to be on 'protection of child rights'. However, the members were also oriented on convention on child rights, international humanitarian law and the rights of children during conflict, and the advocacy roles of community members for the protection of conflict-affected children. During the period of the training, the CPCs were also assisted in crafting their VDC level child protection plan which has been executed by them with the technical support of the SPs. It has also been shared in the field that these CPCs were also given refresher orientations on CPC module and child protection plan.

It has also been shared by the staff of SC and its SPs that in the process of the capacity building, the UJYALO program had also developed a five-day long Training of Trainers (TOT) manual in 2006 on "Governance and Leadership" for the social mobilizers and project coordinators of SPs working at the grassroots level. Altogether three TOTs were conducted. Two trainings were conducted, one in Nepalgunj and the other in Dhangadhi, for the members of the CPCs being based on the manual. Another training was imparted in Butwal, Rupandehi. A total of 72 staff of SPs had attended this training. The objectives of this training comprised: (i) development of facilitators to impart governance and leadership training to the CPCs; (ii) development of knowledge on governance; and (iii) development of leadership skills. Besides broadening the knowledge and strengthening the skills on governance and leadership, the specific objectives of the trainings were to assess the good governance in CPCs by applying the framework of governance and identify the areas of improvement needed and develop CPC operational guidelines (which include CPCs goals, objectives, roles and responsibilities, etc). Subsequent to this training of the field staff, all members of the 124 CPCs were provided the training on leadership and governance which has been very useful for them. After this training, the chairman of CPC of Chisapani VDC remarked, "The capacity to resist against the coercion has now increased. There is a feeling now among us that we have the right to live peacefully. For this, citizens' forum has a great role. We have now the developed the capacity to lead the community, to criticize and tolerate. We can also work as citizen's forum".

5.1.3   *Functions of CPCs*

The members of CPCs met and interacted at the grassroots level have shared that they basically perform the following functions as assigned: (i) development of child protection plans and their implementation by conducting peace initiatives; (ii) identification of VOCs/IDPs in the dire need of support services, and (iii) their recommendations to the district SPs and other line agencies. They have nurtured a culture of holding monthly meeting where the members get engaged in the discussions for identifying the VOCs/IDPs, prioritizing their needs and recommending them to the SPs as well as evaluating the status of implementation of child protection plans and peace initiatives. The members of CPCs have also shared that they also perform a myriad of other activities. These comprise organization of community level interaction and cultural program on the issues of child protection, propagation of the message that children are the "zone of peace", and organizing the community level interaction program on the upcoming constituent assembly (CA) (this last being underscored after the national peace accord and the promulgation of interim constitution). Members of the CPCs who had participated in the CA interaction programs shared that their discussions were centered on issues of social inclusion; representation of *Dalits* and *Janajatis* and women in the CA, restructuring of the state, federalism, etc. Such program has raised the awareness among the community people on the CA which they had never heard before. **The CPCs in the communities have demanded the support for their institutionalization after the end of the program.**

Thus, the organization of the inclusive and neutral CPC in each VDC has been an effective mechanism for developing the child protection plans, identifying VOCs/IDPs for the economic support and launching peace initiatives. It has been ascertained that the CPCs have been able to identify all VOCs in their VDCs and provide support as needed.

5.2   Improved Quality of Services for VOCs: An Assessment

Under this subsection, an attempt has been made to analyze the status of quality of services for VOCs (intended result 8.2.2.) in the regimes of the improvement of child protection structures,

and educational, economic (already covered in 8.1 in the preceding chapter) and psycho-social supports provided by UJYALO program.

5.2.1   Child Protection Structures: An Assessment

Child Protection Plans

It has been ascertained that there are a total of 95 schools with the **child protection plans** by the end of March, 2007. Initially, SC crafted guidelines for the Child Protection School Framework. Using this framework, parents, children, teachers, and school management committees were facilitated to meet separately with a view to identifying the child protection issues and measures for addressing them. Once the separate meeting of each stakeholder group was over, then representatives from each group were asked to sit together to develop a more concrete plan with the inclusion of indicators and a plan for measuring them. Then, it was pilot-tested in the schools which were receiving block grant support from SC. The outcome was named as "Child Protection at School Approach". The Child Protection School Committees (CPSs) consist of members from child clubs, Junior Red Cross groups, school management committees, teachers, student bodies, parents and CPCs. It has been ascertained that the schools are selected by using a number of criteria. These include: the high number of VOC and IDP students; the high number of students from marginalized groups; activeness of child clubs, and implementation of peace education and *Sanjeevani* sessions. The child protection plans in the schools were developed by using Child Protection School Framework to address the child problems at three levels, namely, physical, psychological and cognitive. The support has created a strong feeling among the children and other school stakeholders for the safety of the children on the one hand and promotion of their physical, psychological and cognitive well-being. This was realized by the implementation of a number of activities such as making identity cards with the "Zone of Peace", preparing the code of conduct for the schools, planting trees, wall painting with peace message and promoting school as the weaponless area. Thus, considerable amount of effort was made by SC with the use of local SPs for promoting child protection in the schools.

SC also made held meetings with representatives from Central Child Welfare Board (CCWB) to appraise them about the on-going UJYALO activities and provide technical support to their study on children's migration to and from India in conflict-affected western Nepal. A national level joint field visit was organized by CCWB, SC USA, SC Norway, UNICEF and Plan International because these organizations were working in the same districts with a variety of local level child protection structures. The visit explored the possibilities for the establishment of a single sustainable child protection committee at the VDC level. CCWB produced the report and shared it with national stakeholders to give the final shape to the findings of the field visit. During the National Level Sharing Workshop, all the national stakeholders agreed to develop such unified structures at the VDC level so that activities could be co-ordinated under one umbrella. During the workshop, CCWB also shared the concept note on Child Friendly Village and made a request to all partners for support. At the district level, UJYALO shared information on conflict-affected children identified and being supported by the District Child Welfare Board (DCWB) with a view to keep a record of these children and to co-ordinate support for them and avoid duplication (SC, 2005/6).

Child Clubs and Junior Red Cross Advocacy

There has also been the support by SC and its partners for the peace initiatives by the **child clubs** with a view to promoting the child rights and peace in the communities. The members of the child clubs met in the field have shared that they have now known about child rights, child

participation in developmental and other societal activities, right to life and child rights to development. The members have launched a number of peace initiatives through street drams, workshops, interactive discussions, debates, quiz contests, essay competitions, sports, peace rallies, poem recitation, peace dramas, etc. **These initiatives also made the children and adults and elderly people of the communities aware of the child rights and importance of peace.** One S.L.C graduate girl of Banke Chisapani shared that she wrote an article in a local newspaper entitled "Young Voices" protesting the day-time inebriation of a school chairman in the public place and highlighting the implications of such immoral behavior of the so-called bigwig on the malleable behavior of young children. The members of the child clubs have the perception that there has been the increased awareness in the community about the child rights.

It has also been revealed that **child clubs and Junior Red Cross Chapters (JRCCs**) have also been supported with two twin objectives: (i) promotion of the child rights' advocacy in the conflict situation, and (ii) promotion of the peace agenda of children in peace building. Using Child Clubs Advocacy Toolkit, the child clubs and JRCCs have already developed the advocacy plan for child protection. Using hoarding boards, wall paintings, street dramas, and essay competitions, awareness-raising activities have been conducted with a view to protecting the child rights and developing the concept of "**children as zones of peace**".

SC and its SPs have also made the effort to initiate orientation on the **Pen Pal for Peace Activity (PPPA)** in the Child Clubs and JRCs by underscoring the child and youth participation in the peace building process. Equally important was the effort to emphasize in the process for making the children's voices heard. The members were encouraged to exchange the letters on their meaningful role in the peace process both within and outside the districts of residence. Efforts are also under way for developing the common voices on the processes being adopted in constitutional assembly.

Indeed, all these activities have been instrumental in raising the awareness on child rights and children's potential role in the on-going peace process. Therefore, children met and interacted in the communities have shared that all these activities have triggered changes among the children. Their confidence to express their opinions at the family and community has been enhanced. The orientation support to the child clubs has enabled their members to think of their future. For instance, they want to provide the leadership to the community in future. Some of them want to work in the capacity of the journalists. They claim that they can work for the advocacy of the child rights. Some of the members even shared that they can also work in their communities against the child sex exploitation.

It has been revealed by the officials of SC and its partners that SC has also worked for "**children as zones of peace**" (CZOP) campaign by being its member of the steering committee. The activities included: issuing the press statement for the protection of children in the conflict situation; issuing letters on this regard to the Peace Secretariat, the Code of Conduct Monitoring Committee, and the National Planning Commission ; formation of a Regional Level *ad hoc* committee for the co-ordination of activities within the region; organizing symbolic demonstration program and releasing press statement in Kathmandu for putting pressures on the concerned parties and authorities to effectively address the Madesh Andolan and stop its impact on children. Indeed, Child Clubs, CPCs and other existing local structures also owned this campaign. Therefore, they have integrated this component in each of their activities which promote establishing network and relationship at the community, district, regional, and national levels.

Another important activity has been **tracking and monitoring of lost children.** SC had concluded an agreement with Informal Service Sector Centre (INSEC) with the objective of

implementing of the tracking and monitoring system of the lost children. Emphasis was laid on tracking the numbers, circumstances, and names of the children (with confidentiality) who got disappeared from the families as a consequence of the conflict in 10 UJYALO program districts. SC trained the representatives of INSEC on strategies of tracking and monitoring system of the lost children. Cases of school closures, abductions of school children, and children hurt and killed by explosion were identified by using the tracking system. Besides being involved in tracking and monitoring of lost children, SC reported the data to PPCC and 1612 Taskforce for national and international campaigns against such conduct (against children).

SC also took the initiative for the **separated children advocacy.** Collection of documents related to advocacy and programs to prevent children from being separated from families was made for the review. It also translated the document entitled "Inter-agency Guiding Principles on Unaccompanied and Separated Children" into Nepali with a view to raising the awareness and advocating to prevent the children from being separated from their families. SC also shared this translated document with the SPs, Child Clubs, and School Level Child Protection Committees. It was also shared at the national level with the relevant stakeholders working on the child right issues.

By and large, these above activities have contributed to improved access to key services for the children, their quality and awareness on these services in the community.

5.2.2 Educational Support

The review of the progress reports shows that a total 7,036 students of primary and secondary level have been provided with educational service. Of this 7,036 number, 4,151 have been provided services under the individual scholarship scheme and 2,885 have been supported through schools. Thus, there has been the achievement of the progress by 132.7 percent as against cumulative 5300 targets of the three years. These figures show the access to educational services. Children affected by conflict who have been receiving scholarship have shared that they are getting supports for stationeries, school uniforms, and clearance of school fees as per the bills. Only the children attending the government schools have been supported. The total annual amount for the scholarship support is Rs.600 for the children of primary level and Rs.800 for the children of lower secondary level. Given the fact this allocated amount per student is not enough for all the 3 supports (i.e stationeries, school uniforms, and clearance of school fees as per the bills), they are generally provided three supports. During the field visit, an attempt has also been made to understand the perspective/view of the children on the scholarship support by consulting them. Children from sample districts have voiced unanimously that they would not have been in the schools had they not been provided the scholarship support. Some of the children whose fathers had been made handicapped during the conflict period were even more grateful to the scholarship support. They voiced that it was inconceivable for them to attend schools regularly when their principal bread earner was incapable of supporting them permanently. However, they have also shown concern during the interaction period, that is, what will happen to their schooling once the scholarship is completely stopped?

The staff of SC and their SPs have shared the view that the school support approach was also developed to help VOC children and encourage the community participation for supporting the VOC children. During the program implementation period, an effort was also made to hold consultative meetings with the District Education Office and Local School Management Committees for the execution of the school support approach under which schools were given a lump-sum amount for two purposes: (i) provide free education, uniforms and stationeries to VOC children as recommended by CPC, and (ii) use any amount saved for the development of

infrastructural facilities or fulfillment of any other needs of the school. A total 60,772 students have been supported through block grants, achieving the target by 122.8 percent as against a cumulative target of 49,500 for three years.

The study team has also learned during the fieldwork period that child friendly school approach has also been executed in a total of six schools of Kailali and Kanchanpur districts in the Far-western Development Region. Under this approach, a number of activities were executed such as orientation of child friendly school approach to the teachers as well as school management committees, training for teachers on active learning and teaching methodology, organizing extra-curricular activities for the children in schools, formation of child protection committees in schools, code of conduct in the schools, and school improvement plan. Though sustained impacts of these activities cannot be presented at such an early period, the teachers and members of the school management committees met have shared that these above activities have begun producing positive effects in the schools. They have understood that the physical punishment should not be meted out to the young students and as corollary of it, it is reported being gradually reduced in these schools as compared to the past. Teachers have also encouraged the children for the group work which has also made them happy.

In conclusion, educational support has brought education to VOC children and thereby has greatly improved their access. It has also helped improve the quality of schools for the welfare of the VOCs and other children in the community. It has also increased awareness on the issues of conflict-affected children and the place to get support. Indeed, it has not only supported the VOC children but also supported many other children indirectly affected by conflict. The two groups of children (one affected by the conflict and the other not affected by the conflict) studying together in the schools got an opportunity to have regular interaction which helped to understand each other, leading to reconciliation.

5.2.3   Psycho-social Support: An Assessment

Contextualizing the Importance of Psycho-social Health

One of the aims of the UJYALO program was to increase and maintain the quality of mental health and thereby increase the sense of personal and social wellbeing among target population. More specifically, the program was designed and implemented to provide the psycho-social support to VOCs and VOTs for trauma healing in addition to the provision of the counseling and normalization. The program expected that psychosocial support is directly related with the subjective wellbeing of the people and will lead to strengthened social connections and a sense of relatedness. Thus, the psychosocial program was applied from individual to community level in accordance with the need to reduce the mental health problem, develop resiliency, restore social harmony, cultural activities, values and ultimately a hope in future and prevalence of peace both at the individual and community level. During the conflict situations, individual, familial and community needs are rarely fulfilled in a normal way and hence, the psychosocial intervention is needed.

Events such as armed conflict (as experienced by Nepali people) usually leads to social and psychological consequences. Many people felt a sense of loss in personal relations and material goods, loss of opportunity to generate an income, loss of social cohesion, loss of dignity, trust and safety, loss of a positive self image, loss of trust in the future, and so on. Psychosocial support was introduced to relieve suffering, both emotional as well as physical, improve people's short-term functioning, reduce long-term negative psychological effects by helping people to develop self-help skills, self-confidence and reduce mental symptoms. It was hoped that with

psychosocial program people realize that human being has potentiality and strength to regain their lost hope, cope with difficult situation and restore hope in self and others.

A *Baseline-cum-Situation Analysis* made by Development Vision - Nepal (2005) on psychosocial conditions of the communities found problems at the individual, family and community levels ranging from personal to interpersonal level disrupting psychological to social wellbeing of the population studied. Findings indicated several psychosocial symptoms among students and teachers and parent's inability to deal with child's psychosocial problems. Overall result was that there was greater distrust among the parents and teachers, decreasing confidence among the students, fear and 'blaming attitude' among parents and teachers.

Psychosocial Support Program of UJYALO

To meet the increasing psychosocial needs as indicated in the baseline study, UJYALO program introduced a psychosocial support program as one of the components and expected that within the program duration, there will be increase in psychosocial support and care, quality of service and awareness of it for VOCs. The program (Nepal UJYALO Technical Proposal, Save the Children, 2004) also anticipated the outcomes in three areas:

(i)   35,056 child and adolescent VOCs receiving community-based psycho-social support through *Sanjeevani* and special adolescent sessions;

(ii)   1,120 VOCs [560 adults and 560 children] will have received individual counseling services in their communities, and

(iii)   (iii) 100 acutely affected VOCs [75 adults and 25 children] will have received intense legal, medical and psycho-social support.

However, the psychosocial program in the field could not be implemented in FY05 due to change in SPs from CVICT to ANTARANG/PSYCAN and TPO (The UJYALO program, 2006) and only after the six months training for community counselors could counseling activities start in FY06. Psychosocial counseling in the community level has little more than one year of experience.

Psychosocial program has covered 13 districts and 124 VDCs. Psycho-social interventions were designed as a holistic approach in the community level. The program provided both counseling and community normalization through individual and group level by strengthening coping mechanisms. It was designed to fit into the community. The structure and functions were designed to maximize community participation as well as utilization of local resources. Since psychosocial support needs extensive training and well-built network, some parts of the psychosocial program were implemented in the community much later. However, psychosocial support for the children and effective parenting training was implemented earlier than psychosocial counseling and awareness program.

Since the psychosocial support program was implemented by two SPs i.e., ANTARANG/PSYCAN and TPO with different sub-programs, the structure and function also differed. ANTARANG/PSYCAN was involved in providing psychosocial counseling and awareness program while TPO Nepal was involved with school children through *Sanjeevani* program and with parents with 'Effective Parenting Training' along with research on effectiveness of the program.

Psycho-social Training

ANTARANG/PSYCAN developed and provided counseling and supervision training to twenty one people from 13 districts. These counselors worked at SP based community counseling centers. Counselors were trained to identify, communicate and reduce the psychosocial problems and with problems beyond their skills and knowledge were taught to refer the case to regional level or centre depending on the severity and nature of problems. CCs were also trained to provide 10 days training of CPSWs, work in the community to generate awareness of psychosocial health and problems, deal with different groups and get involved in normalization program. Community counselor works under SPs but get technical support and supervision from ANTARANG/PSYCAN. Psychosocial field officers (PFOs) who are stationed at Banke, Kailali, Lamjung and Dang make frequent supervision to districts assigned to them. A total of 310 CPSWs comprising of both caste and ethnic groups were trained to work with families and raise awareness on psychosocial issues, provide psycho-education and effective parenting training (The UJYALO Program, 2006). PFOs were also involved in the training of the CPSWs. The CPSWs identifyied cases and referred to CCs and CPCs. The PFOs also provided the technical inputs and assisted CCs in individual counseling depending on the severity of the cases. Apart from counselors and CPSWs, 4 medical doctors and 37 health staff were also trained in psychosocial issue and intervention. Since counselors were trained primarily on Children in Armed Conflict (11) and Victim of Torture (VOT), medical intervention for VOT was required. Medical doctors were available both at the center and regional level. Health staff at the VDC level is to function as a referral agent.

During the interview, it was found that many counselors are satisfied with the skills they have acquired and the counseling they have provided. Most of the counselors during FGDs accepted that skill learning was one of the best things for them. They agreed that case identification is the most effective in separating client suffering from different types of problems. Further, one field officer remarked:

> "The communication skill training at all levels is one of the strongest features of the psychosocial training. It has helped a lot to both counselor and the CPSWs. Relaxation is also found very effective among the clients. Most of the clients have felt very fresh after relaxation."

However, professional insecurity and desire to enhance more skills were also found among CCs and CPSWs. Despite their training in psychosocial skills, the counselors felt that in the field they needed extra skills or refresher courses and adequate manpower to deal with psychosocial problems. The case study below shows how a counselor works in the community.

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┌─────────────────────────────────────────────────────────────────────────────┐
│  Box.1 Case Study of a Counselor on the Working Pattern and Difficulties      │
│                                                                               │
│  My work covers Nagarpalika and three other districts. CPSWs help me to       │
│  identify the psychosocial problems among adult and children and refer them   │
│  at the clinic. I also work as a trainer and am engaged in awareness program, │
│  and as Sanjeevani facilitator.                                               │
│                                                                               │
│  The situation of city and villages is different. Most of the displaced       │
│  people show fears, feel isolated and are suffering from trauma. They are     │
│  silent people, stranger to city or even villagers and don't share their      │
│  suffering. Mostly, they suffer from anxiety and depression. City people      │
│  suffer from domestic violence and torture.                                   │
│                                                                               │
│  It is difficult to deal with adults ...may be because of age difference or   │
│  cultural values. I don't know. But working with older women is easy.         │
│  Sometimes they seem more like children. Dealing with new case is always      │
│  difficult but once you are successful to instill the feeling of security and │
│  try to understand them, it helps them to open themselves. It reduces their   │
│  nightmare and helps to express themselves. I have noted that within three or │
│  four sessions, the symptoms disappear. If continued, one can see the changes │
│  in the client behavior and attitude.                                         │
│                                                                               │
│  Counselors are not always successful with clients. Some clients continue the │
│  counseling for longer period. I am happy that I have successfully treated 6  │
│  cases. It may seems a negligible achievement but once you start working with │
│  the client, you will realize how hard it is to make the client see the life  │
│  from proper angle and realize his/her own strength. Many times, our work is  │
│  compared with that of social mobilizer who are always going out and dealing  │
│  with lots of people. Their duty is observable and countable. Counseling as a │
│  work is  misunderstood. We are skillful at listening to the clients,         │
│  understanding them and supporting them so that they can understand           │
│  themselves. It would be better if counselors are provided with advanced      │
│  skills to deal with complex cases.                                           │
│                                                                               │
│  There are difficulties also. With limited salary, it is difficult to travel  │
│  districts and villages. Sometimes, I think of not being able to maximize the │
│  service or generate awareness about the importance of counseling program.    │
│  One of the good results I found of being counselor is that I can develop an  │
│  intimate relationship, build rapport easily, and communicate with others. It │
│  helps to be a good teacher and social mobilizer. I think the future is       │
│  bright for counselor.                                                        │
└─────────────────────────────────────────────────────────────────────────────┘
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Counseling, Treatment and Referral Services to VOCs and Torture Survivors

There is a provision under the UJYALO program, technical support of the ANTARANG/PSYCAN and district based SPs of one psychosocial counseling unit called community counseling center. Counselor provides counseling to the needy people referred by CPSWs. Counselor also visits VDCs for providing orientations and gets engaged in other activities including in family interventions. Counseling both individual and group is done on the basis of assessment. Counselor also refers the cases to medical doctors and PFOs. Within the span of 26 month's program duration, following psychosocial support and normalizing activities were accomplished:

PSYCAN has reported a total of 663 people have been provided counseling by the end of March 2007 with a view to reducing the psycho-social problems. The UJYALO Quarterly Report (Jan-March, 2007) has recorded 235 new cases of counseling and altogether 579 counseling sessions were completed (p.27). PSYCAN has documented that altogether 38 torture survivors have received treatment till March. Reports of the number of sessions were mentioned. However, the number of solved cases was not documented because PSYCAN explained is difficult to say this type of intervention is complete. Such program support to reduce the psycho-social problems through counseling, the torture and or trauma cases needs a long-term psycho-social intervention, including counseling, as the stress factor in such cases is very intense and deeply rooted. It is very difficult to work on these effects of the traumatic event, and theoretically, such event cannot be rooted out from a person's life. Even though client may have recovered, some other traumatic event (may be a small one) can make the client feel worse again. Hence, it is difficult to say the intervention is complete. ANTARANG/PSYCAN has also noted that number of people who

received orientation on psychosocial issues has increased to 5,646 (based on the paper received from PSYCAN).

Community counseling is a new concept but has been welcomed in the community. This was partially as result of holistic approach introduced in the training program and partly the counselors are from the same area. However, due to the lack of adequate manpower, counseling service is not available in some VDCs it is supposed to provide, though these VDCs were accessed by CPSWs. Availability means counselors are accessible for predetermined sessions and with a scheduled time frame. Qualitative data derived from the key informant interviews and FGDs indicated several challenges counselors faced while providing counseling. Among them, some were related to skills, motivation and incentive while others are related to larger geographical area to cover within a time frame. Most of them indicated that there was misunderstanding among villagers including SPs personnel working with counselors. Usually, some SP personnel think that social mobilizers are more active and service-oriented because of the nature of their work (under which interaction with many people is demanded). But given the fact that the counselors have to deal the cases on a one to one basis, their work is thought to be less service-oriented (which is not the reality). In some places, where people were aware of the services had over-expectation from the counselors and as a result, some came up with non-psychosocial problems or with severe or complex mental health problems. In general, counselors and field officers severely felt the lack of adequate manpower to deal with clients in VDCs of 13 districts and lack of refresher course or resource materials to update their skill and knowledge to meet the challenges they face in the community. Many accepted that counseling works and acceptance of it depended on quality of counseling. Citing one success case, one field officer recalled:

> "In Lamjung, a young man who was studying Engineering was hacked by *Khukri*. Mother was so disturbed that she used to walk senselessly. CC spent 10 sessions with her and helped her to recover from her depression. Afterward she uttered, '*Man ko kura sunidine manish pani rahechha. Malai kasaile kahile talai kasto chha bhanera sodhenan.*' "

However, the challenge to cover large areas with the given manpower, and the distance from community counseling center, plus socio-cultural dilemma posed challenges to counselors. In this regard, a counselor remarked:

> "Lack of adequate human resources such as counselors to reach the people who cannot come to the clinics is the major problem. Working there in the districts with so many VDCs severely restricts mobility and activities. In some hilly region, the road cannot be used for transport during rainy seasons. This has directly affected the awareness program counseling session. Usually the villages are busy in the fields planting paddy during the rainy season. Clients also face the same problem to reach the clinic."

From the program point of view, the CPSWs identified clients for CCs and then the plan was for the clients to visit the counseling centers. In practice, the clients did not always want to do this and as a result of which the problem of access arose, and the CCs had to visit the clients' houses, resulting in making geographical coverage difficult.

Most of the counselors and field officers noted that anxiety, depression, and psychosomatic complaints are the major problems. Among the displaced people, fear (anxiety) was found to be major symptom. Displaced people generally felt isolated and suffered from trauma. Survey

results indicate marked decrease in the psychosocial problems such as anxiety, trauma, guilt feeling and psychosomatic symptoms and in behavior, as a result of conflict.

The household study shows a marked decrease in anxiety and depression in the study (see Annex Table 5.2.4.1) in both program and control VDCs. Behavioral aspects such as school dropout and drug abuse which can be the consequence of psychosocial problems have markedly decreased. District-wise, Pyuthan was found to have more positive outcome as compared to other districts in reduction of psychosocial symptoms. *Hindus (*mostly *Brahmins* and *Chhetris/Thakuris)* were found to be highly benefited than other groups (i.e., *AdibasiJanajatis*). However, this could be the only case of Pyuthan. Program progress reports have shown that there are a good number of clients receiving various psycho-social services besides *Brahmins* and *Chhetris.*

Referral service indicates a provision of quality of support and care, collection and maintenance of information of needs and issue of the community, willingness to work within the community and effort to increase supportto the community. Total cases referred were found 51[1] and hospital/psychosocial care referred was 49[2]. It is noted that in the FY 2005-2006, 24 cases were referred to further care among which 23 were referred to hospitals for physical and mental problems and one was referred to legal support (The UJYALO Program, 2006).

Box 2: Case Study of Traumatized Child and the Support of a CC for his Normalization

Aite Ale, 18, male was originally from Rukum. He came to Nepalgunj 16 months ago by escaping from Maoist camp. He was studying at class eight when Maoist came took him in militia group and made him to carry weapons while participating the cultural program and cook food. One night he along with one school friend escaped and came to Nepalgunj. In Nepalgunj, he rarely went outside the home. He was very afraid of being identified by Maoist. He had frequent nightmare of Maoist following and shooting him in close range. He used to tremble and was speechless while meeting new people and always avoided people who used to visit his relative. He felt safe only during day time and each day when evening neared he used to be restless and fearful. Physically, he complained of stomachache, headache, weaknesses in hands and legs, and felt that he is going to die. And there was no one to share about his problems.

CPSW came to know about Aite from villagers. Two CPSWs went to Aite's house. One CPSW recalled, " During those days, the Maoists were moving around freely at that time. Some training was being held and many Maoists from different districts were participating. We went the home to meet Aite. When we saw him the first time, he looked as if he was severely tortured. His body and especially the hands were trembling. There was increased respiration, sweating and voice was trembling. He looked physically very weak. He avoided eye contact and looked elsewhere while talking to us. We told him about the opportunity for school and he showed some interest. We visited him twice and he agreed to come at the center."

Aite came along with two CPSWs and at first hesitant to talk about himself to counselor. "He was fearful and looked at everything with doubt. He did not fully participate in the first session. His eyes were full of distrust. Whole session was spent providing emotional support to reduce the feeling of insecurity. The experience was traumatic and he could not organize his experiences and verbalize them in sequential pattern", recalled the counselor. For next three sessions, Aite came alone. He told counselor that he is not as jumpy as he used to be and can, to some extent control himself while having nightmare.

Opportunities for education and emotional release of his fears and symptoms and emotional support from the CC have reduced his mental symptoms. He is enrolled under the UJYALO education program at the local school. His condition has improved and now he can move freely without fear. Last time, he visited CC and talked about living separately so that he can concentrate more on his study. "I want to pass SLC examination" Aite said to interviewer. There was determination in his voice.

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[1] Cumulated cases of The UJYALO program 2006 and UJYALO Quarterly Report, Jan-March, 2007
[2] Cumulated cases of The UJYALO program 2006 and UJYALO Quarterly Report, Jan-March, 2007

Tortured victims with severe physical complications were found to refer to health staff and ultimately to medical doctors at district or regional level. Twenty-seven community level health staff worked at different VDCs. Cases that need immediate medical support were referred to medical doctors. The four medical doctors situated at Nepalgunj (5 districts), Dhangadi (4 districts), Pyuthan (`1 district) and Butwal (3 districts) altogether covered 13 districts. They provided hospital care. While psychosocial problems of the children and adults were usually referred by CPSWs at the grass-roots level to the community counseling centers (counselors). Counselors were trained to deal both PTSD and other cases but complex cases were also referred to regional office or at Kathmandu.

Survey findings (see Annex Table 5.2.4.2) have shown of greater provision and practice of referral at different levels among the sampled districts. Increased referral system at all levels has been found in Doti district. Large number of referrals were made for medical intervention (health staff and medical doctors). Caste-wise, it was found that most of the referral cases except in one case were related with *Dalits*. The result, however, indicates the service receiver's perspective, not the practitioner's perspective. Interview with service providers indicated that case sharing is done because sending the cases to regional center or center is not always practical. However, as mentioned above, complex cases are referred to center for further care.

Awareness Program within Community and Normalization Activities

Prevention of psychosocial problems was conducted through mass awareness activities with the belief that such activities help to build community resilience. Programs were launched to strengthen social, recreational, cultural activities and curative community systems expecting to promote healthy attitude toward self and others, normalcy and social cohesiveness. Ujyalo program used existing social networks (CPC, Local health institutions, traditional healers and local NGOs and GO). Major awareness program activities conducted were public awareness, mobilization of community support network, strengthening of existing care systems, and normalization activities[3].

CCs and CPSWs were found involved in designing and implementing the program activities. Awareness program included training or group discussion relevant to psychosocial issues. Target group included were teachers, traditional healers, mothers' groups and even the child clubs depending upon the need of the community. According to one SP, respondent awareness program was noted to serve double functions. Firstly, it helped to reduce misconception about the services and secondly, it helped them to understand about the problem and know the places to solve it. The activities and number of people trained since the implementation of the program is given in the Annex Table 5.2.4.3. Varieties of normalizing and awareness activities were conducted in Ujyalo program district (see Annex Table 5.2.4.3). The activities were conducted in different districts where possible with the purpose of making people aware of the existing support system and referral services and making a conducive environment where different people can share their views, come closer and understand each other. Normalization activities were selected in accordance with the need of the particular community and specific (e.g., *teej, rodhi*) and common practices (e.g. folk songs). Altogether 5,646 people were sensitized and 112 normalization activities were made in various districts. Similarly, altogether 566 people were trained to enhance local resources.

The survey result indicated that most of the respondents (see Annex Table 5.2.4.4) felt that awareness and discussion during orientation (89.4%) were effective followed by experience sharing (78%). Psycho-education was also found somewhat effective (55.5%). In terms of

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[3] Sanjeevani program is also a part of normalization activities designed for children. It will be dealt with under Sanjeevani heading.

districts, Doti, Kailali and Pyuthan showed favorable response to it than other sampled districts. Among the caste and ethnic groups, *Brahmin*s and *Chhetri*s were mostly found to appreciate the activities. This was probably due to cultural activities (e.g., *teej* and *dashain*) which were more relevant to *Hindus* than other groups. For normalization, the organizing of cultural activities is possible due to the joint initiation of CPSWs, CCs and CPCs. They have carried out those activities that are related to VDCs' socio-cultural issues like *Teej, Rodhi*, *Maghi, Lakhe Natch, Jhaura*, and *Deuda*. Other activities include sports and recreational programs and joint community activities, such as maintenance of irrigation canals, and school buildings. These activities are carried out after discussing with the community people. Regarding the organizing of the cultural program, one CC remarked:

> "The objective was to let them know not to live alone, involve in daily activities like going every morning for *Puja*, helping the neighbor, working as you like, making friends, etc. Such cultural programs have brought them closer irrespective of what groups one belongs to."

The nature of activities also indicated that people favored those programs more which make them actively participate in sharing experiences. Discussion during training and sharing experiences during orientation was liked more than simply participating in the cultural activities.

Attempt was also made to find out knowledge (awareness) of psychosocial support in the community (see Table 5.2.4.5) . Survey result indicated that higher awareness already prevailed in some of the districts such as Doti (80%) and Kailali (72.2%). Increased awareness was found among the respondents of Banke (62.7%) and Arghakanchi (60.5%).

Sanjeevani and Its Results/Outcomes

Sanjeevani program is a Classroom-Based Intervention (CBI) program adapted to suit Nepalese children suffering from trauma. CBI program was designed and developed by the Boston Center for children, adolescents and their adult caregivers who are exposed to psychological trauma. 'Though it is highly structured expressive-behavioral group activity, CBI is designed to: (i) reduce potentially harmful traumatic stress reactions such as fear and depressed moods, and (ii) increase children's ability to solve problems, maintain pro-social attitudes, and sustain self-esteem as well as hope for the future' (Save the Children USA, Jerusalem 2004). The CBI has been introduced in USA, adapted and used in Afghanistan, Turkey, and West Bank and Gaza. Psychosocial program under UJYALO has been adapted and introduced through TPO in 2005.

Sanjeevani program was launched by TPO on August 2005 with an aim to mitigate the negative impact of the conflict on children. The program was designed to suit both male and female children between six and eighteen years of age. It is a five-week long, 15 session intervention program suited to classroom setting but can be conducted in open places too. It includes group activities, including games, music, art, and drama. There is also a two day effective parenting program for parents of the children participating in *Sanjeevani* program.

To run the *Sanjeevani* and effective parenting program, 287 (two from each VDC) *Sanjeevani* Facilitators and 30 Social Mobilizers were trained. The selection of the facilitators was rigorous and the selected trainees were trained for 10 days. Facilitators and Social Mobilizers were further provided 3 days' intensive training on effective parenting (the name changed as *Role of Parents in the Changed Behavior of Children due to Armed Conflict*). They were trained to use flip chart-book and explain the picture, situation and consequences. A total of 19,508 children were included in the *Sanjeevani* sessions and 965 sessions were conducted (see Annex Table 5.2.4.6).

Standard procedures were conducted for selection i.e., interview with the children, teachers and guardians. Children were also tested prior to selection. On the basis of interview and test result, children were selected for the program. In each cycle, 15 to 20 students were included.

Anecdotal information indicated that there was marked positive effect of *Sanjeevani* program. There was marked increase in self-confidence, increased self-esteem, communication with peers and teachers, and behavioral improvement, participation in the classroom, improved coping skills, etc. Interview with the facilitator and field officer indicated an increased level of interaction skill among the children and reduction of problems like bed-wetting and social anxiety. One of the positive aspects of *Sanjeevani* noted was the change in the behavior of the teachers. One of the respondents stated:

> "Some teachers expressed that they too have changed due to this program. Now they deal with the children more cautiously, avoid using corporal punishment and understand the subjective world of the children. *Ship sikiyo, afu sudhriyo.*"

During the interview, many respondents noted that it helped to reduce the fear of the children and immediate effect was very positive. Children, who were previously shy and fearful, were found confident to interact with adults. One of the respondents remarked, "Students are happy. They participate, get food to eat, get educational materials to read, and games to play".

CPC had played an important role from the beginning of *Sanjeevani* program. Pre-selection of *Sanjeevani* facilitators largely depends on CPC and so is the selection of VDC and school. During the interview, it was indicated that *Sanjeevani* program would have been more effective in terms of sustainability and availability of services if majority of facilitators were selected from school. Since the beginning of the program, about 60 facilitators have already stopped working as facilitators. One of the reasons was low payment and incentive, and another was this position was not full time and only lasted three months in a year. There was also no scope to increase their skills, though some were successful in getting full time jobs as a result of their facilitation experience.

In relation to students, those students who were not selected simply because their score is little lower than selected students remain left out. The *Sanjeevani* program appeared as biased against so-called 'normal students'. It developed a sense of 'being left out' among parents and children. There is no special adolescent session as targeted in the *Sanjeevani* program. There is no program for other students who were also vulnerable to psychosocial problems or whose psychosocial needs (e.g., social and emotional) were not fulfilled through other channel. However, this is not the part of the *Sanjeevani* objectives.

In general, *Sanjeevani* program has been found to have immediate positive effect on children who were suffering from trauma or other psychosocial problems. Evidence-based study made to measure the impact of CBI in West Bank and Gaza also indicated a number of distinctive positive psychological changes in young Palestinian boys and girls (aged 6-11 years) as well as in adolescent girls (aged 12-16 years) participating in the study increasing child's sense of psychosocial re-integration, allowing them to function "normally" with respect to family, school and play. CBI program was found to succeed in maintaining coping strengths and resiliency among the children. It reduced self-blaming, decreased emotional and behavioral difficulties, increased interpersonal trust, pro-social behavior, strengthening their belief in personal responsibility and a sense of control.

TPO **research** (2007) on effectiveness of CBI has, in general, indicated: (i) elevation of baseline levels of psychosocial problems and impairment in daily functioning and (ii) significant positive changes in psychosocial well-being, attitude and functioning. It also indicated a moderate effect on reduction of impairment in daily functioning, depression complaints, hyperactivity, conduct problems, etc. and increase in prosocial behavior. However, no significant changes in aggressive behavior in both controlled and intervened group was reported.

The need of program such as *Sanjeevani* for the children in school setting can be realized from the statement made by one CPC member during interview - "*vidhyalaya ma euta class yestai bhaye hunthyo*" ("*in every school there should have been one class like this*"). A large number of conflict children were reached with beneficial effects for the psychosocial well being, there by improving relations and harmony in their schools and communities. Thus, the intended results of access, quality and awareness were achieved.

Effective Parenting (*The Education for Parents)* and Its Results

Effective parenting is the complementary program of *Sanjeevani* program with dual purpose. It helps the children as well as makes parents aware of the some aspects of their children, child rearing pattern, behave and communicate, and gain a deeper understanding of the psychosocial needs of the young and vulnerable people. This program was introduced to help parents to help their children to cope with life in a better way. It helps the parents to create a healthy atmosphere at home for children. As mentioned earlier, *Sanjeevani* facilitators used a flip book titled "Role of parents in the changed behavior of children due to armed conflict" to educate the parents. The program was designed to meet the psychosocial needs of the children at home. Effective parenting was a two-day training participated by parents whose children had participated in the *Sanjeevani* program.

During the UJYALO program period, a total of 14,703 parents were provided effective parenting program with a total of 765 sessions. Among the parents, there were 8796 female and 5907 male participants (see Annex Table 5.2.4.7). The program was designed to minimize the risk of relapse of psychosocial problems once they complete *Sanjeevani* program. It was expected that parents will positively deal with children's problem and help their children to cope in a better way (UJYALO: TPO Nepal Annual Progress Report, 2006).

The acceptance of the community on psychosocial program is found good ((88.9%) of which Arghakhanchi (93.5%) district was found to have positive impact (see Table 5.2.4.8). Most of the beneficiaries were *Brahmins* (93.5%) as compared to other caste and ethnic groups. The positive impact of the training of effective parenting was found in Surkhet where 50 percent of the sampled respondents reported it. Most of the respondents were *Chhetris/Thakuris*. Effectiveness of effective parenting was found very high (82.2%) and respondents of Arghakhanchi district found the program most effective (92.5%). Again the high positive results were found among the *Brahmin* caste group. In conclusion, along with *Sanjeevani,* effective parenting was also found highly preferred and effective program. TPO (2007,b)conducted a research covering five districts among a total of 211 samples on effectiveness of effective parenting (EP). The result showed most of the parents (64%) indicated the EP as 'very good' and utilized the skills learned most of the times (33.6%) to deal with children.

Effects of UJYALO on Psycho-social Problems

As indicated in chapter one, UJYALO program is a synergy of various activity components focused on issues related to economic hardship, psycho-social and other impacts of torture or violence on children, adults and communities, child protection issues, and the breakdown of trust

and cohesion in rural communities. It primarily targeted individuals, families and communities most affected by the conflict and aims to promote peace through improved income, support, and local capacities for peace among conflict-affected communities in western Nepal. IR 8.2 is the primary intermediate result related to psychosocial support and focuses on increased use of key psycho-social services by VOCs and it includes: (i) increased access to key services by VOCs, (ii) improved quality of psychosocial services for VOCs, and (iii) increased awareness of the availability of key services for VOCs.

To reduce the psychosocial problems, it worked at four levels to:
1. Increase resiliency and coping strategies by increasing awareness in the communities and introducing normalization programs;
2. Provide psycho-education to reduce the psychosocial problems, identify and provide care at the initial stages;
3. Identify psychosocial problems and torture victims and provide medical treatment and psychosocial counseling at different levels when necessary, and
4. Increase sustainability so that psychosocial support will continue after the completion of the UJYALO program by utilizing the developed skills and knowledge at the local level.

All these activities were introduced in 13 districts and 124 VDCs. Manpower from all districts was trained and provided adequate skills and knowledge to function in different parts of the community with different social groups. Some of the activities prior to and during the program were made as follows:

1. Para-professional training and placement of community counselors
2. CPSW training
3. Strengthening of referral services by providing training to health staff, medical doctors (for tortured cases), school teachers, and traditional healers.
4. Advocacy and awareness program within community and normalization activities
5. Effective parenting training
6. Research activities on impact of psycho-social intervention
7. Capacity development of staff

A brief glance at the activity of UJYALO program shows that a total of 21 CCs, 310 CPSWs, 27 health staff, 4 medical doctors, 287 *Sanjeevani* facilitators and 30 social mobilizers, 248 teachers, and 321 healers were trained to reduce, identify, refer and treat or provide counseling   and by the end of March 2007, counseling service was provided to 512 people including tortured survivors. Around 112 normalization activities were conducted, orientation was provided to 5646 people[4] , 14,091 students were included in *Sanjeevani* programs and 719 session of *Sanjeevani* was completed, 10,938 parents were included in effective parenting program (The UJYALO Program, 2005-2006). During the period January-March 2007, 246 *Sanjeevani* cycles were conducted where 5,130 children participated. Most of the service programs and especially the counseling and *Sanjeevani*/effective parenting have made a positive impression by reducing psychosocial problems of the children and adults. With skill training and work experiences in the community for the last two years, the manpower developed by the UJYALO program has been an active force to deal with psychosocial problems.

Survey was conducted to evaluate the (i) person's wellbeing and daily activities, (ii) interpersonal relationship, and (iii) and changes in their attitude. Majority of the respondents felt that there is increase in daily activities (86.1%) and it was very high in Pyuthan (94.2%) districts. *Brahmins* in all the districts were positively active in normalization process. Psychosocial wellbeing

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[4] PSYCAN document.

appears to be mostly felt by *Brahmins* than other groups (see Annex Tables 5.2.4.9 a, b, c, and d). Doti district is found to be more open in interpersonal relationship (73.3%) despite the fact that it was also one of the hardest hit areas by conflict. Increased interpersonal relationship was found among Brahmins (94.9%) than other groups.. Similarly, there was increase in positive attitude in Doti district and *Brahmins* (65.9%) had higher positive attitude. Person's wellbeing is also found to be increased (72.6%) in the surveyed district and Pyuthan had the highest level of subjective wellbeing (90.0%) among the sampled districts and *Brahmins* were found to have a higher level of wellbeing (79.0%).

Majority of respondents of Doti (65.3%) and Pyuthan (50.8%) agreed that there is availability of psychosocial services (see Annex Table 5.2.4.10). In the controlled group, respondents of some districts (e.g., Dang and Pyuthan) either have no idea or very little idea about psychosocial services (e.g., Arghakanchi). In sum, it appears that UJYALO program has succeeded to generate awareness on psychosocial problems and availability of services.

Satisfaction level as an indicator of UJYALO program effect to address psychosocial problem was examined through the respondent's satisfaction on psychosocial support and care (see Annex Table 5.2.4.11). Those respondents included in the household survey were not necessarily beneficiaries of psychosocial activities, as they were selected at random during the baseline, and therefore, they often do not have first hand experience of psycho-social services. The proportion of respondents reporting 'highly satisfied' (17.3%) and 'satisfied' (33.7%) was higher than 'not at all group' (31.8%). However, it is not a negligible percentage. In terms of caste and ethnicity, Hindu caste groups are at the satisfaction level while *Adibasi Janajatis* are in 'not at all satisfied' category. There can be other explanations in the variation of satisfaction level but availability and easy access of psychosocial services can be one of the major reasons of satisfaction. But it is yet to be verified and examined closely.

In sum, UJYALO program has set an example by developing an extensive grass-root level manpower to make people aware of the psychosocial problems, develop resilience or coping strategies to deal with it. Even medium level manpower is developed to deal with psychosocial problems. General awareness of psychosocial problems has also increased. The outcomes/effects/results, as both primary and secondary data have revealed, seemed positive.

5.2.4 *Legal Support*

With a view to providing legal support to the victim of tortures (VOTs), SC selected Law Associates Nepal (LAN) as the strategic partner for which approval was obtained from USAID. Initially, a total of 18 lawyers were trained by LAN with the anticipation that they would provide legal support to VOTs. Then, a total of six lawyers were selected from among these lawyers as Focal Persons, one each in Banke, Bardiya, Surkhet, Kailali, Kanchanpur and Dang districts. To sensitize key stakeholders along with local communities against torture in custody and other places, an intensive discussion was held among the government officials, civil society members and representatives of political parties at Nepalgunj which culminated in the formation of a Regional Alliance against Torture (RAT) for Mid-and Far Western Regions under the chairperson of regional BAR in Nepalgunj. Similarly, District Alliance against Torture (DAT) was also formed in each program district which was led by these Focal Persons. As reported by the lawyers in the field, the main advantage of working through the network was the relative success in identifying and providing the legal support to VOTs (which, otherwise, was not easy/effective because the security forces/administration used to threaten them while acting individually and it was unsafe for them).

It was targeted that LAN would provide the legal counseling to a total target of 350 people during the entire program period and as documented in the progress reports as of June, 2007, 113.7 percent target has been achieved. The foci of the counseling were: torture, detention, violation of human rights, and legal rights. Between October 2005 and September, 2006, LAN had filed and pleaded 152 cases for 182 people of compensation and *habeas corpus* at district and appellate courts and at National Human Rights Commission (NHRC). Of these, 132 were against the illegal detention and 15 for compensations. A total of 13 cases were still at the court. A total of 137 detainees were also released. In the first quarter of 2007, four cases were filed, of which two were for compensations and two for the illegal detentions. As of March 2007, a total of 21 cases from previous year as documented in the progress reports were continuing in different courts and HOR. However, LAN has higher number of such cases (73) which are yet to be included in the program documents by the officials of SC.

Key informant interview and focus group discussion with the lawyers associated with LAN in the field have revealed the following activities being conducted under the legal support/aid: (i) filing and pleading the cases on behalf of VOTs; (ii) sensitizing the police/administration including the forest administration on the issue of inhuman treatment; (iii) making visits to the jails for finding out the condition of prisoners and inspiring them to file the case if torture is inflicted upon them, and (v) gathering the opinions from ex-VOTs and other general people, bus companies, trade unions, etc with a view to developing the understanding on torture in the society and disseminate it amongst people (because there is little understanding among people on the issue of torture). Thus, LAN has been working for legal remedy, advocacy and community awareness against torture and human rights violations under the UJYALO program.

More specifically, advocacy and community awareness has been underscored by the focal persons of LAN. Between October 2005 and September 2006, 220 people had participated in 6 community level one day awareness-raising workshops. The lawyers had also participated in 25 awareness campaigns in co-ordination with civil society organizations and organized District Alliance against torture. It has been ascertained that more than 500 people were sensitized through the awareness campaigns during that period. Between September 2006 and June 2007 also, focal lawyers of LAN were involved in various awareness programs against torture organized by various other organizations (SC, 2006/7).

There have been the voices from the lawyers to support a district level office with more resources so that they can effectively work against the violation of human rights. They also want that the civil and domestic –violence related issues/cases to be included in such program so that VOCs/IDPs/ PVSE groups may also benefit.

On the whole, the quality of services for the legal support is found to be appreciated by the VOTs found in the sample program districts for their prompt support to file and plead their cases at the courts. The advocacy and awareness campaign has also helped the community people to be aware of the nature of the torture cases and possible available legal remedies.

5.3   Increased Awareness of the Availability of Key Services for VOCs: An Assessment

The survey has also revealed that nearly 89 percent respondents were found to be knowledgeable of the existence and activities of CPCs, indicating the increased awareness of the availability of key services for VOCs in the communities. Indeed, the original target of three years was set to be 90 percent which has nearly been accomplished (see Annex Table 5.3.1). Thus, there is widespread awareness about CPCs which are important focal point for accessing key services for VOCs.

5.4   Conclusions

Following conclusions have been drawn vis-à-vis the impact of IR 8.2:

1.   Achievements of intended results of IR 8.2: Program activities have increased access to key services for VOCs. They have improved the quality of key support services largely because there were no services in existence, and they have increased awareness of the availability of these key services for VOCs, thus achieving the three intended results (8.2.1 increased access to services by VOCs/IDPs; 8.2.2 improved quality of services for VOCs; and 8.2.3 increased awareness of the availability of key services for VOCs).

2.   Contribution of IR 8.2 to the overall goal of peace promotion: IR 8.2 has also made a significant contribution to the overall goal of peace promotion by providing increased services to the VOCs/IDPs and children affected by the conflict. Had the support of key services not been there under the UJYALO program, the situation of conflict-affected people would have further deteriorated and peace would have been a far-fetched dream in the program districts. When the program helped the VOCs/IDPs with the economic support for starting a new life and psycho-social support for coping with the stresses/anxieties/traumas triggered by the conflict, students are supported with scholarship and block grants for creating a learning environment in the schools and conflict-affected children are provided with *Sanjeevani* education, there has been a glimmer of hope for peace among the target people/communities who were suffered terribly from the devastating impact of the conflict

3.   CPCs have been effective and have wider potential for the future: The CPCs have been effective because they were formed inclusively in the community and strengthened through the capacity-building activities by the UJYALO program. And the CPCs have the potential of working as strong civil society organizations at the grassroots level which can perform multifarious community development activities, including child protection.

4.   Education support developed and raised the morale of children and their families: The education support as the relief program during the conflict situation has helped develop the human resource among the younger generations even during the most critical period of their families/lives characterized by economic vulnerability and psycho-social problems, and has increased their morale and that of their families.

5.   Economic support has provided VOCs/IDPs with livelihoods: The starter fund and micro-enterprise business support for the VOCs/IDPs has enhanced the confidence of such people to survive during their economic vulnerabilities and hopelessness, due to the lack of support in their dire needs, by enabling them to establish a livelihood and support their families.

6.   Community counseling has started to increase awareness on psycho-social problems: The intervention of community counseling has successfully helped clients and increased awareness of psycho-social problems in communities, and has the potential of raising awareness to a high level.

7.   Legal support has helped VOTs and sensitized local government: The legal support component in UJYALO has helped VOTs gain restitution and relief, though a   temporary palliative, and has warned and sensitized the administration/ security forces for not violating the human rights grossly.

CHAPTER VI: FINDINGS ON THE IMPACT AND UTILIZATION OF IR 8.4

This chapter, in a nutshell, presents the analysis and discussion on how community capacity for peace was strengthened through increased community participation in planning and management of key decentralized services and infrastructures, enhancement of peace-building and dispute resolution skills, and community peace building training and initiatives. The progress of the indicators of IR 8.4 has been reviewed and presented underneath in the relevant sub-sections.

6.1 Increased Community Participation in Planning and Management of Key Decentralized Services and Infrastructures: An Assessment

The community development project (CDP) component of UJYALO has emphasized on the increased community participation in planning and management. CARE Nepal, with the support of local SPs, has supported local user groups in school and health post infrastructure improvement, drinking water systems (DWSs) and development of foot trails. These CDPs have been implemented in six districts, namely, Dang, Banke, Surkhet, Bardiya, Kailai and Kanchanpur. These have been implemented in the conflict-affected communities with a view to promoting peace building process.

It has been revealed by the CARE regional level staff and its partners that three **main processes** are adopted for CDPs as follows: (i) selection in consultation with other UJYALO partners, relevant district level line agencies, district level networks and community groups to avoid duplication by according high priority to the conflict-affected areas with higher proportion of poor and marginalized community members (such as *Dalits);* (ii) formation of CDP users' groups by ensuring the proportionate representation of different caste/ethnic/gender groups in the executive committees, and (iii) actual implementation by the targeted communities with the support of CARE and its SPs. Feasibility study/survey, design and estimate, tripartite agreement with the user groups, implementation and monitoring and evaluation are strictly followed stages. In addition to the formation of the new user groups and their committees, CARE has also worked with the existing committees such as the school management committees (SMCs) and health post management committees (HPMCs).

Apropos of the impact, the interaction with the user communities has revealed that the processes adopted for CDPs have been geared towards the promotion of social harmony through social inclusion approach (that has been reducing the differential access to the development resources in heterogeneous communities). Thus, on the one hand, such approach has reduced conflict in the communities (because even the poor/marginalized including women have been represented in the decision-making processes) and on the other hand, it has created the basis for the sustainable management of the infrastructure projects (because all types of people have a sense of ownership through their involvement right from the beginning). The management committees/user committees have been imparted the pre-construction training focusing on social inclusion for the equal access to the CDPs and thereby create increased social harmony in the communities. SPs have provided the technical support to the user groups. Public auditing has been made mandatory for all the user/management committees of the CDPs for ensuring transparency and accountability which has also had the effect on the reduction of the social disputes/conflicts that occur due to the corruption/in-transparency.

One of the CDPs that CARE has implemented is **school support program** under which supports for re-building roofs, furniture, toilet construction, and drinking water systems. It has been shared by the CARE staff and its partners that higher priority has been accorded for the selection of such schools where there is higher number of poor, *Dalit* and displaced students and have very poor physical facilities. Generally, schools have been selected in close co-ordination with the SPs and other relevant agencies of the district. There has been the synergistic effort by the IPs in the school support program. Though CARE has bigger support for the physical facilities, SC has also been supporting through block school support/individual scholarship. The progress reports from October, 2004 to March, 2007 have shown that a total of 203 schools have supported by the UJYALO program. With respect to the impact of the program, the staff of IPs and SPs as well as the members of the communities have shared that by and large, it has improved the educational ambience by providing the much-needed physical support (such as desks and benches) which has created strong interest among the students for the study in the classrooms. Similarly, the physical support has also helped to reduce the discriminations within the classrooms against the physically weaker and socially discriminated ones (such as the *Dalits)* for having the access to furniture.

Another CARE's important intervention under the CDP is **health institution support program.** The support includes roofing, furniture, drinking water systems, and toilet construction. The progress reports from October, 2004 to March, 2007 have shown that a total of 31 health posts have been supported by the UJYALO program. Health post and sub-health post management committees have been assigned the responsibilities for the construction and management. It has been shared by the CARE staff that the support has created a physical environment in the health post/sub-health posts to provide better health services in the communities. The pre-construction training with focus on social inclusion has begun creating an environment for equal access of the health services to community people**.**

Similarly, CARE's important intervention under the CDP is the **support for community drinking water systems.** The progress reports from October, 2004 to March, 2007 have shown that a total of 86 community drinking water systems have been constructed with the support of UJYALO program. These include hand pumps, dug-wells, gravity flow drinking water systems (DWSs).There has also been the support for DWS rehabilitation. Generally, CARE has an institutional culture of selecting the community drinking water projects by considering the needs and priorities of VOC families, *Dalits,* and *Janajatis.* It has also been shared by the CARE staff that the basic and maintenance training has also been imparted to water supply systems care takers at the Bheri Technical School in Nepalgunj. Efforts have also been made for the inclusion of women and *Dalits* as the caretakers- a function of the pre-construction training with focus on social inclusion. In a caste-stratified society where *Dalits* are traditionally prevented from using the water from the same source, employment of *Dalits* as the caretakers by the executive committees of the water users has been an important indicator of the reduction of the caste-based discrimination.

CARE's last CDP intervention has been the access improvement program under which slave culverts, hum-pipe culverts and trail improvements. The progress reports from October, 2004 to March, 2007 have shown that a total of 33 access improvement interventions have been provided in Banke, Bardiya, Kailai, Kanchanpur and Surkhet districts. It has been revealed that the SPs of IDE/WI have been consulted for the construction of culverts. This has been done because these SPs recommend the pocket areas of the agricultural/livestock interventions. It has been shared in the field that these culvert interventions have supported the farmers' groups in having increased access to the markets that are in dire need of having access to the markets for the sale of their agricultural commodities. Similarly, these have also made the movement/transportation of the students, local people and animals relatively easy in the rainy because of the muddiness and lack

of access points. The usual tension of having access to markets/schools during the rainy season due to lack of access points of village road is reported to be considerably lessened in the community. CARE has supported one foot trail improvement program in Ratu VDC of Surkhet district which links to the district headquarters. This has resulted in having access to the markets for dairy products and fresh vegetables and increased movement of cattle for sale.

By and large, the increased participation of the target communities in planning and management of key decentralized services and infrastructures has its implication on the processes of the peace promotion due to the initiation of the culture of maintaining the transparency and accountability in the course of providing access of the community development infrastructures to the poor and marginalized people.

6.2 Enhancement of Peace Building and Dispute Resolution Skills in Community: An Assessment

Enhancement of peace building and dispute resolution skills in the communities has been CARE's important contribution under the UJYALO program. It has been learned from the review of progress reports that during the first and second year of the program, March a total of 913 activities had been accomplished for the enhancement of peace building and dispute resolution skills in the communities. The activities included trainings, public information campaigns, songs/essays/sports/youth events and other local events. In the first quarter of third year (2007), a total of 263 activities were accomplished, of which CARE had completed 54 and SC had completed 194. It has been revealed that CARE has developed its working modality for community peace and harmony. As indicated above, first of all, it developed the curricula on community peace building, do no harm (DNH), social inclusion and equity, and public auditing and training was imparted to its own program staff. Then, program staff were involved in the preparation of curricula and manual for community training. After that, CARE's program staff imparted the training for the capacity building of the partners' staff which was followed by social analysis and planning and formation of users' committees and their training. With this background, peace initiatives and CDPs were implemented with a view to promoting the peace and harmony in the community. The evaluation team has found this working modality very effective because it has followed the step-wise approach for laying the foundation of community peace and harmony with the active participation of the people.

One of the trainings CARE imparted to staff and executive members of the board of SPs was on **rights-based approach (RBA) of development**. The key informants of the SPs have shared that the rights-based development helps to look at the social transformations from the rights-perspective. Put in other words, they have now understood development not as a gift, but as right of the poor, vulnerable and socially excluded (PVSE) groups of people. They have now realized that the unequal power relation of the society has triggered the poverty. In brief, they have understood that RBA focuses on finding out the structural factors in denying the rights to be enjoyed, addresses the unequal power relations, and establishes the needs of PVSC groups as rights. They have also learned that this approach of development organizes the PVSE groups, mobilizes them, and empowers them continually for social transformation. Lack of fulfillment of the basic needs of the PVSC is considered by them as the violation of the human rights. Now they see development processes with rights perspective for respecting the human rights (civil, political, social, economic and cultural rights).

The staff of SPs have shared that they have now understood the crucial principles of RBA. Therefore, they have shared that now there is change in their perspective for looking at the poverty. More specifically, they have understood poverty not as a result of destiny and inability

but as a consequence of the denial of opportunities, lack of access to and control over resources, non-participation in development processes, and discriminations triggered by policies and regulations. More importantly, they have begun arguing that the unequal power relation is also a factor for triggering poverty. Therefore, they have the belief that sustainable development is possible only if the rights of the people are respected along with helping them to build their capacity/skill for their dignified life. They have understood that development has to be seen as an issue because the factors behind the marginalization of PVSE groups can be found out through social analysis. Once the social analysis helps in establishing it as an issue, it can be addressed with the necessary strategies and programs through the development of leadership of PVSE groups. In other words, given the fact that the basic needs are to be established as basic rights of PVSE groups; building their organization, their empowerment and mobilization are crucially important. The staff of SPs have also understood that RBA ensures the PVSE groups' access to and control over public resources and means and their ownership.

During the fieldwork, the staff of SPs and members of the CBOs were asked of the relevance and use of RBA training in their UJYALO activities. There was the unanimous view that this training was very relevant during the period of the conflict when the insurgents were also focusing on or advocating the rights of PVSE groups in the communities. Unlike in the past, as indicated above, it helped to understand development as rights of the people, not a gift by anyone. It was useful tool to work among the PVSE groups by empowering people to claim their rights and make their own decisions. Many of them shared that they had, in the past, worked in the supply-driven mode of development which never paid attention to the rights of the PVSE groups. They had also the experience that the training made them more accountable to the poor and marginalized people than in the past. Finally, local people are also getting awareness on their civil, political, economic, social and cultural rights- a function of the RBA training imparted to the staff of SPs (because SPs have worked by following the crucial principles of RBAs).

Another important training CARE program staff imparted to the UJYALO team members of other IPs and staff of SPs was on **DO NO Harm (DNH) approach.** CARE has been the pioneer one in Nepal on this approach since 2002. The staff have learned: how can development assistance be given to the people without promoting the on-going conflict?. They know that this analytical framework of the training is for the reduction of the negative impact of development and promotion of the positive impact during the conflict. They have understood the "connectors" (idea, religion, thinking, any other means that reduces or eliminates conflict between two or more groups), and "dividers" (idea, religion, thinking, any other means that promotes conflict between two or more groups). It has also given them the message of maintaining the "neutrality" of the institutions and persons from the process of resource transfer. On the whole, they can now understand the historical situation of local capacities for peace, some theories and processes of peace, analyze the situation of assistance program during the conflict, discuss the impact of assistance program on conflict in the process of resource transfer, discuss the importance of the alternatives of assistance program in the context of conflict, etc. They have also shared that the overall goal of the training by CARE was the enhancement of the local capacities of communities/groups to implement the activities of the assistance program during the conflict. Based on the experiences of other conflict-ridden societies, the objective was to make the concerned parties aware of on how to implement the program in the conflict area in a way that does not promote conflict. The participants of the training have shared that they now the knowledge on the seven stages of DNH program development and implementation as follows: (i) the situation of conflict (location of program and geographical and social analysis; causes of conflict; and how the assistance program can be related to the context of conflict;); (ii) identification of the "dividers" and their sources and analysis; (iii) identification of the "connectors" and their sources and analysis; (iv) identification of the potential connector

program; (v) identification of the impact of assistance program on "dividers" and "connectors"; (vi) identification of the positive and negative impacts of the assistance program on the "dividers" and "connectors", and (vii) re-design the program by examining the programmatic alternatives. However, the level of understanding is not uniform among all the participants- a function of different level of their educational qualifications and experience of work in the development sector. The knowledge was analyzed by asking the different participants of SPs on the thematic aspects of each stage of DNH program development and implementation.

During the fieldwork, the staff of SPs were asked of the relevance and use of DHN training in their UJYALO activities. Given the fact that many of the staff of the SPs were unaware of this approach in the past and had difficulty in working in their respective communities due to the conflict, they found it very relevant and useful tool. Once the staff of the SPs had the clear idea on the fundamental concepts such as "connectors" and "dividers" as well as the intention to reduce the negative impact of intervention and promote the positive impact, they, unlike in the past, began working in their respective communities for their development by analyzing the social situation of conflict. As a corollary of it, they did not have to face serious problems in their works.

Another important training CARE imparted to the staff of SPs and their key executive board members was on "public auditing". As CARE has promoted it, the participants of the training have understood it as a process of justifying the decisions and details of income and expenditure in a development program/activity where people of the community have a concern. They have also understood that the whole process gives an opportunity to the target groups to make assessment of the development program upon its completion (not necessarily always) based on details of income and expenditure, returns of work performance, quality of the materials used in the program/activity, bills of the procurement as per the current prices, make inspection of the commodities/materials as per the particulars of the bills, etc. They seem to be clear that public audit can contribute to the good governance practices. It can contribute to enhancing transparency, accountability and responsiveness. They think that public review is essential at the every stage of planning and implementing of any development work under the rights-based development.

The participants of such training have shared in the communities that they have known the five stages of public auditing of the CDPs. These include: stage one (review during the planning stage before the agreement); stage two (after the agreement); stage three (after the clearance of the first installment and time of second installment); stage four (upon the completion of the work), and stage five (annual review of the completed review).

During the fieldwork, the staff of SPs were asked about the relevance and use of public auditing training in their UJYALO activities. They have shared that this tool was very useful during the conflict period because insurgents were generally against the NGOs working in the communities for their non-transparency of their financial matters as commodities procured. When they had the full knowledge of this tool, they began practicing it in the communities mandatorily by including it in all the CDP agreements. Once the SPs disseminated the idea of the importance and procedure of public auditing through the orientation of the members of the executive committees of the CDPs and forest users' groups, then these members of the user groups began using the display boards or walls for disclosing the information to the public about the details of the income and expenditure of the CDPs on a regular basis. They have shared that the whole process has contributed to create and enhance a feeling of ownership among the users. It has increased the accountability of the users committees. It has also helped to create an environment so that the consumers and stakeholders could identify the irregularities and work to prevent it collectively.

Finally, it has also a created a sense of trust among the stakeholders by developing a system of participatory planning, execution, monitoring and evaluation. User groups have begun requiring the presence of a minimum of two thirds households in the public audit for which the presence of *Dalits* and women is a must. The staff of SPs and IPs have shared that even the insurgents could not oppose this UJYALO program because of its inherent culture of doing the public/social audit mandatorily. Of late, collaborative IPs and SPs have started to conduct the joint social audits in each program district which have demonstrated that they have the potential of being the effective monitoring instrument of the program interventions, outputs and co-ordination and synergy. More importantly, social audits have also clearly demonstrated that UJYALO program has been providing the benefits to the communities in a comprehensive way.

Community peace building training has been CARE's important activity during the UJYALO implementation**.** During the course of evaluation, CARE staff shared that CARE had developed a community peace building training curriculum with the support of an external consultant embedded with the objective of broadening the knowledge and skills of its own staff and SP staff in analyzing the community level disputes/conflicts and empowering the community people on inclusive decision-making processes at the local level. Subsequently, CARE, on the basis of the experience of the contents of the first curriculum, developed another curriculum of peace building primarily for community user groups by combing it with normal construction management training imparted in community development projects (CDPs). The CARE staff trained in the community peace building training used the curriculum to user committee members to develop the knowledge and skills for the analysis of the causes of community disputes and their resolution mechanisms, processes to be adopted for addressing the social discriminations and inclusive decision-making practices for promoting good governance practices in the community work. Women, *Dalits* and *Janajatis* were also the participants of such training. During the fieldwork for the evaluation of the program, members of the CPD user groups shared that this community peace building training was useful for them to work in the community when there was the erosion of the trust and social cohesion in the community. Neither they had got such opportunity in the past. They used the knowledge and skills for analyzing and resolving the community level conflicts/disputes, reducing local level caste and gender-based discriminations and promoting the good governance in their respective communities**.**

Equally important is the contribution of CARE in organizing the training for the Local Resource Persons (LRPs) to facilitate the peace building process effectively in the local communities. Members of the CDP committees, CPCs, community mediators and members of the leader farmers' groups were trained and these have been mobilized to facilitate the peace promotion centers, social inclusion, RBA approach, community peace building trainings and different peace initiatives to promote overall peace process in their respective communities. CARE also organized the LRP refresher training and constituent assembly training of trainers for the LRPs who were made aware of the processes of making the democratic constitution and the importance of constituent assembly. The LRPs met during the evaluation process shared that the training imparted to them have helped them to mobilize, organize, and facilitate the communities for local peace initiatives. For instance, they have been mobilizing and organizing the local women in the peace promotion centers (PPCs). They have also been doing the facilitation of the awareness-building sessions for the women. Realistically speaking, they are in the process of empowering the women on a host of social and political issues, namely, their rights and responsibilities, power relations in the community, advocacy, governance, conflict resolution, community peace, and issues related to women. They have been facilitating the discussions on constituent assembly, democracy, civic and voters' education, political rights, electoral laws, etc.

They have been supporting the women of the PPC for the prioritization of the key social issues identified in their communities which need advocacy for societal transformation.

CARE has also organized advocacy plan preparation training for the communities and groups who were empowered by it apropos of the denial of rights and social inequity/injustice. Once they were capable of identifying the underlying structural causes of discrimination, injustice, and denial of rights, they also needed the support for advocacy plan preparation which was met by the training of CARE and its SPs. Such institutional support has also borne very positive effect on the local advocacy initiatives. On the one hand, the local advocacy initiatives encouraged the communities to claim their rights and on the other hand, they compelled the government authorities to be accountable to the people. For instance, it was learned in Banke from the CARE regional staff that the District Livestock Office (DLO) was compelled to provide 50 goats to the community people of Naubasta VDC for the income generation activity—a function of the incessant lobbying by the community people. Likewise, it was also shared that the district administration in Kanchanpur was compelled to endorse the code of conduct against illegal alcohol distribution presented by women leaders. Given this effect of advocacy initiative, CARE Nepal organized a training on " policy advocacy on alcohol management" for the women leaders of the alcohol management committee, representatives of local NGOs, victims of alcohol, representatives of political parties and victims of conflict. It was also shared that the training resulted in the development of an advocacy plan. It was also learned that the plan was being executed during the period of the fieldwork. CARE Nepal officials also shared that there was the need of more such capacity building efforts.

Another important contribution of CARE has been the establishment of peace **promotion centers (PPCs)** in the communities which were reported to be 58 during the period of fieldwork in June, 2006. It has been learned that these are the functional groups of women where they meet and discuss relevant issues of their communities for promoting enduring peace. Each PPC consists of 25 members from poor, vulnerable, socially excluded groups and women from other groups also. Women met and interviewed shared that they meet once a week and hold discussions ranging from one to four hours, depending upon the seriousness and gravity of the social issues identified for the advocacy. PPCs have been functioning in their communities for the creation of awareness of the members of PPCs on the political and peace processes, development of advocacy campaigns based on issues identified by them and development of linkages between them and other district-level networks/organizations for the advocacy of serious social issues being confronted by the communities. It has also been learned in the field that women involved in PPCs have raised a number of issues related to women, peace, and political participation. For instance, CARE UJYALO officials at regional office shared some of the issues of Pitmari village of Naubaste-2 of Banke district identified by women of PPCs for the advocacy. These comprise: child marriage, polygamy, domestic violence (including the one induced by alcoholism), equal wages for men and women for similar work, caste, ethnic, gender, and geographic discrimination, citizenship from the mother's name; land rights for indigenous peoples, IDPs, *Dalits,* and women-headed households, birth registration problem of the children of IDPs and *Dalits* due to the lack of citizenship and property; basic services (economic, psychological, legal and medical) for conflict victims, marginalized and ex-combatants, right to information on constituent assembly, civic and voters' education, right to use colored dress for the single women, respect to other culture, religion, and language, etc.

It has also been shared that other issues are also identified by women in other different communities for which they are reported to have begun the awareness-raising and advocacy campaigns. The other issues comprised: need to ensure 33 percent women participation at all levels, employment for women, right to widow allowance for all aged widows, *Chapuadi* (to be

abolished), proportionate representation of women in each political party, and mainstreaming of women and socially excluded groups in democratic constitution-making process.

On the whole, a number of changes have been reported in the communities due to the functioning of PPCs and other peace initiatives. These comprise: greater participation of members of the communities in social and cultural events/functions (with bearing on the relative improvement of social relations weakened due to the lack of trust and the reduction of traditional discriminatory practices); higher degree of claims of rights by empowered women (with bearing on the gradual reduction of many discriminatory practices such as Chaupadi, un-touchability, child marriages, unequal wages for equal work, etc); relative awareness in the local communities on the nature of constituent assembly and democratic constitution and their rights; higher degree of participation of women representatives in the executive committees of user groups, school management committees and CBOs and NGOs and thereby greater degree of influence on the decision-making processes; development of women's confidence for the articulation of their voices in the public fora and resolution of community disputes owing to the mediation skills/capacities of PPC members.

Sharing the activities of PPC and their effects in the community, women informants from Tribhuvan municipality, Dang have remarked, "We, in PPC, have discussed and learned about the efforts to be made to reduce/eliminate the caste discriminations, women rights, constituent assembly and its process of electing the representatives to it, role of women in constituent assembly, social inclusion, etc. Our discussion has, in turn, also contributed to reduce the discriminations in the community due to our increased awareness. We have now begun calling the *Dalits "Tapahi"* (you), not *"Tha"* (thou). We are now ready to eat our meals together. We have also begun mediating the household and community disputes. All these activities of PPC have contributed to achieve peace in the community". During the period of field interaction, these women also composed a poem against the caste discrimination impromptu. The literal meaning of the poem reads as follows: "*Hami Sabilea Dhanilea Pani Ekchak Khanee Ho, Mardha Ritohat Gane Ho. Sabi Saman Ho. Jatko Adharma Kunai Bived Hunuhudain. Katea Ragat Sabaiko Ratoho. Jatmaadharit Bived Samantako Birodhiho. Jathbat Kaihoina. Sabi Saman Ho"* ("We all, including the rich, eat one square a meal and die being empty-handed. Everyone is equal. There should not be any discrimination based on caste. The blood of all, if any limb is cut, is red regardless of the socially prescribed position. Caste-based discrimination is against the spirit of equality. Caste is nothing. Indeed, all are equal").

There are also some problems within the PPCs. Both educated and uneducated women are there in the PPC. The educated can speak and can make their progress rapidly which may not be possible for the uneducated ones. Therefore, they also voiced for separate PPCs of educated and uneducated ones. But the women participants have also shared that illiteracy among women is very high and they are also poor. They have voiced for the literacy class for these women and training on IGAs.

Support for community peace initiatives has also been another contribution of CARE Nepal. Upon the completion of CDPs, the community user groups are encouraged by the SPs for organizing the peace and harmony initiatives for creating peace within the communities. It has revealed that the community peace initiatives supported by CARE are of two types: (i) normalization activities and (ii) issue-based peace initiatives. For instance, folk song competition in school, Teej songs, sports (such as football), etc; are the normalizing activities in the communities where there are tensions between and among people/households created by the conflict. In the case of issue-based initiatives, the communities are encouraged to work more on the denial of the rights of the PVSE groups. The community people are also empowered to work

against gender, caste, and class discriminations through orientations on the structural causes of societal inequalities. For instance, initiative for women literacy, campaign against Chaupadi, movement against discrimination of single women, campaign for the citizenship in the name of mothers, interaction program among the stakeholders in school on rights to education, social inclusion and quality of education, awareness on constituent assembly, anti-alcohol campaign, etc; are issue-based peace initiatives encouraged and supported by the SPs.

SC has also supported such peace initiatives in the communities which have helped local people to engage in the peace promoting activities in their localities. These activities have helped to promote social harmony and tolerance to reduce social discrimination, injustice and stigma. These are organized jointly by local groups including schools, child clubs, Junior Red Cross chapter, CFUGs, and women groups.

The staff of SPs, upon receiving different trainings as analyzed above, have also been found to have supported and facilitated the community groups to identify the issues of discriminatory practices and denial of rights and craft the community level advocacy plans. Some of these issues reported and recoded are: social inclusion a fundamental right to community development; Dalits' right to temple entry; inclusion of *Dalits* and *Janajatis* in the executive committees of civil societies, etc.

The interaction in the communities has revealed that these different peace initiatives have helped the local people to return to the normal way of life lived prior to the genesis and intensification of the conflict. Many of these initiatives have borne the fruit in the communities to improve the strained relations among the community people by discouraging the escalation of the tensions and mistrust. As a result, the life in the communities is generally normal barring an exception to occasional hitches of tensions (which are the remnants of the past armed conflict).

Of late, CARE Nepal and its partners organized a regional workshop on **"Women and Peace"** in Gorhahi, Dang from the 23rd to the 24th of July, 2007. The workshop had representatives from all six working VDCs where women from the poor and marginalized background found an avenue to address their felt aspirations to re-instate PEACE by their own initiatives through the newly established PPCs. The objectives of the workshop were to: analyze the issues raised by the PPC regarding women, peace and security; share among one another the social achievements of district-wise PPCs ; analyze and study the findings and achievements of PPCs , and discuss the role of women in peace building. The issues that were mainly raised during workshop included equal wages for work among men and women, heath issues and superstitions relating to health practices, respect towards women and single women, proportionate participation in politics, women human rights, citizenship, inclusion and good governance, trafficking, domestic violence, etc. The workshop gave the participants to have   better understanding of gender and peace-related issues.

CARE Nepal also organized a workshop on "Capacity Building Training on Post Conflict Peace-building" at Nepalgunj from the 24th to 27th, of June ,2007. This workshop was organized as part of capacity building of UJYALO staff and partners on post conflict peace-building. The objectives of the workshop were to: help staff and partners to have better knowledge to work in post conflict peace-building; help identify gaps and constraints in the present program and address these in other upcoming programs; help explore some opportunities to advocate for new issues; help integrate new areas demanded by the situation in the program by linking them to other programs of CARE Nepal and also with other existing projects in the district, and help staff and partners of other peace building programs to share knowledge and experience working in peace building with each other. This training covered subjects like Women, Peace and Security

(UNSCR 1325), Reintegration, Transitional Justice, Reconciliation, Psychosocial Care and Ministry of Peace and Reconstruction and its support for Nepal's post conflict reconciliation. On the whole, the workshop gave better ideas to the participants on the issues of post conflict peace-building processes. These above events have definitely developed the capacity of the staff and the target people to work for the peace building process even in the post conflict stage. CARE also supported its SPs in Banke for conducting a course on "Women Peace Journalism" under which young women were the participants.

It can be safely concluded that the activities designed and implemented to enhance peace building and dispute resolution skills in community have contributed to promote the process of peace building in the target communities through the promotion of social harmony and local governance practices.

6.3   Community Mediation and Peace Building Initiatives: An Assessment

The Asia Foundation (TAF) focuses its activities on community mediation and peace building initiatives in Dadeldhura, Doti, Kailali, Kanchanpur and Banke districts. Both community mediation and peace building initiatives have been separate activities.

TAF utilized staff and mediators from its then ongoing mediation program to conduct training and community workshops on peace building in five western districts. For its work in these five districts, the Foundation signed sub-agreements with the Center for Legal Research and Resource Development and Rural Women's Development and Unity Center, both national-level NGOs who also work at the district level on the Foundation's ongoing community mediation program.

The peace-building training in the community has been imparted on the basis of the workbook developed by TAF's international consultant Therese Miller. Initially, this draft workbook in community peace-building focused on components, namely, the nature of conflict, positive peace building, peace building tools and processes for community peace building initiatives. Upon the completion of the pilot testing of this workbook among 24 participants (staff of district partners and program coordinators) in Nepalgunj, improvements were made in it on the basis of experiences/suggestions/practicalities of the participants.

It has also been learned that the international consultant directly trained 10 trainers including eight district trainers and two core ones in a pilot workshop. In 2006, a second round of TOTs for district trainers of two partner NGOs in five districts were conducted by TAF and its SPs.

In 2005, a total of 235 community leaders were trained in 12 workshops on conflict resolution and peace building. The participants were: local government officials, political leaders, community-based organizations, professional groups, business persons and so forth. And their demography consists of 72 *Bahun/Chhetri* and one-third women. Thirty five days' workshops on conflict resolution and peace building for local community leaders were conducted comprising of 40 percent women with 74 percent *Bahun* and *Chhetri* alone in 2006. Whereas in 2007, 11 workshops for local leaders were conducted and among 220 local leaders participating in the workshop, nine percent more women participated compared to previous year, but four percent more *Bahun/Chhetri* again excluding ethnic groups and *Dalits*. The prime objectives of the workshop were: to understand roles of peace builder in preventing conflict, facilitate post conflict reconciliation and practice the principles of community peace building and conflict transformation.

In 2005, 25 peace initiatives such as painting, essay, peace competition, street drama, etc. took place in the local communities as a peace building initiatives. Similarly in 2006, 59 peace initiatives were implemented for 25,871 participants with more than half (53%) participants as women. People's Movement II in April 2006 changed Nepal's political landscape and peace accord has been signed. As a result, the initiatives have been shifted to Constituent assembly, issue -based awareness raising, and other post conflict activities in both 2006 and 2007 years. As a peace initiative, CeLRRd, the Partner of UJYALO program, supported a series of radio peace programs in Bageshwory FM in Nepalgunj. The officials invited former disputants to have live talks on radio with a view to examining the impact of mediation successfully completed by the mediators. Most of them were found happy and their relations were strengthened after the mediation.

A total of 120 community workshop and dialogue sessions were implemented to provide skills to community people for their dispute resolution creatively in 2006 compared to 382 in 2007. The purpose of the dialogue session was to support people in their efforts to build peace in the local community by reducing the sources of conflict and improve their ability to work together for meeting needs and resolving conflict. These dialogue sessions helped community people to learn new values, perspectives and skills to deal with differences in a non-violent manner.

In November 2002, United States Agency for International Development (USAID) provided funding for TAF to implement its pilot efforts on community mediation. In November 2004, USAID provided follow-up support to TAF to administer the Consolidating and Expanding Community-based Dispute Resolution in Nepal project from November 15, 2004 to November 14, 2005. In 2005, Save the Children supported TAF to continue its USAID-supported community mediation project in 25 VDCs.

TAF provided basic mediation training and refresher training to community mediators in 2003; the training and reference materials were revised immediately after refresher training for master trainers. The revisions took careful account of feedback from field-tested master trainers and assured that the information presented is consistent with training. In the revised mediation manual and workbook, key concepts were clarified, more examples and illustrations were provided, and language was further simplified to facilitate better understanding by local-level community mediators. The revised training materials were distributed to all community mediators at their refresher training.

Experience during the initial implementation indicated the need for training on social justice to enhance the quality of mediation. Due to caste or gender differences between conflicting parties, imbalanced agreements could result, especially those favoring higher caste male disputants. In November 2004, TAF drafted advanced training materials on social justice to add to the basic materials. After the advance mediation training, the basic mediation training materials and advanced mediation training materials were again revised. During the fieldwork period in June, 2007, partners were using the revised materials that include mediation skills together with basic information about law, human rights, and legal aid.

The mediation starts passing four phases: introduction and welcome, helping the parties to tell his or her story, helping the parties understand each other, and helping the parties develop options and draft solutions, but two more steps – alternative and best alternative were used for peace builders. The course was designed focusing on the community people. But, it has encouraged the disputants through 'two-way tracks.' At the community level, the 'two-way track' follows the initiation of either side – disputants or mediators/VDC officials. Once the 'two-way track' is initiated by contacting either through VDC officials/mediators or disputants, it often gets

effective to resolve all kinds of conflicts between and among the parties. Sometimes, disputants hesitate to contact mediators or VDC officials due to the fear of disclosure of the secrecy to others (e.g. mediators/officials).

In 12 months, there were a total of 1,269 cases registered for mediation in all five districts of which 850 (67%) got settled (13% more than the targeted number), 29 percent were open and pending, but four percent could not be settled through mediation.

Similarly, 34 practice sharing sessions were conducted for community mediators, project coordinators and trainers with an average of 50 participants at each session. In 2006, 100 community mediators received advanced training.

Mediation is a process in which people who are involved in a dispute can constructively explore ways to resolve that dispute with the help of trained mediators. In each project VDC or municipality, there are 27 to 30 mediators as well as peace builders. Mediators received eight day basic mediation training and three day advanced mediation training, but peace builders received six days' training. The selection criteria for mediators included: 1) local residency in project location; 2) level of involvement in community and position of respect (e.g., social worker, teacher, female community health volunteer, ex-serviceman, user group member or leader, traditional mediator); 3) representative of a traditionally marginalized group (e.g., woman, *dalit*, indigenous, other minority); and 4) politically inactive. An example of how a community mediator (CM) resolves the case is given below in the box.

Case Box 1: How Does a Community Mediator Resolve the Case?

When 55 years old Shyam Bahadur Shrestha, inhabitant of Bageswori VDC – 1, Banke district and husband of Sunmaya Shrestha, married to a woman second times, the later captured his house and property. The former filed a case against her and she also defended to claim the entire property of his share. Three years later, the court gave verdict to provide his half share to her, but he denied doing so. The District Court later returned the case to the concerned VDC and VDC appointed three mediators to resolve the case. The first day began with introduction along with the development of ground rules and agreed to hold talks secretly among four people (husband, wife and 3 CMs) until the mediation was completed. At the same day, the parties opened the cause of disputes with full tension and mediators facilitated them clearly sharing their stories or causes of conflict, pains, grievances and demands. The second day initiated again with, but with less tension. Gradually, the CMs succeeded to narrow down their differences. On the third day after 15.5 hours of intensive debates and discussions, they succeeded to settle down the dispute as the husband agreed to share half of his property to her and she also left her claim of entire property.

Before the handover of the community mediation support to the VDC, mediators were receiving mediator expense cost (NRs. 100 per case), but peace builders were working without such honorarium.

Differences between Community Mediation and Peace Building Initiatives

While the community mediation is similar to the volunteer doctor, peace builder is emergency worker (volunteer) in the hospital. The mediation is a process which generally takes place during the post conflict situation while peace builders try to provide their services at the time of quarrels or conflict situation. As a result, mediators are in a safe position, but peace builders are sometimes also vulnerable to physical attack by both the disputants.

As mediation process is effective, sometimes, even court returns back the cases to the community mediators for the resolution. During the period of study, a unique perception has been shared by the community people. They shared that court/lawyer disintegrates the society because they are

on the side of the winning one party, which creates a competition and ego (win-lose and vice versa rule of game) forever among the disputants. They have also shared that mediation is just the opposite as it integrates the society or both parties by helping them to understand one another and change their former stances or behaviors by developing partnership (win-win/lose-lose rule of game). In the community peace building process, reconciliation plays a vital role to enhance partnership in particular, but less competition in general (see below figure).

Figure 6.1: Approaches of Conflict Resolution

Competition (Lose-win)	Partnership (win-win)
Reconciliation	
Partnership (Lose-lose)	Competition (Win-lose)
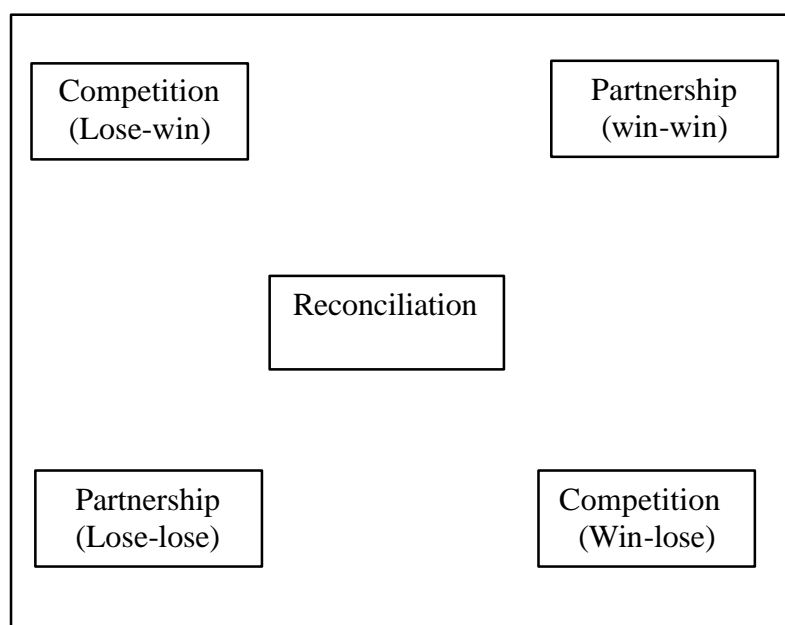
Both mediation and peace building initiatives, observed in the field, were particularly focused on conflict related to socio-economic and development dimensions (e.g.,husband-wife, family members, neighborhoods, relatives, villagers, consumer groups, etc.) albeit on a few political issues too. It had become popular as both services were available free of cost locally. At the moment, the VDCs have been providing office space for the mediation purpose and VDC has also established endowment fund, but peace builders have been working without office and funds. But the interest of the endowment fund can be utilized as the token support to coordinator for day-to-day affairs, but mediator has to work voluntarily. More than two-third (70%) cases which were initiated by the mediators have been successful and both former disputants are generally happy. But, as the peace builders' trainers were continuing at the time of final evaluation, it is too early to comment on its success.

After signing of the peace accord, peace builders are actively involved to make the people aware of forthcoming CA election for which they receive small incentive up to NRs. 5,000 to NRs. 10,000 to meet their cost of tea, snacks, banner, etc. for one program from the SP. The figure below shows how conflict in the community is resolved with the support of community mediators.

In Bageswori, Sitapur and Rajhena VDCs of Banke District, the evaluation team found that only a few cases of disputes were filed or registered in the VDC office, parties' office and police stations. In some places, the number of contradictions decreased not only because of the presence of mediators/peace builders, but also due to restriction on selling and buying of alcohol, playing card/ gambling in public places. However, there have been voices that what has been done (albeit laudable in difficult times) is only a short-term solution in selected communities.

It can be concluded that the program has brought a lot of changes in the target communities. The most important changes include: both community mediator and peace builder have developed *sakaratmak shocha* (positive attitude) in all matters even in difficult circumstances. This study has ascertained that such attitude and behavior are gradually developing amongst the former

disputants too. Such initiatives have helped to transform the society into sustainable peace that can empower local communities.

On the one hand, the mediators and peace builders have left a constructive role in the society as they resolve the disputes building mutual cooperation and empowering partnership (lose-lose and win-win) between/amongst the disputants. On the other hand, the traditional resolution methods led by the courts and other government officials resolve the crisis by encouraging one party and disheartening to another one on the basis of competition "win-lose and lose-win" - rule of game. On the contrary, partnership gives instant result of mutual cooperation and share of benefit between and among the disputants.

6.4   Peace Education in Schools: An Assessment

This component on peace education in schools has been implemented by SC with the support of its SPs. This subsection contains a short analysis on training and orientation for school teachers, impact of peace education in the schools, impact of peace building training to the CPCs, etc. It has been learned from the review of the progress reports of UJYALO that as of March 2007, a total of 194 peace-related activities were accomplished (which comprise orientation on constituent assembly to CPC and child clubs, pen pal for peace, wall painting, interaction on social inclusion, drawing competition on peace).

SC has played a pivotal role for the promotion of peace education in the schools of the conflict-affected areas. The officials of SC both at the region and the centre have shared that they adopted a peace education module originally crafted by the International Network for Emergency Education. Using this module as relevant in the local context, SC organized a first two-day **orientation** in Banke which was participated in by teachers/head teachers, representatives of the District Education office, CPC members, child club members, members of the school management committee (SMC), and staff members of SPs. It was shared that the peace module was accepted by these participants of the trainings. Subsequent to this first training, another five-day long **training** was also organized for the staff members of SPs and teachers of social studies from Banke, Bardiya, Kailali and Kanchanpur. Later, these trainees used the peace module to teach peace education for the children of grades five and six in their respective districts**. It has been revealed that such input to the peace educators has tremendous impact in their understanding on the notion of peace, causes of conflict and processes of mediation and negotiation which they had never known before both theoretically and practically.**

It was shared by the regional UJYALO staff at Nepalgunj and social mobilizer staff of other partner organizations that these participants of the training implemented the **peace education** in different schools. These teachers teach in 28 sessions with focus on the following questions : what is peace? what is conflict? what is mediation? What is negotiation?. **The peace education has already produced the effect/impact among the both the teachers and students.** For instance, children who have participated in peace education have shared that the teachers used to threaten the students prior to the participation in the peace training. Teachers were also very reserved. And as a result, students had limited conversation with the teachers. But after they participated in the training/orientation and they began to teach peace education to students and the students found them being fully changed. They are now no longer reserved. As a result, students can have frank conversations with the teachers. Teachers do not threaten the students on the slightest mistake. Nor they punish them physically. Teachers have also helped the students to conduct the program of child clubs. The evaluation team also found teachers taking about the peace processes in the public places.

It has also been revealed that the child informants, after learning about the peace education, have begun protesting the outsiders who come to disturb the classes in their schools. Similarly, students have also shared that peace education has brought changes in them. They used to quarrel often among their friends/brothers and sisters before they attended the peace education classes. They did not want to mingle with their friends. But once they participated in the peace education, their behavior has also changed. Now they want to be close to each other and become co-operative/supportive to each other. As taught by the peace educator, they have been trying to maintain discipline by themselves and teach the same things to the members of their families and friends. They have now gained the confidence to mediate the dispute between and among our friends. If necessary, they can also mediate the conflict in our neighborhood. Their relation with the teachers has also improved once there has been the introduction of peace education in their school. By and large, peace education, as perceived by the children, has helped their personal development (such as their changes in the style of speaking (being soft and polite, friendly, understanding, and co-operative, fearless, courageous to work, loving and affectionate towards friends/family members, etc). However, not all displaced children have been equally benefited from peace education because they are still suffering from the serious trauma and cannot follow the real message of peace education.

The staff of SPs of SC and its regional staff at Nepalgunj have shared that **peace building training** has also been imparted to the members of CPCs. It has also been revealed that such training was not initially planned for these CPC members. The module of TAF on peace building was used. Indeed, TAF's master trainers were used for this purpose. The overall focus of the training has been on development of the capacity of the CPC members to resolve community level conflicts/disputes. **The participants of such training have shared that such skill has been very useful for them to understand the concept of peace, conflict, causes of conflict, processes of mediation and negotiation. As a result of this, they have succeeded in settling the community level disputes, be they intra-household or inter-household.**

It can be concluded that the peace education implemented by SC with its SPs has helped the peace educators to broaden their understanding on the notion of peace, causes of conflict and processes of mediation and negotiation in the target communities. It has also helped to bring the behavioral changes among both the teachers and students.

6.5   Conclusions

Following conclusions have been drawn vis-à-vis impact of IR 8.4:

1. **Achievement of intended results of IR 8.4:** Program activities have increased community participation in planning and management of services and infrastructure, and they have enhanced peace building and dispute resolution skills in communities.

2. **Contribution of IR 8.4 to the overall goal of peace promotion:** IR 8.2 has made a significant contribution to the overall goal of peace promotion in the target communities by strengthening the community capacity for peace through the enhancement of increased community participation in planning and management of key decentralized services and infrastructures, enhancement of peace building and dispute resolution skills in community, community mediation and peace building initiatives, and peace education in schools.

3. **CDPs created social cohesion and harmony:** Small-scale infrastructure projects, called community development projects (CDPs) in UJYALO, were implemented with the emphasis on social inclusion, and promoted social cohesion/harmony through the participation of all

types of people, including the PVSE groups, in the decision-making processes and providing equal access to them with no discrimination.

4. **RBA, DNH, public audit and community peace building brought many positive changes:** The different trainings (such as on RBA, DNH, public auditing and community peace building) have enhanced the capacity of the partner organizations to work effectively in the communities and empower them, promoted positive changes without the exacerbation of the negative ones, ensured good governance practices, and developed knowledge and skills for analyzing and resolving the community level conflicts/disputes, as well as reducing local level caste and gender-based discriminations. Also these trainings have generated major shifts in communities' understanding of development as the right of the disempowered people which is being used to discourage the "dividers" in the communities for the promotion of peace by maintaining transparency and accountability.

5. **Local Resource Persons are a valuable resource:** Capacity-building of the selected LRPs and their use has developed them as a valuable resource and these LRPs have been and can act as catalysts to work effectively for the mobilization and organization of communities and facilitation for the promotion of the overall peace process by both identifying the issues for advocacy and mediating the disputes/conflicts on a sustainable basis.

6. **Peace Promotion Center is helping bring social change:** Creation of a forum at the community level such as the PPC and its institutional strengthening through orientation and facilitation is one of the most appropriate approaches for inducing the social changes through advocacy and conscientizing the disempowered people.

7. **Peace initiative created a space for communities to come together, build their morale, and address rights' issues:** Community peace and harmony initiatives created a space in the communities (where there is the lack of trust and social cohesion) during the conflict for people to come together, build their morale and address rights' issues. The initiatives were possible where they were sufficiently encouraged by the local organizations with the support of external organizations as seen in the UJYALO communities.

8. **Peace training and initiatives consolidated consensus based resolution of disputes:** The support on community peace-building training and initiatives has the potential of consolidating the traditional dispute resolution mechanisms under which both disputants are satisfied with the verdict either adopting a win-win or lose-lose partnership approach. As a corollary, this can result in the promotion of peace in the communities.

9. **Peace education brought positive behavioral change:** Peace education has induced positive behavioral changes during the period of conflict resulting in improved relations between teachers and students, on the one hand, and is helping to promote peace in the community, on the other hand. Similarly, community leaders trained in the peace building process have the potential of accomplishing the sustainable peace in their respective communities through the resolution of community level disputes.

CHAPTER VII: ASSESSMENT OF THE RELEVANT ISSUSES EMBEDDED IN THE PROGRAM

This chapter presents a short analysis of the priority research questions set for the program evaluation, namely, sustainability, relevance, efficiency and effectiveness, unintended outcomes/results, major lessons, best practices, etc. of UJYALO program.

7.1   Sustainability

1.   Sustainability Defined: Sustainability, in this study, is the condition where the development interventions/processes/approaches can have lasting impact on the lives of the target people/communities in the program districts. It also includes the possibility of having the relative permanence of the local groups/organizations created and the community initiatives launched during the course of the implementation of the program.

2.   Program Position on Sustainability: The technical proposal of UJYALO program prepared and submitted to USAID in 2004 had the explicit position on sustainability. It was stated that building upon existing projects and well-established partner networks in most of the districts throughout the Mid and Far West of Nepal, the UJYALO program would bring the lasting benefits to tens of thousands of people it reaches. It also stated that special attention would be given to the most disadvantaged villagers, especially women, *Dalits,* and *Janajati* communities that have less support or resources from previous donor-funded development programs. It was also thought that participants in the sustainable income activities under IR 8.1 would enjoy sustained increases in their household income without further financial or technical input beyond the life of the project and inputs into the private sector would continue to support the client each year. Similarly, VOCs and communities receiving the psycho-social support would develop and maintain coping strategies that would better enable them to withstand the uncertainity and challenges. Since the CCs and CPSWs are the local people, their skills in counseling, psycho-education and resilience- supporting activities would serve their communities in the years ahead. Furthermore, community members trained and experienced in child protection approaches, community peace-building initiatives and community mediation would continue to live in and influence their communities, increasing the likelihood that some level of peace or normalcy would emerge at the community level (Save the Children, USA, 2004). Thus, there was a concrete thinking on the issue of sustainability even though the program was a response to the immediate need to support to conflict-affected communities to survive in and this has been achieved by the program. Definitely, sustainability was not the key issue, promoting peace and helping conflict-affected communities to survive was the key issue. Therefore, sustainability has been viewed in that light.

3.   Approach Used to View Sustainability: Given the fact that the major constituent components of UJYALO program were developed being based on the earlier experience of the IPs where they had always a culture of thinking of the sustainability issue vis-à-vis their respective sectoral programs, they were indeed aware of the possibility of their program sustainability with the exception to the constituent components which are predominantly relief-oriented. However, on the whole, the evaluation team thinks that UJYALO program's sustainability has to be viewed in the context of processes/approaches being adopted, not in terms of the immediate effects/outcomes. The reason being so is that it would be difficult to argue that whatever effects/outcomes have been generated within a period of two and half years would be

sustainable—a function of short period of program implementation. But it has been observed that UJYALO program has been implemented by using the community-based approach in a demand-driven way, adopting socially inclusive approach and building the capacity of the local community people (which has created no serious problem in the community), it can be argued that the UJYALO interventions (mainly the activities of sustainable incomes and human resource development for peace building and peace initiatives) may be sustainable.

4. **Participatory Planning, Implementation and Monitoring:** Planning, implementation and monitoring of the program activities are primarily done to strengthen the local communities with their involvement facilitated by the SPs who are familiar with the local settings backed by IPs. They are, indeed, community-based approaches. The approach of intervention covers the sub-sector analysis, participatory need assessment and market development with focus on BDS approach in the case of IGA component where there is a culture of bottom–up planning as per the demands of the local communities which paves the path for the sustainability as opposed to the program activities imposed by the donors/implementers. In the case of services also, the involvement of local communities for planning, implementing and monitoring the relief operations is also ubiquitous. Similar approach is also used for the community capacity strengthening for peace. Thus, barring an exception to the direct relief operations, the other constituent components of the program implemented with bottom-up planning approach do have the possibility of being sustainable.

5. **Supporting Good Governance through Monitoring:** The distance monitoring tool used during the peak period of conflict, monthly budget monitoring by IPs of SPs, and the mandatory public/social audit have also the inherent objective of tracking the changes as per the goal (that is, peace promotion), overseeing the investment of budget as planned and ensuring good governance, a precondition for the sustainability of any program activity.

6. **Value Chain Development and Linkages:** The senior staff of IDE/WI have shared that they basically work to give the knowledge-based/technical support for the sustainable incomes. Priority enterprises selected in collaboration with our district level SPs comprise micro-irrigation/vegetable production, livestock (goat, poultry, dairying, etc), fisheries, coffee, apiculture, and specialized agricultural products such as ginger and non-timber forest products (NTFPs) and farmers have received the knowledge-based/technical support in all of them. Business development services (BDS) and local market development approaches have been adopted which are proven approaches to increase rural incomes, showing that markets work for poor smallholders by building the capacity of district-based SPs to provide the effective services to the rural poor under conditions of conflict. The interventions on IGAs have already demonstrated higher degree of sustainability because people have begun generating sustained income and expanding their businesses in the markets due to the support for market linkage and institutional linkage with the existing government line agencies such as the agricultural and livestock offices as well as agro-vets. Indeed, the adoption of the value-chain approach (input, throughput (farm level and output functions) has helped increase the suatainabiltiy of making the smallholder as a micro-entrepreneur who produces high value commodities that can be marketed at economically rewarding prices through the management of marketing committees.

7. **Vocational and Farmer Skills Training:** The skills of the vocational training (such as that of the village animal health workers) may be instrumental for the sustained income at the individual level and the local communities will be also be continuously benefited from the services of such skills. Likewise, the skills of master leader farmers trained in agro-based IGAs (such as in the coffee and apiculture) will also have effect/impact in the communities in

sustaining the intervention because do play the role of the dissemination of the technical know-how.

8.   Ownership: The process of tripartite agreement (between CARE, partner, and community except in the case of CFUG) for the CDP has also amply laid the foundation for the sustainability by focusing on the ownership, direct resource transfer to the community (which is required to be transparent and accountable through public audit/social audit), imparting the quality control training and enabling them for the implementation and monitoring.

9.   Social Inclusion: Given the fact that social exclusion of certain social groups in the development processes and state mechanisms is one of the fundamental root causes of the decade-long conflict, the program has laid the emphasis on social inclusion of the *Dalits/Janajatis*/women in the local farmers' productive groups, CPCs, PPCs, management committees/user committees and selection and capacity-building of local resource persons for peace promotion at the community level with an embedded objective of making the equal participants of the development processes to distribute the equitable benefits and thereby contribute to the social harmony on sustained basis.

10.   Reformed and Inclusive Groups: Related to the above, emphasis has been laid for the reform in the existing user groups. Women are being included in the existing school/health management committees where there were no women. In the new groups being formed, 50 percent participation in the user groups is that of the women. Of late, participation is also visible in the processes of decision-making where the participants have begun expressing their opinions which are being taken into consideration. All this is indicative of the fact that the effort to address gender equity has also been leading to the processes of sustainability.

11.   Social Analysis for the Inclusion: A culture of doing the social analysis has also been in practice for understanding the social boundary/cultural context so that issues of social exclusion, caste and gender discrimination can be adequately addressed in the course of planning, implementation and monitoring of the program activities for reducing the social inequity vis-à-vis opportunities and benefits created by the processes of development.

12.   Development of Local Resource Persons: Though the relief-oriented program activities are ephemeral by their very humanitarian nature, the investment on human capital formation or the capacity building of the peace educators/teachers, *Sanjevani* facilitators, CCs, CPSWs, traditional faith healers, etc may not be wasted even after the phase out of the program. The field observation has revealed that they are ready to use their skills in their respective communities as per necessity. Similarly, the skills developed among the local resource persons for PPC, peace builders and mediators may also be used by them in their communities as and when needed. Their skills may also be used by other NGOs. So long as skills are locally used after the phase out of the program, the issue of sustainability is addressed. Some of the skills for services such as the counseling skills can be tapped by other organizations/institutions for the use.

13.   IGA support for Children's Schooling: A total of 13,955 families supported for IGAs have the potential of using some of part of their income (which is thought to be sustained based on current trend) for the schooling of the children. Granted this reality, many of the children receiving the scholarship support at the moment may be supported by the families involved in IGAs.

14.   CPC Legal Recognition and Linkages: Though CPCs were formed for facilitating the service delivery in the communities at the very outset, many of them, with the passage of time, have begun asking for their continuity with their legitimate status. They have themselves begun thinking to continue their existence and work as "active citizen groups/fora" or "community-based organizations"- a function of the imparting the training such as governance and leadership. All this has forced the staff of NGOs and concerned IP to think of their sustainability. With respect to the CPCs, there has already been advocacy at the national level for their sustainability. These CPCs can be linked to District Child Welfare Board constituted under the chairmanship of CDO for their legal recognition so that they can ask for the chanelization of the resources for their institutional activities. Recently, the Child Rights Act has been drafted for its amendment as proposed by the alliance of the international organizations working for the child rights such as SC USA, SC Alliance, ILO, UNICEF, etc. And this amendment will give the legal recognition to VDC level CPC structures paving the path for their sustainability because they will be entitled to work as the potential community-based organizations (CBOs). Meanwhile, effort is also underway among the SPs and concerned IP to thrash out the ways for their sustainability at the upcoming district and regional level interactive meetings. Some of the CPCs are already thinking of working together with the local units of governance (village development committees/municipalities) primarily because the latter are resourceful. It has also been revealed at the regional level structure of the UJYALO program that the focal persons have also talked to the Local Development Officers (LDOs) of District Development Committees (DDCs) for devising the ways for giving continuity to the structures of CPCs. It has also been shared by the senior staff of SC that several CPCs have started financial support to continue their program in different districts. These efforts have been made by CPCs and the concerned SPs.

15.   Issue-based Approach: The shift from normalization of the community activities at the initial stage to issue-based organized advocacy campaigns and local peace initiatives with the activeness of PPCs and peace builders has also indication that community capacity built by the program for peace may be sustained and such activities may be continued at the community level.

16.   NGO Staff Capacity Building: The capacity-building of the staff of local NGOs (SPs) during the period of program implementation on a host of issues such as peace, conflict, conflict/dispute mediation, do no harm, farmers' rights, rights-based approach of development, sub-sector analysis, participatory need assessment, business development services and market-led approaches, etc; has also given the confidence to them to work in a conflict situation and they may work effectively in future also among their respective local communities using the knowledge they have been imparted.

17.   Long-term Sustainability of Psycho-social Component: Given the fact that there is a relatively small size of staff working for the psycho-social component (21 counselors for 13 districts and 124 VDCs), most *Sanjeevini* facilitators and CPSWs have done an outstanding job for the schools and communities. Though they are paid around Rs. 600 per month, it has not been a low motivation for them. This indicates that these staff and CCs can use their skills in the communities even for the longer-term.

7.2   Appropriateness

1.   Addressing the Range of Issues Faced by Conflict Affected Communities: The intensive interaction with the responsible personnel at the central and regional levels of the five IPs and their respective district level SPs has revealed the unanimous opinion that the UJYALO program **was appropriately designed in a holistic or comprehensive way with the goal of**

addressing a host of problems (such as economic hardship, psycho-social and other impacts of torture or violence on children, adults and communities, child protection issues, and the breakdown of trust and social cohesion) during the peak period of conflict. The reason behind this is self-evident in the sense that these were the real problems at the community level throughout the country badly waiting to be addressed by the international communities/NGOs when all the government mechanisms to address development problems and service needs were completely paralyzed

Approach to Address the Problems: The holistic/comprehensive community-based approach adopted to meet the strategic objective (i.e peace promotion) and intermediate results (i.e. sustainable income, increased use of services and community capacity strengthened for peace) has been empirically proven to be effective and instrumental in inducing the positive changes in the local communities as anticipated. As indicated above in the analysis, had the program been designed only with a relief/software package, the community responses would have been entirely different (that is, they might not be as co-operative as now). It would also be difficult for the SPs to go to the communities with only relief/software package when people are in dire need of economic as well as the community development supports. Under the psychosocial support, the design of normalization, prevention and intervention for addressing the psychosocial issues is appropriate. Psychosocial needs (social and emotional) are generally overlooked. Health is more confined to observable problems. But psychosocial support component has been designed well to look at the hidden problems of the people suffering silently in the communities affected by the conflict.

2.   **Program Design Builds on Past Experience**: One of the reasons of the success of the appropriateness of UJYALO program design has been its formulation based on the earlier experiences of IPs. For instance, the SC, with the financial support of USAID, had implemented "Children in Conflict Project" (CiCP) from 2002 to 2004 in six districts of the UJYALO program except Jumla. It has been shared by the regional personnel of SC that it has adopted about 80% of the CiCP modality of implementation in the UJYALO program. For instance, the components included were *Sanjeevani,* psycho-social service (including counseling), scholarship to children affected by conflict, school material support, child club promotion (including capacity building), child protection committee, etc. Many of these components have been integrated in the UJYALO program. One of the advantages of CiCP was that SC had already the complete information of the VDCs for the work of UJYALO- a prerequisite for the implementation of the program.

Similarly, CARE Nepal's had also a lot of prior experiences which have also been taken into consideration for the design and implementation of the UJYALO. For instance, there was a three years' old project called 'Strengthening the Role of Civil Society and Women in Democracy and Governance (SAMARPAN) sponsored by USAID which ended in 2005. Its overall focus was on advocacy. Under SAMARPAN, there was a pilot program called "Small-scale economy against poverty". The emphasis was on passing on gift approach (returning kids for the kind support in specified period). Its objective was how the funds of CFUGs be made PVSE group-oriented for the poverty alleviation. Its learning has been reflected in the draft national forestry policy. For instance, 25 percent of the income of the CUFUGs has to be spent for PVSE as the revolving fund for poverty alleviation which was also passed by the central committee of FECOFUN. Now it has been endorsed by the government which is being implemented in 30 CFUGs under UJYALO program also. Another CARE's experience of using the well-being ranking tool for identifying the PVSE households has also been approved for draft national forestry policy on the basis of which the CFUGs have to use its 25 percent fund for the IGA of these households. This experience is also being implemented in the CFUGs under the UJYALO. Under UJYALO, the financial support by the program is the revolving fund and CFUGs' fund has been the matching

fund. It has been revealed that this program has brought the ray of hope amongst the PVSE groups within the CFUGs- a function of linking the UJYALO to the earlier program experiences. Social forestry is a learning approach and therefore, CARE Nepal has been working in many of the same CFUGs to learn more from them because creating new social capital is expensive and time-consuming. The use of public audit of CARE in this program has also been taken from the experience of earlier program. Learnings from DFID-funded 'Accessing Service for Households' (ASHA) implemented by CARE have also been taken during the design which had focused on small-scale infrastructure projects (such as schools, health post and drinking water systems). Peace building initiatives were linked with infrastructure projects with a view to expand the UJYALO impact. It has also been shared by the senior level staff of CARE Nepal that learnings from the USAID-funded 'Strengthening Actions for Governance in Utilization of Natural Resource (SAGUN) have also been used during the design.

IDE/WI has also been working in the communities with the proven technology and community-based intervention approach. Activities had also been designed in districts where USAID' INFRIN had been currently building critical road and irrigation infrastructure and providing short-term jobs. Local people working on INFRIN projects were thought to be the priority target groups for UJYALO's sustainable income program. It was thought that the roads and irrigation systems built through INFRIN would provide better livelihood opportunities, such as access to markets and water sources for crops. Likewise, UJYALO had also targeted the neo-literates from World Education's Sustainable Incomes for women in Arghakanchi-Gulmi (SIWAG) for its sustainable income activities. Additionally, these sustainable income activities were thought to be using the same strategies and cover the same districts as the WI/IDE Sustainable Irrigation Marketing Initiative (SIMI), promoting micro-irrigation technology and market links, and the WI/IDE Business Development Services for Production, Marketing and Services (BDS MaPS), focusing on non-timber forest products and its species (Save the Children, 2004). Finally, the work of The Asia Foundation on peace and mediation has also been based on the earlier experiences of work community meditation project sponsored by USAID.

3.   **Difference Between UJYALO and other Program Designs:** Though UJYALO had been designed by incorporating the learnings from the IPs different initiatives, it is , indeed, different from other programs primarily because it has focused on holistic aspect of the target communities (such as sustainable income for the PVSE, services for the VOCs, and community capacity development for peace together with the emphasis on social inclusion). It has underscored a critical mass of NGOs working for peace which regularly practice joint co-ordination meetings and support. The program has also been designed for addressing the structural causes of conflict by addressing the roots in social, economic and political inequalities in Nepali society because progress in these areas is a necessary pre-requisite for sustainable peace. It has also been designed to launch peace initiatives addressing the conflict through local confidence-building measures. The design has also underscored on rights-based peace and development program and promotion of the social and economic inclusion of the target communities (with focus on caste/ethnic/women groups).

Despite the general agreement with the way UJYALO was designed, some differing opinions have also been raised by the personnel of the IPs and SPs. These comprise: (a) had the program also been designed with the assumption of cessation of the violent conflict and the subsequent peace accord, it would have been better to implement it in the area of reconstruction, rehabilitation, and reintegration also; (ii) the design virtually lacked conflict mapping and tracking mechanism in the program (i.e the total analysis of factors triggering the escalation and de-escalation of conflict at the local, regional and national levels- an essential approach required for personnel working in the simmering conflict) which necessitated to conduct conflict situation

mapping mainly at the community level, and (iii) the modality of allowing each IP to select its own partner in each project districts has made the total size of the SPs large with its negative bearing on the amount of financial resources to be spent as management cost (with the explicit suggestion that it would have been better, had there been one active partner in each district). This needs to be balanced against the influence in each district which this group of co-ordinated SPs had to create a space for civil society to work in the conflict situation, where single NGOs working alone were not able to.

The flexibile nature of the program design has also created space for the IPs and SPs to work from community level to the national level on the issues of state restructuring and the constituent assembly. This is also indicative of the fact that the program was appropriately designed.

7.3   Efficiency and Effectiveness of the Program's Modality of Implementation

1.   **Efficiency and Effectiveness Defined:** Literally speaking, efficiency is the sum of outputs in relation to the costs involved. Taking it into consideration, efficiency, in the context of the present study, is the condition of achieving maximum planned outputs/results/outcomes with minimum amount of resources (both human and financial) in a given period of time. The collaborative approach and the use of local NGOs as strategic partners for the implementation has also triggered the remarkable accomplishment of the targets on time. Effectiveness, literally speaking, is the use of outputs/efforts and sustained production of benefits. Taking it into consideration, effectiveness, in the context of present study, is the condition where the program has been able to organize its inputs, deliver appropriate services and bring about certain changes in the existing situation. The approach of SPs whose capacity has been strengthened by IPs in delivering services on a socially inclusive and participatory way has contributed to the realization of intermediate objectives and the overall program goal.

2.   **Achievements of Planned Outputs and Outcomes:** One of the fundamental research questions asked in the TOR under the rubric of "efficiency and effectiveness of the program's modality of implementation" is: **how far has the program achieved the planned outputs and outcomes**? The evaluation team has made an effort to review all the targets and their achievements of two and half years (from October, 2004- end of June, 2007) from the program's progress reports. The rigorous review has shown that the program has made remarkable accomplishments primarily because it has accomplished outcomes, barring an exception to two cases, more than its original targets. The accomplishments of targets range from a minimum of 98 percent to a maximum of 197 percent. For instance, the target of involving the people directly in the peace initiatives has been achieved by 197 percent followed by 163 percent for launching the community peace initiatives, 155 percent for supporting the schools with child protection plans, and 152 percent for training people to enhance the peace-building skills. The target of providing the individual counseling has been achieved by 149 percent followed by139 percent for supporting students in block grants and 138 percent for providing the children with educational services. Similarly, the target of completing community development projects (CDPs) has been achieved by 122 percent followed by 111 percent for initiating the micro-enterprises, 107 percent in providing the vocational training skills to *Dalits*/marginalized youths, 102 percent for providing the psycho-social services and 101 per cent for forming and strengthening the productive groups (see Table below).

Table 7.3.1: Summary of Achievements in a Period of 2.75 Years (October, 2004-End of June, 2007)

Intervention	EoP Target	Achievement till 30th June	% of Target Achieved
No. of micro-enterprises	15,084	16,770	111%
No. of productive groups formed and strengthened	865	871	101%
No. of opportunities for *Dalits/*youths	150	160	107%
No.of people getting psycho-social services	26,760	27,186	102%
No. of people receiving individual counseling	600	891	149%
No. of people receiving legal aid	400	383	96%
No. of children provided with educational service	5,300	7,301	138%
No. of students supported in block grant	49,500	68,602	139%
No of functioning CPCs formed	121	124	103%
Number of schools with child protection plans	95	147	155%
% of community services who are aware of the key services available for the VOCs	90%	89%	99%
No. of Community Development Projects completed	295	360	122%
No. of community initiatives implemented	970	1,580	163%
No. of people trained in peace building skills	11,329	17,260	152%
No. of people affiliated with peace initiatives	78,000	153,246	196%
No. of disputes resolved	750	850	113%

Source: UJYALO Progress Reports,2005, 2006, and 2007

3.   Usefulness of Collaborative Approach: The central and regional level personnel of the IPs, the district focal persons of SC, and personnel of SPs have been found to be very positive on the usefulness of the collaboration of the five IPs. All have shared their first but very unique experience of working together unlike in the past. This first experience on collaboration or synergistic outcome has been, in their opinion, very instrumental in inducing positive outcomes/desired results and the arguments for supporting the usefulness of this approach are as follows:

a.   Complementarity and sharing of the expertise: The collaboration has been instrumental in achieving the efficiency and effectiveness of the program because of the complementary roles of the IPs for launching the holistic/comprehensive/integrated program as UJYALO. There has been the sharing of the expertise (e.g CARE sharing the expertise on peace building, DNH, public audit and importance of well-being ranking tool for the implementation of poverty alleviation or sustainable income program, IDE/WI sharing expertise on technical know-how sub,-sector analysis and market-led agricultural development, and SC sharing expertise on child rights/child protection issues, peace education, psycho-education, and TAF sharing expertise on community mediation, etc). There is also sharing of each other's resource materials for learning. There is a feeling that the gap of one organization is filled in by other. In this regard, one informant said, "There has been the support of one organization to the other through training or capacity building and knowledge sharing". Had there been no such expertise/experience, the implementation of such ambitious holistic program would not have been cost effective (because the specific expertise was to be looked for with high implications on budgetary resources) and efficient (because the desired results on multi-sectoral aspects would not be feasible among the conflict-affected people/communities in a short span of time if the individual work approach was adopted).

b.   National synergy: At the national level, there has been an empirically tested experience among the IPs about the potential of such collaborative approach unlike in the past and other programs in which specificity is highly valued. There has been a confidence among the IPs to work in future also in similar integrated program.

c. **SPs and district collaboration and synergy:** There has been a perception that this collaborative/synergistic effort has created an environment not only for IPs to work in an integrated program, but also for the SPs to work together which have had only the experience of working individually in an unhealthy and highly competitive environment which basically discourages the synergy and shared learning. This has created a new culture among all partners for bringing the issues and discussing them jointly for the achievement of the mission. This new culture of joint planning/review/reflection from centre to the local level has helped to realize that they can work collaboratively. There has also been a strong realization that the collaboration of five IPs generates a colossal amount of strength needed to work in the most challenging situation of conflict which demands the multi-faceted interventions.

d. **Avoiding duplication:** Another significant advantage of collaborative approach is that it avoids the duplication of the individual interventions.

Despite these relative strengths on the collaborative approach, a number of drawbacks/weaknesses have also been identified as follows:

a. **Mutual Responsibility:** There has been the experience at the grassroots level of the sample districts that if one of the partners does not work seriously to fulfill the commitment/assignment in a specific area, all the others are also blamed by the communities for the non-performance or weak performance (sharing the blame equally).

b. **Differing Priorities**: There has been a perception at the regional level of the IPs that though there has been a bi-weekly meeting for joint review/reflection/planning, maintaining co-ordination sometimes gets difficult and because each IP, though committed to common strategy/joint planning, has its own prioritization of activities (one's own plan gets more prioritized than the those of others).

c. **Common Understanding:** There has also been a perception among the middle level personnel or professionals of IPs that this collaborative forum did not provide the sufficient space to have regular interaction with the senior management team who could provide the direction on the relationship of each but diverse activity to peace, the ultimate goal. Therefore, there is different level of understanding among them apropos of how different activities are linked to peace. And all this has its implications on the partners' understanding on the same issue. Both activities, that is, providing sufficient space to have regular interaction at Kathmandu (though there is already a culture of fortnightly meetings) and frequent field visits of senior management team from Kathmandu would contribute to solving this problem.

4. **Working through Local NGOs:** There has been a strong understanding among the personnel of IPs and SPs that project implementation modality through NGOs has been extremely useful in the conflict situation. The reasons behind the usefulness shared include:

a. **SPs Local Knowledge and Relations:** Given the fact that IPs cannot stay as permanent implementers of the development programs in a locality/district (that is, they have to go one day), the importance of local NGOs is high because of their relative permanence (but they may also be unsustainable due to a number of factors). Given the fact that they know the local people and communities and their needs, they are easily accepted for the work provided it serves their needs. The success or failure of any program is also their own success or failure and this also makes them to be cautious and accountable in the program implementation. Apropos of the importance of the work with the local NGOs, one key informant from a SP of Banke said, "We have a greater understanding of the local situation. Older organizations can win the heart of the local people. They can have

the trust of the community". The time and cost for rapport-building with the people/communities is also saved because it is a most for the entry of any outside organization to work and this is more so in a conflict situation. Similarly, there is also a strong view that there should be no direct involvement of INGOs in the implementation of any development program. They should work as facilitators/donors/capacity builders and the NGOs should also work through the CBOs. Community mobilization and organization in a socially inclusive way has also been effective due to the support of the local NGOs because of their local knowledge on the social situation. Indeed, this was one of the challenging jobs during the conflict situation because services had to be delivered to diverse groups of people, that is, VOCs and PVSE groups. Related to the above, there has been a perception among all the personnel of IPs that had the program not been implemented in the partnership with local NGOs, it would not have been possible to start the processes for generating the tangible changes for the realization of program goals and objectives.

Despite these relative advantages of working with the partners, a few concerns have also been raised. These include the following:

a. **Differing Capabilities of SPs:** A lot of effort has to be there for the monitoring of the implementation of the activities to gear them up to notch up the goal and objectives because not all NGOs are experienced and institutionally strong which also requires investment on the capacity building. There have also been the allegations to a few SPs about their sincerity of their role performance (It has also been shared during the process of evaluation that if the IPs monitor them regularly or their presence in the districts/communities is felt, they also work seriously and if there is slackness in the monitoring or irregularity of their presence, then they work perfunctorily. This was particularly so during the climax of conflict when the IPs had used the distance monitoring only. However, this does not mean that there is lack of monitoring from the side of IPs. Definitely, the effect of field monitoring and distance monitoring is different.

b. **Occasional Conflict of Interest:** Given the fact that SPs had never worked in the past collaboratively, there is occasional conflict of interests between a few SPs due to their different working mechanisms.

c. **Sometimes donor driven:** At the extreme in isolated cases, the staff of a few local partners have been alleged as "yes   men" of the   IPs (donors) by the conscious local communities. And such staff do not often listen to the voices of the   communities. Nor they have the capacity to perform the role as required.

5.   Staff Capacity: There has also been the effort from the program to develop the **capacity** of the staff of IPs and strategic partners with the objectives of supporting them to yield better synergistic results/outcomes as presented below.

a. **Training for IPs' Staff Brings Common Understanding on Peace Building:** Most of the **staff of IPs** have been benefited from the trainings on peace-building and do no harm. The focus on peace building training, as shared by the participants, was on understanding conflict, causes of conflict, types of conflict, power relations, tool for analyzing conflict, processes of transforming the society, community peace, conflict mediation or resolution skills, social inclusion, social boundary, etc. The focus of do no harm training has been on how can development assistance be given to the people without promoting the on-going conflict. In other words, the focus was on reducing the negative impact of development and promoting the positive impact. More specifically, the emphasis was on conceptual clarity on the connectors (idea/religion/thinking/any other means that reduces or

eliminates conflict between two or more groups), dividers (idea/religion/thinking/ any other means promotes conflict between two or more), and neutrality to be maintained by the institution and persons for the transfer of resource. One of the staff of IP also shared that he participated in participatory peace conflict assessment training. Some of the IP staff have also shared they just participated in the in the LRP training, peace promotion centre training, women peace ambassador training, advocacy training for women, governance training, etc. With CARE support, two of the CARE staff went to USA to participate in the peace-related trainings and one of which had the theme as "women lead in peace and stability". The focus was on women political leaders, empowerment, knowledge, transitional justice, reintegration, women's needs and interests in conflict, notion of peace, etc. Some of the staff of IPs have also benefited from the short trainings on report writing and sub-sector analysis with focus on problem analysis; need assessment and appropriate feasibility study. Some of the staff of IPs who actually did not attend these have also been benefited from mutual sharing. For instance, it has also been shared by one of the regional IP staff of IDE/WI that he did not participate in any training but has been benefited from do no harm approach and public audit/social audit approaches. Similarly, he also shared that colleagues of other IPs are also benefited from the BDS/marketing approach. They are also benefited from SC's social audit approach through mutual discussion. One district focal officer from SC shared that he is very much benefited from a training on "leadership and team building" which focused on appreciative inquiry, positiveness and self- analysis.

b. **Application of Training in Practice:** It has been revealed that the staff of IPs have found these short training exercises as very useful in performing their role together with the partners. For instance, they have used their training experiences to train the staff of IPs themselves and SPs. Interestingly, regional staff of CARE Nepal shared that together with another colleague (who has now left CARE), he shared the experience of peace training with the IDE, SC and CARE directors. Peace training experience has also been used to train the staff of SPs and with their support to train LRPs, PPCs, CPCs, user groups, etc. Indeed, the present PPCs were about to be called "functional centers" at the beginning but the experience of the peace-building training with gender focus gave the IP staff a sense that PPC nomenclature would be more useful to convey the meaning than the "functional centers". Efforts were also made to influence for the inclusion of women in the man-focused vocational training. By and large, peace-building training is largely effective because it gave them the idea on how to transform the conflict positively at the local level. It also brought changes in the behavior of staff. One staff of IP remarked, "I am myself transformed due to the peace-building training. There have been changes in my behavior. Our responsiveness has increased. The program is being phased out very soon but we as staff are still committed to the program".

c. **Training for SPs' Staff:** The SPs staff have also been benefited from a number of trainings imparted by the IPs. These comprise trainings on participatory need assessment, sub-sector analysis, well-being ranking and public auditing/social auditing, community peace building (peace and conflict), do no harm, right-based approach, advocacy plan preparation training, community mediation, integrated pest management (IPM) and farmers' rights (mainly for NGOs working for increased agricultural income), child and child protection, community mediation, counseling, etc.

d. **SPs Tools and Skills Effective for Communities:** SPs working in the regime of sustainable IGA have found sub-sector analysis and participatory need assessment tools as very useful to work in the communities for helping the communities to identify their own potential IGAs. For the SPs, well-being ranking has also been proved to be a very effective tool for the identification of the target households belonging to PVSE. SPs have also largely benefited from the public auditing/social auditing because it has made them

transparent and accountable to the communities. Definitely, training on community peace-building and do no harm have also been immensely useful to work in the communities by understanding the "connectors" and "dividers" and implementing the program activities without promoting the negative effects on the communities. More specifically, the training on community-peace building helped to broaden the knowledge and skills of staff in analyzing the community level disputes/conflicts and empowering community people on inclusive decision-making processes to promote peace at the local level. The rights-based approach training had also focused on rights-based principles, broader issues of social structure, social power relationships, and inclusion, and denial of rights and the social exclusion and their role triggering conflict. TAF contributed to pilot testing of peace-building curriculum/materials for the peace building training for the district trainers who later trained local community leaders as peace builders. The foci were on underlying sources of conflict and development of the ways to respond creatively to situations of conflict. Succinctly, there was more emphasis on nature of conflict, tools of peace building, peace building process, and positive peace building. The district trainers prepared by TAF and its SPs conducted community workshops and dialogues to give people the skills to resolve their disputes creatively. Community mediation trainings to the mediators have been proved to be useful in settling the disputes concerning land transactions, defamations, domestic abuses and assaults, etc. Training on IPM has helped them to train the farmers for the use of biological pesticides and manures by helping the farmers to understand the concept of "friends" and "foes". Training on the farmers' rights has also helped them to make the farmers understand their rights. The understanding gained on the child rights has helped to make the CPCs understand the child rights (survival, protection, development, and participation) at the VDC level. The counseling training to the CCs of SPs with focus on children and armed conflict together with general counseling skills has also been useful to work in the community. They have used their training for handling community counseling centers by doing case analysis and training CPSWs who work on conducting community awareness program.

e.   **Importance of Peace Building, Do No Harm and Public Social Audit Trainings:** Generally, there has been a perception that it is difficult to specify a particular training as the most effective one because each training has its own importance and contribution to the program. However, given the fact that the program has been designed and implemented during the peak period of conflict, peace-building training has obviously been the most useful for everyone primarily because they have understood the nature and causes of conflict as well as developed the skills for doing the analysis of conflict. And for the SPs, the training on "do no harm" and "public/social audit" have been also very effective during the conflict situation because former gave the idea not to promote the conflict by the very nature of program intervention and the latter became a *MUL MANTRA* (main formula) for ensuring the transparency and accountability during the period of conflict.

7.4   Unintended Outcomes/Results of the Program

Unintended outcomes or results in this study, as used in other evaluative studies, mean unanticipated/unexpected both positive and negative consequences observed during or after the implementation of the program.

Positive:

1. **Sustainability Plan for CPs:** During the design phase, the sustainability of CPC was not intended but it gradually surfaced out towards the beginning of the third year because the CPCs began asking for their legitimacy- a function of their capacity building. Therefore, the sustainability plan has now included the possibility of how to make these grass-root structures more sustainable by linking to local government structures/line agencies as revealed at the regional office (in addition to the lobbying by the alliance of international organizations including SC US for giving the legal recognition in the proposed amendment of Child Rights Act).

2. **Rights Awareness**: Given the fact the program has laid considerable stress on the empowerment of women as local activists for the change of inequitable and discriminatory power relations, they have been working very hard to make other women and other socially excluded poor people aware of their rights and discriminatory practices. And this process of conscientizing has triggered the outburst of latent conflict between the traditional monopolizers of the power (such as the conservative patriarchs and high caste people) and the traditionally oppressed/exploited ones (such as the women and low castes) which cannot be called as unusual in the development process. The women activists (working in the capacity of facilitators/ women leaders/resource persons) have been leveled charges as "Ghar Bhadnes/Samudaya Bhadnes" (family conflict creators/community conflict creators) by the patriarchs and traditional elites of the communities. Though such accusation by the traditional power grabbers is not intended in the program, all this has been inducing a lot of positive changes through advocacy because the negotiation processes are on-going in the communities.

3. **Reducing Migration:** There have been the isolated cases of the immediate effects of IGAs on the check of the seasonal/temporary migration to India for the wages to feed the families. Poorer people involved in IAGs have thought that if they have the opportunity to earn to support their families in their own villages of origin, they do not have to go to India for the wages. This has been shared because checking migration was not originally intended and has been found to be positive.

4. **Savings and Credit**: There has been the beginning by the IGA groups to work for the savings and credit purposes, which is also positive effect of the program, albeit it was not the intended result.

Negative:

1. **Sense of Alienation:** Though the original ultimate goal of the program is the peace promotion in the program communities, sociologically speaking, a **"sense of alienation"** has been engendered in the local communities where one can find many poorer or more marginalized households than the VOCs desperately looking for the means for the bare survival. The process of inclusion of VOCs with priority as target groups and the exclusion of other poorer or more marginalized households of the same communities has triggered the "social divisiveness" to some extent. Succinctly put in other words, the people excluded in the program have perceived it as the "biased one".

2. **Dependency:** The "dependency syndrome" among local communities is ubiquitous in the development programs of a donor-dependent resource-poor country like Nepal and this UJYALO program has also not been free from this. The program worked in the conflict-affected communities when the government structures were fully paralyzed. Indeed, the original thinking among the implementers was to supplement the government service mechanisms. Had the services not been given, there would have been pressures (more or less) from the communities to the government structures for the services. Given

the fact that government structures were paralyzed by conflict, there were even suggestions from them to visit the NGOs for the services. But when support was given, the people also began to have less trust on the government structures for services. Thus, a "syndrome of dependency" was created among the local masses for certain services (such as psycho-social and other community development projects) instead of asking from the government structures which was not the intention of the project.

3.   **Limits of Counselors:** There has been greater expectation from the community members than the skill and knowledge of the counselors. Counselors with six month's training are equipped to deal with certain form of psychosocial problems, not severely disturbed patients with behavioral disorders (e.g., drug abuse).

4.   **Sense of Being Left Out:** The *Sanjeevini* program appeared as biased against so called 'normal students'. Both parents and students appeared to have developed a sense of 'being left out' and in some cases, even accused the implementers for making them feel discriminated.

7.5   Major Lessons Learned

1.   **Holistic Approach (economic support, infrastructure and education combined with peace building)** Comprehensive or holistic modality of program is needed to work in the conflict situation comprising CDP, IGA, and relief software package of services. Experience has demonstrated that CDPs and IGAs have a great role for being the entry points for the implementation of relief software package. This is primarily so because poor/marginalized people including VOCs have responded to the software package of program positively once they have understood that their immediate household and community needs are fulfilled. This experience also substantiates that the design was largely appropriate, that is, comprehensiveness of the program modality.

2.   **Working Together Works:** Unlike the competitive and individualistic approach in the past and in other projects/programs, the IPs have learned tremendously that development works can be efficiently and effectively implemented in an integrated way without competition/adverse relationships. They have the acquired the experience that they are the potential joint implementers of comprehensive development programs with functioning harmonious relationships. The culture of possessing a common strategy of joint planning system and program implementation has also been developed for the first time among the five IPs. During the period of conflict, it can also instill a sense among all responsible functionaries of IPs and SPs that " We are not alone in this development endeavor" which was a great moral support/boost for the field level staff involved in the implementation.

3.   **Program Flexibility and Adaptation:** Flexibility, despite the fact that donor wants quantitative data of temporal progress, is needed in a program designed for conflict situation because activities are to be planned as demanded by the situation. In other words, flexibility is the beauty of this program. For instance, there was no thinking about the constituent assembly poll in 2004. But after the peace accord, there was thinking about working in the new environment. Given the fact that peace establishment is not the end of violence, peace cannot be achieved unless the structural issues vis-à-vis inequalities and discriminations are addressed. Therefore, there have been the shifts on the focus of the issues on constituent assembly, federalism, restructuring of the state, etc. There has been the work on these issues from the local level by training the LRPs focusing on the constitution-making processes/elections to the national level politicians through their sensitization on the same issues. There have been the discussions at the local level (with the participation of all types of people) on issues of constitution-making processes, federalism, self-determination, and restructure of the state. The community reviews are brought to the district level where the district level leaders of the reigning

political parties are asked for their deliberations on the above issues. Similarly, four national level consultative meetings are also held involving the senior leaders of reigning political parties. It was found that many of the political parties had no concrete idea on the restructure of the state. These initiatives have forced the national level leaders of other political parties to think of their concrete idea on these issues.

4. **Peace is not immediately discernible or tangible commodity**. Focusing on the processes is the prerequisite for the ultimate peace promotion primarily because peace-building is a process. As a corollary of it, we need to think how a particular activity under a comprehensive program actually contributes to the ultimate peace at the community level. For instance, public audit/social audit processes have focused on the processes of good governance (that has the potential bearing on the reduction of community conflict) so that even the rebels did not disturb the implementation of the program.

5. **Tripartite Agreements Bring Accountability and Ownership:** The culture of concluding the tripartite agreement (between IP, SP and the community) for the CDP has demonstrated that it ensures accountability, ownership, transparency, etc among the local communities and therefore, there is the need of the institutionalization of such process in similar programs.

6. **Inclusive CPCs:** An inclusive representative structure of CPC at the community level enhances the efficiency and effectiveness of the delivery of services during the conflict provided it functions neutrally.

7. **Long-term Synergistic Impact from Multi-disciplinary Team:** If the multi-disciplinary team from different IPs works in a program like this UJYALO, there is regular mutual learning and utilization of diverse types of expertise for the planning, implementation and monitoring of the program activities leading to the generation of synergistic effect/impact of an integrated program for relatively longer period of time.

8. **Providing for Changing Context:** The UJYALO program as originally designed remains very relevant to the post conflict situation also because the issues being addressed during the conflict persist afterwards. PVSE people need income, IDPs and VOCs continues to suffer and community relations need to be strengthened. Additional new activities are also required like constituent assembly. It should be remembered here that the goal of the program is to work at the community level and working with community groups helps address issues behind on-going conflict like the current Madhes conflict.

9. **All Partners Working in the Same VDCs Brings More Synergy:** During the proposal phase, if we had thought that synergy had been the only overarching objective of the program, we would have gone to all the VDCs together which would have produced better results.

10. **Combined IP Expertise on IGA Tackles Economic Poverty:** Economic hardship of the conflict-affected and other poor/marginalized people can be overcome by acting together through different IGA interventions based on different expertise (CARE, WI/IDE/INFRIN) by using the proven strategies for poverty reduction.

11. **Seed Money Works:** Experience has shown that small amount of support can have the potential of generating the sustained income for overcoming the economic hardship of the VOCs. For instance, initially, it was thought, "What can be done with this Rs.4, 000 as seed money? But later, it was found that people were asking for even Rs. 1,000 for vegetable vending to eke out their livelihood".

12. **Potential for Wider Market Linkages**: Farmers, if properly trained, can have the potential of developing the market linkage even beyond the program VDCs. For instance, farmers from Bardiya have the live livestock market operated by a marketing committee who have had the linkage with the buyers of Kaski district on a regular basis.

13. **Local Resource Persons are Effective:** Training of the local people as LRPs and their utilization in the local context is the effective means of promoting peace at the community level because they can mobilize the local communities, train them and help the people to work for the peace initiatives.

14. **Peace Promotion Centers Have Potential for Trust Building:** Functional peace promotion centers have the potential to work to build trust/harmony in the community so that they need to be empowered more.

15. **Do No Harm Works:** Do No Harm tool is a useful one for the program implementers to reduce the conflict where they work because it helps them to understand the "dividers" and "connectors" in the communities so that interventions can be implemented by doing the social analysis.

16. **Marginalized People Need Empowering to be Able to Participate:** Given the fact that the in-egalitarian traditional social structure has been the impediment for the participation of *Dalits*, women and *Janajatis* in the decision-making processes of most development programs, awareness-building and motivation on program were very difficult until the capacity-building exercises were done to ensure their participation in the program.

17. **Fishery Sustainability Requires Fingerling Nursery and Ponds with Year Round Water:** There has to be a fingerling nursery for the fishery program's sustainability in the community itself for the availability of cultured species. Likewise, permanent source of water is needed for the fish pond because fish ponds where water cannot be available perennially are found to have lesser productivity, particularly during the dry season.

18. **SPs, if Aware, can Support Groups to Sustain after the Program through On-going Help for Links to Line Agencies.** Provided the local NGOs as SPs are clear of the issue of sustainability, they are the most appropriate agencies to maintain the linkage between the government line agencies and the farmers' productive groups for the sustainability of the program because the groups can demand the relevant services once the program is phased out. This has been possible because of their familiarity with the local line agency offices and their own concern for their reputation of their work in the communities.

19. **Potential for Civil Society Forums to Play a Wider Role:** Civil society forum like FECOFUN, if institutionally empowered properly on rights-based and inclusive approach of development, has the potential to organize among the local forest user communities other activities (other than forestry-related) such as awareness-building on constituent assembly polls, peace accord of Maoists and government, etc; among the local forest user communities.

20. **Peace Building Approach has Changed the Way IPs and SPs Work with Communities:** There has been the clear understanding among the staff of IPs and SPs that peace-building is a process which has brought a change in their perspective to look at change in the communities.

7.6   Good Practices and Their Replications

"Good practices" are the techniques or methodologies that through experience and research leads to desired or optimum results. Based on this theoretical notion, the evaluation team thinks that the following are the good practices which have high degree of replicability in similar development programs:

1. **Social Inclusion:** Social inclusion in the different local group structures of the program beneficiaries has been one of the good practices of UJYALO which is primarily done to reduce the conflict triggered by inequalities/discriminations at the community level. The evaluative study at the community level empirically shows that this inclusive approach has contributed to strengthening the relationship between and among the community members

belonging to different social groups (i.e caste/ethnic/gender groups) which was most unequal in the past.

2. **Synergy:** Synergy of the different types of activities implemented jointly/collaboratively in the communities is another good practice. The culture of joint planning and reviews from the community level to the central level co-ordinating committee has been the conducive factor for it. Joint monitoring by the field-based staff and the central level staff on different occasions have given different results. The synergy has given better results to the target communities by supporting to fulfill a number of their needs in different sectors rather than one of their needs in one sector.

3. **Need-based and Linkages:** Need-based approach of IGA implementation in a participatory way and the effort to maintain the linkage of the farmers' productive groups with the government line agencies and linkage with the markets for the sustainability of the IGA intervention are also the good practices. Once the IGAs are implemented as per the need of the PVSE people under the UJYALO program, they have been seriously taken up for the sustained household income and given the fact that the farmers' groups are also being linked to the line agencies, their income would also be sustained even after the phase out of the program.

4. **Integrated Approach to Agriculture:** The introduction of the integrated approach in the vegetable farming with the support for the establishment of multi-use water systems has been highly acceptable among the smallholder farmers. This has been the good practice because these farmers have begun raising their household income (where other forms of irrigation is unavailable) on the one hand, and meeting their water needs for other household purposes, on the other hand.

5. **Poverty-focused Institutional Culture:** There has been an institutional culture of giving the local need-based interventions to VOCs and poor and marginalized people so that their IGAs have been successful.

6. **Co-ordinated Program Reviews and Planning Meetings:** Extended program management team (EPMT) meeting is useful for the collaborative development activities because this has been a forum for the review and reflection of the program activities. This meeting not only updates the progress but also does the situation analysis and as a result of which, strategy is changed as demanded by the situation. Relatedly, there has been the beginning of culture that aims at ensuring the co-ordination of multiple stakeholders by developing the common understanding right from the district level to the central level.

7. **Public/ Social Audit:** Public auditing/social auditing has been an important exercise in the communities for ensuring the transparency and accountability and thereby has begun to reduce the local conflicts related to community development.

8. **Well-being Ranking:** The use of well-being ranking, with the involvement of local people belonging to the cross-section of the population through the identification and use of their own local parameters, has been developed as an important tool for the identification of real target households (of poor/marginalized/excluded) for the IGA program intervention. This evaluative study has found that the use of this tool has begun to reduce the conflict at the community level (because in a resource-crunch community, there is always a desire of each household to be the target for being included in the IGA program).

9. **Community Level Representative Structure (e.g CC):** The modality of working through the community level representative inclusive structure for the delivery of the services has high degree of acceptance. The intervention through CPC can be good practice for working for the child rights and other development works of the community because the members, being the local people, know the real problems and can suggest and work for the possible solutions. Given the fact that they are chosen by the people and are respected by them, then decisions are also respected by the people. Definitely, local ownership and the support is the result.

10. **Small-scale Fish Ponds and Fisheries:** Raising the small-scale fishery is successful in a small pond of 200 meters due to the low cost of fishery production on the basis of grass feeding to the grass carp species. Low cost fish production with good productivity leads to good income. The introduction of off-season vegetable production in the dikes of the fish ponds has been proven as the source of income for the poor farmers and is worth replicating.

CHAPTER VIII: CONCLUSIONS AND RECOMMENDATIONS

Based on the findings presented in the earlier chapters, a host of conclusions and recommendations have been made and presented underneath.

8.1 Conclusions

Overall Conclusions:

1. **Contribution to the Overall Goal of Peace Promotion**: The UJYALO program activities have had a positive impact on the normalization (of the social, economic and cultural activities), the enhancement of the quality of interactions between and among the members of the target communities, and improvement in the participation in the regime of decision-making processes at the community level organizational structures. The three intermediate results, namely, sustainable income, increased use of services by the VOCs and strengthened community capacity for peace, have begun to contribute to the accomplishment of the overall goal of peace promotion. Definitely, without a doubt, there is relative peace, harmony, trust, and social cohesion in the communities of program VDCs since the poor, vulnerable, and socially excluded people have been supported with the proven intervention package for their sustained income, the victims of conflict (VOCs)/ internally displaced peoples (IDPs) have been supported with relief package (i.e economic, educational and psycho-social) during the most critical period of their lives, and the capacity of the local people has been strengthened for peace building and mediation during the two and half years' period. More specifically, the program has made utmost effort for addressing the social exclusion, caste/gender discriminations and socio-economic inequalities and as a corollary of this, there is a high likelihood that the goal of promoting peace may be achieved. Given the fact that peace-building is a process and the program has focused on it, the peace that is being promoted may be sustained.

2. **Successful project- achievement of targets through collaborative approach:** Given the fact that the UJYALO program has achieved more than its quantitative targets originally set, it can be rated as one of the most successfully implemented programs during the period of conflict when developmental practices were almost halted. One of the fundamental reasons behind this remarkable accomplishment, objectively speaking, has been the collaborative approach with multidisciplinary expertise to tackle multiple problems triggered by conflict. This is, therefore, indicative of the fact that collaborative approach has the potential of being replicated in other developmental efforts in Nepal.

3. **On the way to sustainability:** Though UJYALO program had been designed as relief package for the people affected by the conflict, its processes focused more on need/community-based, socially inclusive, local human resource development, and empowerment approaches, all of which have laid the foundations to make its outcomes/effects/results sustainable.

4. **Utilizing learning and existing social capital increased success:** UJYALO has been successful and more sustainable, even though the program was conceived during the conflict and implemented to address the hardships triggered by it, because it was designed based on the cumulative learnings of previous programs and implemented by utilizing and building on the existing social capital of the communities.

Specific Conclusions of IR 8.1 Interventions

1.   **Achievements of intended results of IR 8.1:** Program activities have enhanced opportunities for sustainable income through business services in agriculture, irrigation, starter and matching fund, and have enhanced opportunities for *Dalits* and youths from marginalized households to get jobs.

2.   **Participatory IGA process increases sustainability:** The participatory institutional process for the design and implementation of income generation activities can, indeed, lead to the sustainability of the household income among the poor and marginalized people because these have been their own choices as per their own needs of livelihood.

3.   **Social inclusion process addresses social conflict:** The process of social inclusion of women, *Dalits* and *Adivasi Janajatis* in the farmers' groups for earning the sustainable income has laid a foundation in the program communities for their social and economic empowerment and thereby created the social ambience for addressing the root-causes of social conflict.

4.   **Increased income has resulted in improved social welfare:** Social welfare of the households among the poor and marginalized people is the function of the growth of income as evidenced in the study communities where the target households have begun spending their increased income on schooling, health and food.

5.   **Increased income has resulted in saving culture:** The beginning of the increased household income has led to the beginning of household culture of savings even among the poor and marginalized people as evidenced in the UJYALO program.

6.   **Vocational training has generated income and provides services to the community:** The vocational trainings have helped the trainees to create an environment for them to generate household income sustainably on the one hand, and provide the most needed technical services in their respective communities, on the other hand.

7.   **Market linkages have increased sustainability of income:** In a rural community where there is the predominance of subsistence economy, the external support for linking the farmers to the markets at the initial stage has increased possibility for sustainable income.

Specific Conclusions of IR.8.2

1.   **Achievements of intended results of IR 8.2:** Program activities have increased access to key services for VOCs. They have improved the quality of key support services largely because there were no services in existence, and they have increased awareness of the availability of these key services for VOCs.

2.   **Contribution of IR 8.2 to the overall goal of peace promotion:** IR 8.2 has also made a significant contribution to the overall goal of peace promotion by providing increased services to the VOCs/IDPs and children affected by the conflict. Had the support of key services not been there under the UJYALO program, the situation of conflict-affected people would have further deteriorated and peace would have been a far-fetched dream in the program districts. When the program has helped the VOCs/IDPs with the economic support for starting a new life and psycho-social support for coping with the stresses/anxieties/traumas triggered by the conflict, students are supported with scholarship and block grants for creating a learning environment in the schools and conflict-affected children are provided with *Sanjeevani* education, there has been

a glimmer of hope for peace among the target people/communities who were suffered terribly from the devastating impact of the conflict

3.   CPCs have been effective and have wider potential for the future: The CPCs have been effective because they were formed inclusively in the community and strengthened through the capacity-building activities by UJYALO. And the CPCs have the potential of working as strong civil society organizations at the grassroots level which can perform multifarious community development activities, including child protection.

4.   Education support developed and raised the morale of children and their families: The education support as the relief program during the conflict situation has helped develop the human resource among the younger generations even during the most critical period of their families/lives characterized by economic vulnerability and psycho-social problems, and has increased their morale and that of their families.

5.   Economic support has provided VOCs/IDPs with livelihoods: The starter fund and micro-enterprise business support for the VOCs/IDPs has enhanced the confidence of such people to survive during their economic vulnerabilities and hopelessness, due to the lack of support in their dire needs, by enabling them to establish a livelihood and support their families.

6.   Community counseling has started to increase the awareness on psycho-social problems: The intervention of community counseling has successfully helped clients and increased awareness of psycho-social problems in communities, and has the potential of raising awareness to even higher level.

7.   Legal support has helped VOTs and sensitized local government: The legal support component in UJYALO has helped VOTs gain restitution and relief, though a   temporary palliative, and has warned and sensitizeed the administration/ security forces for not violating the human rights grossly.

Specific Conclusions of IR 8.4

1.   Achievements of intended results of IR 8.4: Program activities have increased community participation in planning and management of services and infrastructure, and they have enhanced peace building and dispute resolution skills in communities.

2.   Contribution of IR 8.4 to the overall goal of peace promotion: IR 8.4 has made a significant contribution to the overall goal of peace promotion in the target communities by strengthening the community capacity for peace through the enhancement of increased community participation in planning and management of key decentralized services and infrastructures, enhancement of peace building and dispute resolution skills in community, community mediation and peace building initiatives, and peace education in schools.

3.   CDPs created social cohesion and harmony: Small-scale infrastructure projects, called community development projects (CDPs) in UJYALO, were implemented with the emphasis on social inclusion, and promoted social cohesion/harmony through the participation of all types of people, including the PVSE groups, in the decision-making processes and providing equal access to them with no discrimination.

4.   RBA, DNH, public audit and community peace building brought many positive changes: The different trainings such as on RBA, DNH, public auditing and community peace

building, have enhanced the capacity of the partner organizations to work effectively in the communities and empower them, promoted positive changes without the exacerbation of the negative ones, ensured good governance practices, and developed knowledge and skills for analyzing and resolving the community level conflicts/disputes, as well as reducing local level caste and gender-based discriminations. Also these trainings have generated major shifts in communities' understanding of development as the right of the disempowered people which is being used to discourage the "dividers" in the communities for the promotion of peace by maintaining transparency and accountability.

5. **Local Resource Persons are a valuable resource:** Capacity-building of the selected LRPs and their use has developed them as valuable resources and these LRPs have been and can act as catalysts to work effectively for the mobilization and organization of communities and facilitation for the promotion of the overall peace process by both identifying the issues for advocacy and mediating the disputes/conflicts on sustainable basis.

6. **Peace Promotion Center is helping bring social change:** Creation of a forum at the community level such as the PPC and its institutional strengthening through orientation and facilitation is one of the most appropriate approaches for inducing the social changes through advocacy and conscientizing the disempowered people.

7. **Peace initiatives created a space for communities to come together, build their morale, and address rights' issues:** Community peace and harmony initiatives created a space in the communities (where there is the lack of trust and social cohesion) during the conflict for people to come together, build their morale and address rights' issues. The initiatives were possible where they were sufficiently encouraged by the local organizations with the support of external organizations as seen in the UJYALO communities.

8. **Peace training and initiatives consolidated consensus-based resolution of disputes:** The support on community peace-building training and initiatives has the potential of consolidating the traditional dispute resolution mechanisms under which both disputants are satisfied with the verdict either adopting a win-win or lose-lose partnership approach. As a corollary, this can result in the promotion of peace in the communities which discourages the competitive culture to win the cases.

9. **Peace education brought positive behavioral change:** Peace education has induced positive behavioral changes during the period of conflict resulting in improved relations between teachers and students, on the one hand, and is helping to promote peace in the community, on the other hand. Similarly, community leaders trained in the peace building process have the potential of accomplishing the sustainable peace in their respective communities through the resolution of community level disputes.

8.2 Recommendations

Given the fact that this is one of the most successful programs implememted collaboratively during the conflict situation, there was very little lacuna in it and as corollary of it, only a few recommendadtions have been made based on the analysis of the limited problems.

Overall Recommendation:

Longer Program Period Needed: A program for peace promotion cannot be only for a duration of three years which has to be process-oriented approach demanding relatively extended period which is learned by all the concerned stakeholders, namely the SPs, and IPs.

Specific Recommendations of IR.8.1

1.   Grant support for VAHWs: Given the fact that the VAHWs are from the poor and marginalized communities, they cannot establish agro-veterinary with their own financial resources. Therefore, if the VAHWs are provided some minimal grant support also for the initiation of agro-veterinary after the training, it would be easier for them to begin to work professionally in the community for the higher sustained income and better community service.

2.   Training for dairy farmers: More trainings for the leader farmers of dairy sector are needed in view of the provisioning of limited trainings. There is a need of the training input through demonstration. Similarly, exposure visits to the place where cows are raised for the milk production for the markets are to be arranged so that they can learn more from the observation. Training on the artificial insemination for cows is also to be organized for these farmers.

3.   Market management trainings for farmers: There is also a training need for the farmers on market management including the relatively prolonged exposure visit both in Nepal and India and there has to be more institutional support in this regard for their capacity building. The SPs should have a mechanism to monitor the market management committees/collection centers for some more time (a couple of years) until they can function independently.

4.   Extension services: Apropos of agricultural extension service, the local partner NGOs/CBOs, agro-vets and line agencies should have the commitment to provide their services to the farmers who are in dire need (of such services) so that farmers can also use them regularly and timely for augmenting their income sustainably from agriculture (in view of the limited commitment from theses service providers which results in the irregular services).

Specific Recommendations of IR.8.2

1.   Additional counseling training needed: Counseling training of six months is not a license for independent practice. Counseling skills is important in imparting psychosocial support and care in the community and therefore, additional skills (for handling social anxiety, anger management, school phobia, test phobia, stress, etc) should be provided to counselors so that they can also work in the community (e.g., as a school counselor).

2.   Additional support for the lawyers: There is a need to establish an office at district level with more financial resources (mostly inadequate as commented from centre to the grassroots) so that the lawyers can also work effectively for the legal remedies and raising legal awareness in the communities. And with this support, there has to be a provision in the program document also to allow the partners of legal support to work for the civil and domestic violence-related cases of VOCs/IDPs.

Specific Recommendations of IR.8.4

1.   **Literacy and IGA for PPC:** Poor and vulnerable women who have been involved in the peace promotion activities through the PPCs need the literacy campaign and IGA training supports for their own social and economic empowerment. The women have the perception that these supports would help them to be more actively involved in the peace promotion centers.

2.   **Refresher mediation and peace-building training:** An advanced level of follow-up refresher training to all mediators and peace builders are needed on the contexts, tools, procedures, evaluation *modus operandi* and BATNA (best alternative to a negotiated agreement).

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ANNEXES

ANNEX 1: The UJYALO Program

Terms of Reference for the Final Evaluation
(May – July 2007)

In partnership with:

CARE, International Development Enterprises

The Asia Foundation and Winrock International

1.   Introduction

UJYALO is a three year program funded by USAID to promote peace among conflict affected communities in 13 districts in western Nepal. The program was formally initiated in October 2004 with the aim to address challenges created by the ongoing civil conflict between Maoist rebels and security forces. This program specifically focuses on issues related to economic hardship, psycho-social and other impacts of torture or violence on children, adults and communities, child protection issues, and the breakdown of trust and cohesion in rural communities. The program is implemented under an umbrella of five organizations: Save the Children (SC) as the prime, CARE, Winrock International (WI), International Development Enterprises (IDE) and The Asia Foundation (TAF). These five INGO collaborative partners work together with technically experienced 60 local NGO partners (Strategic Partners – SPs) who are familiar with the local situation and have a proven ability to work in the field level in the conflict setting of Nepal. Together, the INGO and NGO partners have been implementing activities that enhance opportunities for sustainable incomes, increase use of key support services by victims of conflict (VOC) and strengthen community capacity for peace.

Building on the collaborative partners' earlier initiatives, UJYALO is implemented in 13 districts in the Western, Mid Western and Far Western Development Regions of Nepal: Dadheldura, Doti, Kanchanpur, Kailali, Surkhet, Bardiya, Banke, Salyan, Dang, Pyuthan, Gulmi, Arghakanchi and Lamjung.

The program comes to an end in September 2007, and a final evaluation is planned to be held during June, July and August 2007, as stipulated in the project document. These terms of reference lay out how the evaluation will be conducted to ensure it meets the objectives agreed by the stakeholders.

2.   Purpose and objectives of the Evaluation

The **purpose of the evaluation** is *to assess if the program has met the stated goal of promoting peace at the community level*.

The specific objectives of the final evaluation are to:
1. Assess how far the program design of the project has proved to be appropriate
2. Assess the impact of the program on the beneficiaries and surrounding communities.
3. Appraise the sustainability of the program's impact.
4. Assess the efficiency and effectiveness of the project's modality of implementation.
5. Identify lessons learned and best practices of the project, suggesting reasons for particular successes and failures.

2.1   Priority questions

The questions to be addressed by the evaluation pertaining to the purpose and objective of evaluation are:

1. Assess how far the program design of the project has proved to be appropriate
   - What was the problem being addressed?
   - What was the approach to address the problem – strategic objective and intermediate results?

- Has the program approach proved to be an appropriate and effective way to address the problem? Has this remained so as the context has changed over the three year period?
- Are there other strategies that could have contributed in a more significant manner?

2. Assess the impact of the program on the beneficiaries and surrounding communities
   - How far has the program promoted peace in conflict affected households and communities?
   - How far has the program achieved its intermediate results (IRs) of increasing income, key quality services and community capacity for peace?
   - How have households utilized the additional income, and how has this contributed to promoting peace?
   - How have VOCs (and associated schools) utilized the support they have received, and how has this contributed to promoting peace?
   - How have communities utilized the peace building training and community mediation initiatives, and how have these promoted peace?
   - What effect has the project had on other stakeholders? What have they learnt from the project?
   - What unintended outcomes has the project had?
   - How have the IRs of the program contributed to promoting peace, individually and jointly?

3. Appraise the sustainability of the program's impact
   - How far are the groups, organizations and initiatives created and/or supported by the project sustainable?
   - Are the project impacts sustainable (eg behaviour changes)?
   - What could have been done to sustain the results better?
   - How far do the impacts support long term sustained peace?

4. Assess the efficiency and effectiveness of the project's modality of implementation
   - How far has the project achieved the planned outputs and outcomes?
   - What is the perception of the community groups and leaders towards the quality and type of trainings and other support that they have received?
   - Was the collaboration of five INGOs working together effective and efficient, in the given conflict setting (compared to individually)?
   - Was the project implementation modality working through NGOs as strategic partners effective and efficient? What are the good aspects of working through SPs. Can this model be replicated in other programs?
   - Have SPs delivered the services to communities on a socially inclusive way as stated in the project goals and objectives?
   - How well has the capacity of IP staff and partner NGOs been built over the project period and how well have they utilized this for meeting the program goal? Which capacity building activities have been the most effective, and why?
   - How do stakeholders view the way the project was implemented?

5. Identify lessons learned and best practices of the project, suggesting reasons for particular successes and failures
   - What are the major lessons of the project?
   - What are the best practices of the project which should be used or replicated?

3.   Method and Procedures

Following the baseline, where data were collected from both program and control groups, an experimental research design will be carried out to compare the changes in program groups against control groups and find out the impact of the program.

Data collection and analyses:

The evaluation team will use both the quantitative and qualitative methodology. The evaluation process requires information collection, including using the following methods:
a) Literature review of related reports, other documents and psychosocial impact assessment research findings
b) Household survey with productive farmer groups' members, IG beneficiaries, youth who received vocational training, VOCs
c) Social Audit
d) Interviews with CPC members, CFUG members, LRPs/VAHWs, mediators;
e) Focus Group discussions with VOCs, children, community people;
f) Key Informant Interviews and discussions with officials from partner NGOs, DDC and district line agencies.
g) Field observations;
h) Short case studies;

Indicators to be used to measure:
- Performance – PMP output and outcome indicators(Annex 1),
- Impact – PMP impact indicators(Annex I), and comparison with additional baseline data (program/control groups)

Procedures

Under these terms of reference qualified consultants, or research/evaluation organization, will implement the following:

1: Analysis of available information and data and preparation of fieldwork
- Agree on the evaluation guidelines; finalize procedures and determine evaluation plan in order to facilitate the evaluation for Ujyalo IPs and SPs, ensuring that the whole process is participatory.
- Review project proposal, PMP, DIP, baseline study and situation assessment report, best practices documentation, quarterly progress reports, annual reports and assess project progress on the basis of output and outcome indicators;
- Interview staff from SC US, WI/IDE, CARE and TAF in order to assess and check the validity of project knowledge and implementation regarding project goals and objectives; targets, project activities, approaches and strategies, indicators and level of coordination;

2: Fieldwork
- Apply research instruments developed as a result of point 1 above consistently across sample VDCs and projects visited.
  - Of 13 Ujyalo districts, seven sample districts will be selected on the basis of baseline: Arghakhachi, Pyuthan, Dang, Surkhet, Banke, Kailali and Doti. A sample of 952 HHs, who had been surveyed during baseline, will be interviewed for the quantitative data. They will be tracked from the 33 sample VDCs, of which 26 VDCs are program and 7 VDCs are control.

- Qualitative study will be conducted in five sample districts: Arghakhachi, Dang, Banke, Kailali and Doti.
- Observe the situation in conflict affected communities;

3: <u>Analysis, reporting and briefing</u>
- Analyze the information collected
- Prepare draft Final Report; incorporate comments from Ujyalo staff, SPs, and USAID, and then prepare a final report ready for dissemination. Disseminate the report findings among a group of stakeholders.

4. Team composition

An evaluation steering team has been constituted at the central level composed of technical coordinators of all the IPs, COP, NPD, VOC PO and M & E Officer of SC US. The focal person of this steering team is the M & E Officer of SC US

The steering team will be responsible for;
- Developing a ToR for the consultants to conduct the evaluation
- Coordinating with IPs and SPs for any task related to evaluation.
- Discussing and making specific recommendations to the evaluation consultant team.

An external consultant team will be composed of team members with at least the following qualifications:
- Evaluation expertise, including the use of social audit, in terms of both experience and credentials,
- Knowledge and experience in assessing programs for peace promotion
- Technical knowledge in assessing income generation and economic opportunities interventions.

The Team Leader of the consultant team will have the following responsibilities:
- Lead the team to finalize review guidelines and procedures and create a plan of work.
- Organize and supervise the team in the execution of the plan of work
- Ensure writing and presentation of the evaluation and organize debriefing on findings of evaluation with general and specific impressions to SC/US and individual partner organizations.
- Ensure that all parts of the TOR are addressed satisfactorily in the evaluation report
- Upon completion of the draft report and the discussion there of, at the wrap-up meeting, the Team Leader will be responsible for incorporating the comments and suggestions in the final report and substantive linguistic editing of the report as required ensuring that the final report is a well-written coherent product
- Ensure timely submission of the report and dissemination of evaluation

5. Reporting requirements
The end product will be a final evaluation report with the following contents:
1. Executive Summary
2. Background (Problem statement and intervention approach)
3. Evaluation methodology
4. Major Findings
   a. Impact Indicators

b. Findings on the impact and utilization of IR 1, IR 2 and IR 3 (including synergy and the appropriateness of the program design)
c. Findings on the modality and quality of implementation (efficiency, effectiveness)
d. Unintended consequences
5. Sustainability
6. Lessons Learned
7. Best Practices
8. Conclusions
9. Recommendations

6. Logistics
Schedule

The complete evaluation will be carried out within a period of three months starting on May including the finalization of evaluation report. A detailed work plan of evaluation activities is proposed as following:

Tasks	Time Required	Time line
Discuss and clarify the terms of reference with evaluation steering team	1 day	May 15
Review project documents	3 days	May 16-18
Conduct comparative literature review of peace promotion programs in Nepal and elsewhere	2 days	May 19-20
Design evaluation plan	3 days	May 21-23
Design data collection tools	4 days	May 24-27
Meet with project team at central and regional level to review evaluation process, plan and tools and discuss the concerns related to the evaluation.	2 days	May 28,30
Incorporate the suggestions into final tools	2 days	May 29,31
Data collection	30 days (incl. travel)	June 1 – June 30
Data analysis and preparation of preliminary findings and conclusions	7 days	July 1-7
Presentation of preliminary findings and conclusions to steering team	1 day	July 8
Presentation of preliminary findings and conclusions to SPs and regional staff	3 days	July 9-10
Joint consultant & steering team analysis on preliminary findings and conclusion	1 day	July 11
Write draft evaluation report	7 days	July 11-18
Reading time for steering team		*July 19-24*
Present the draft report to the evaluation steering team to get feedback	1 day	July 25
Prepare 2nd draft report	3 days	July 26-28
Present 2nd draft to evaluation steering team and USAID to get feedback	1 day	July 30
Edit and finalize report	4 days	July 31- Aug 3
Prepare and Conduct one day presentation on evaluation with stakeholders	3 day	Aug 13-15
Unexpected time delays (e.g., deterioration of the security situation that delays in-country travel)	3 days	
Total time required	**81 days**	

Annex I: Impact indicators

The **strategic objective of the UJYALO program** is *to promote peace through improved income, support, and local capacities for peace among conflict affected communities in western Nepal* (see below *Diagram 1 – Results Framework*)

Impact Indicator 1: *Community members are able to securely and regularly conduct normal activities*
1.1 Indications of normal village activities being held in the community

Impact Indicator 2: *By the end of the project, target communities experience greater harmony and social cohesion within their communities*

  2.1 Community members' perceived ability to actively participate in local decision making processes

  2.2 Quality of interactions among members of different cultural/caste/ethnic/religious groups for mutual or community benefit

Progress toward the strategic objective will be made by accomplishing **three Intermediate Results**:

IR 8.1	Enhanced opportunity for sustainable incomes in conflict affected areas
IR 8.2	Increased use of key psycho-social, medical, legal and economic services by VOCs
8.2.1	Increased Access to Key Services by VOCs
8.2.2	Improved Quality of Psycho-Social, Medical, Legal and Economic Support Services for VOCs
8.2.3	Increased Awareness of the Availability of Key Services for VOCs
IR 8.4	Strengthened community capacity for peace.
8.4.1	Enhanced Peace-Building and Dispute Resolution Skills in Communities
8.4.2	Increased Community Participation in Planning and Management of Key Decentralized Services and Infrastructure

IR 8.1 is managed jointly by WI and IDE, and both CARE and SC also support some IR 8.1 activities. IR 8.2 is managed and implemented by SC, with technical support from Transcultural Psychosocial Organization (TPO) Nepal, PSYCAN, and LAN(Law Associates Nepal). IR 8.4 is managed by CARE, and TAF, SC and WI/IDE also support some IR 8.4 activities.

UJYALO Integrated Program Staffing

Project Director (Roger Hodgson)

National Project Director (Jaykrishna Karmacharya)

M&E Officer (Rajan Shrestha)

IGP Tech. Coordinator (RB Shrestha - WI

VOC Tech. Coordinator (Indu Tuladhar - SC)

PB Tech. Coordinator (Sama Shrestha - CARE)

P. Manager (Preeti Thapa-TAF)

M&E doc. O +PPMO

Program Officer (Shova Lama)

Grant Manager Tech. Area Coordinator (Minu Pyakurel-IDE)

NPJ Regional Program Team Leader (Lila Mani Sharma)

Program Coordinator-Acting (Firoz Siddiqui)

3 PB POs (CARE)

10 IGP POs (Winrock/IDE)+1 FishC+2FMarkSupv

Eco Ops PO (SC)

4 VOC POs (SC)

3 FOs (CARE)

ANNEX 3: STRATEGIC PARTNERS (SPs) of UJYALO

Strategic Partners (SPs) of UJYALO

	District	CARE	IDE/WI	SC	TAF
	Far West				
1	*Dadeldhura*	1. Rural Empowerment Centre (REC)	1. Integrated Development Society (IDeS), 2. Gramin Sudhar Manch (GSM) 3. Rural Environment Development Center (REDC)	1. Nepal Red Cross Society (NRCS)	1. Rural Women's Development and Unity Center (RUWDUC)
2	*Doti*	2. Nepal Red Cross Society (NRCS)	4. Social Environment & Building Accessibility Center Nepal (SEBAC), 5. Community Development Forum, (CDF), 6. Equality Development Center (EDC)	2. Equality Development Center (EDC)	2. RUWDUC
3	*Kailali*	3. Forum for Awareness and Youth Activity (FAYA) Nepal,	**LRS Dropped** 7. Backward Society Education (BASE/Kailali)	3. NRCS, 4. Backward Society Education (BASE)	3. RUWDUC
4	*Kanchanpur*	4. Forum for Local Development (FOLD)	*Non working district*	5. Tharu Mahila Manch (TMM)	4. Center for Legal Research and Resource Development (CeLRRd)
	Mid West				
5	*Banke*	5. Bheri Environmental Excellence Group (BEE-GROUP) 6. Federation of Community Forestry User Groups Nepal FECOFUN	8. Bheri Excellence and Environmental Group (BEE) , 9. Social Development Forum (SDF), 10. Mahila Samaj Sewa (MSS) 11. Janta Milk Producres Cooperative (JMPC) 12. BMPC, Bageshwori Milk Producers Cooperative	6. Social Awareness for Education (SAFE)	5. CeLRRd
6	*Bardiya*	7. Radha Krishna Tharu Janasewa Kendra, Gularia , 8. Federation of Community Forestry User Groups Nepal (FECOFUN), Bardiya	**Implemented from second year** **DAFOU, Dropped** 13. UNYC, United Youth Community Center	7. Tharu Women's Upliftment Center (TWUC)	*Non working district*
7	*Dang*	9. Human Welfare and Environment Protection Centre	*Non working district*	8. BASE	*Non working district*
8	*Pyuthan*	10. Federation of Community Forestry User Groups Nepal (FECOFUN), Coordination Committee 11. Kalika Youth Club (KYC)	14. Fulbari Integrated Rural Development Organization (FIRDO), 15. Siddartha Rural Community Development Center (SRDC)	9. Janajyoti Community Development Center (JCDC)	*Non working district*

	District	CARE	IDE/WI	SC		TAF
9	*Surkhet*	12. Social Awareness Centre, (SAC) Nepal	***Non working district***	10.	Woman Advancement for Marginalized Women (WAM)	***Non working district***
10	*Salyan*	***Non working district***	16. Peoples Participation for Sustainable Development (PASS/Nepal), 17. SHARDA Salyan, 18. Dalit Development Society (DDS)	11.	BASE	***Non working district***
	West					
11	*Arghakhach i*	***Non working district***	19. Sustainable Community Development Center (SCDC), 20. Utpidit Tatha Janajati Bikas Parisad (UTJBP) 21. Social Service Development Center (SOSDEC) 22. District Coffee Producer Association (DCPA) 23. Highland Coffee Promotion Company Limited (HCPCL)	12.	Oppressed & Tribal Caste Development Council (OTCTC)	***Non working district***
12	*Gulmi*	***Non working district***	24. Rastriya Malika Gramin Bikas Kendra (RMGBK), **DROPPED** 25. Naba Prabhat Yuba Sangh (NPYS), 26. Oppressed Community Uplift Center (OCUC) 27. District Cooperative Federation (DCF)	13.	Oppressed Community Upliftment Center (OCUC)	***Non working district***
13	*Lamjung*	***Non working district***	28. Child Health and Environment Save Society (CHESS), 29. Environment & Economic Development Nepal (CEED/N), 30. Self Reliant Society Service Center (SERSOC) 31. People Awareness and Development Center (PADC)	14.	Self Reliant Society Service Center (SERSOC)	***Non working district***

ANNEX 4: Survey Questionnaire for Ujyalo Program Final Evaluation

Section 1: Household Questionnaire for Socio-economic Variables

A. General Information of HH

S. N.		Description		Code
A1	Questionnaire no.			
A2	Name of the respondent			
A3	District	1. Arghakhanchi 2. Surkhet 3. Dang 4. Pyuthan	5. Banke 6. Kailali 7. Doti	
A4	VDC	1.Arghakhanchi 2. Thulo Pokhara 3. Kimdanda Thada 4 Kimdnda	1. Birendra Nagar MC 2. Gadi 3. Jarbuta 4. Uttar Ganga	
		1. Hekuli 2. Saurdiyar 3. Satbariya 4. Pawan Nagar 5. Narayan Pur	1. Chuja 2. Dharamwati 3, Bijuwar 4. Khalanga 5. Ramdi	
		1. Naubasta 2. NP MC 3. Rajhena 4. Chisapani 5. Paraspur	1. Dhangadhi NC 2. Shreepur 3. Bela devipur 4. Pathraiya 5. Baliya	
		1. Rana Gaon 2. Bhurajmandau 3. Dipayal Silgadi MC	4. Budhegaon 5. Khatiwada	
A5	Ward			
A6	Village/Tole			
A7	Caste/ ethnicity			

	Name	Code	Description of work	Date of Completion				Signature
				day	date	month	Year	
7. Interviewer			Interview					
8. Supervisor			Checked					
9.Computer Operator			Data collection					
10.Computer Supervisor			Checked					

B. Household Information

B1 SNO	Respondent's relationship	B2 Present at home		B3 Sex		B4 Age	B5 Education		B6 Occupation (Above 14 years age group only)		B7 Present at School	
		Yes	No	Male	Female		Description	Code	Description	Code	Yes	No
1.		1	2	1	2						1	2
2.		1	2	1	2						1	2
3.		1	2	1	2						1	2
4.		1	2	1	2						1	2
5.		1	2	1	2						1	2
6		1	2	1	2						1	2
7		1	2	1	2						1	2
8		1	2	1	2						1	2
9		1	2	1	2						1	2
10		1	2	1	2						1	2
11		1	2	1	2						1	2
12		1	2	1	2						1	2
13		1	2	1	2						1	2
14		1	2	1	2						1	2
15		1	2	1	2						1	2
16		1	2	1	2						1	2
17		1	2	1	2						1	2
18		1	2	1	2						1	2
19		1	2	1	2						1	2
20		1	2	1	2						1	2

Education Code:
- 0. Illiterate   1 - 10. Class 1 - 10 record class successfully completed
- 11. I.A./ +2 Pass   12. Graduste   13. Masters Pass   14. P.Hd.
- 98. SLC Pass   99. Just Litereate (Informal Education)

Main and Secondary Occupation Code:
- 1. Agriculture   2. Labor work   3. Business   4. Skilled labor
- 5. Government Service   6. NGO/INGOs   7. Private Instutions   8. Students
- 9. Foreign employ   10. Old Age/Disabled/Ill   11. Household Work   12. Other (_____)

S.N	QUESTIONS	ANSWERS	SKIP
B1	**Name of Household Head**		
B2	Gender of Household Head	Male. .... 1 Female... 2	
B3	Marital Status of Household Head	Unmarried...................................... 1 Married...................................... 2 Widow/widower.................................... 3 Separated 4	
B4	Status of Questionnaire	Completely filled in ....1 No response .... 2 Partial response................................... 3 Others (specify) 4	

C. Economic Aspect:

S.N	QUESTIONS	ANSWERS		SKIP
C1	What is the major occupation of the household?	Agriculture..................... Wage labor................... Business....................... Service......................... Student......................... Foreign employment.... Household work.......... Unemployed............... Other (specify)_____96		
C2	How much was your cash income from different sources of last year? (Specify in NRS the amount of income either from sale or direct cash earning)	**Source**	**Income (RS)**	
		Agriculture		
		Timber/firewood sale		
		Agricultural labour		
		Non-agricultural labour		
		Fishery		
		Occupational works		
		Petty business		
		Business		
		Micro-enterprises		
		Livestock products		
		Poultry		
		Bee-keeping		
		Service pension		
		National remittance		
		International remittance		
		Fruit/vegetable nursery		

S.N	QUESTIONS	ANSWERS		SKIP
		Seed sale		
		Herb sale		
		Other (specify)_____		
C3	How much was your cash income from different Income Generating Activities (IGA) promoted by UJYALO Project	Source	Income (RS)	
		Vegetable Cultivation		
		Livestock		
		Fisheries		
		Coffee		
		Poultry		
		Apiculture		
		Diary		
		Ginger		
		NTFPs		

S.N	QUESTIONS	ANSWERS		SKIP
C4	How much was your household expense on different needs/items of last year? (specify the amount in NRS)	Cost Items	Rupees	
		Food Items Purchase		
		Education		
		Clothing		
		Health		
		Festival		
		Agricultural expenditure (fertilizer, seed, wage, etc)		
		Livestock/ Poultry		
		Foreign Employment		
		Household Durables		
		Social (Marriage, Festival etc.)		
		Capital Investment		
		Transportation/ Communication		
		Other (specify) _____		
C5	Did you use the chemical fertilizer last year?	Yes................................ .... 1 No................................. 2		=C7
C6	If no, what were the reasons? **(Multiple answers possible)**	Lack of knowledge…………………………………… 1 Unavailability on time………………………………… 2 Expensive…………………………………………… 3 Fear of soil degradation……………………………… 4 Other (specify) …………………………………………96		
C7	If yes, how much fertilizer did you buy last year ? *(includingl Urea, DAP, MOP, Potash and other)*	In kg _____		
C8	Did you use pesticides last year?	Yes................................ .... 1 No................................. 2		=C10

S.N	QUESTIONS	ANSWERS	SKIP
C9	If no, why? **(Multiple answers possible)**	Lack of knowledge…………………………………… 1 Unavailability on time………………………………... 2 Expensive……………………………………………. 3 Fear of soil degradation……………………………. 4 Other (specify) ………………………………………… 96	
C10	Did you use compost last year?	Yes................................ .... 1 No............................... 2	=**C12**
C11	If no, why? **(Multiple answers possible)**	No practice in village....................... 1 Do not know how to prepare............ 2 Sufficient FYM .... 3 Difficult task .... 4 Other _____ 96	
C12	Did you use improved seed last year?	Yes............................... .... 1 No............................... 2	=**D**
C13	If no, why? **(Multiple answers possible)**	Lack of knowledge........................... 1 Unavailability on time....................... 2 Expensive...................................... 3 Fear of soil degradation................... 4 Other …………………………… 96	

Section 2

D. Questionnaire for Ujyalo Overall Impact Program

S.N	QUESTIONS	ANSWERS				SKIP
D1	How do you perceive or evaluate the present community situation?	Getting better………………………………... 1 Getting worse……………………………… . 2 Same………………………………………… 3				
D2	What are the perceived effects of conflict in the **social** sector over the last three years?	**Effect**	**Decreased**	**Same**	**Increased**	
		Caste -based dissemination	1	2	3	
		Number of drunkards	1	2	3	
		Gender discrimination	1	2	3	
		Closure of school	1	2	3	
		Operation community Work	1	2	3	
		Transportation problem	1	2	3	
		Problem to conduct Development work	1	2	3	
		Problem in health facilities	1	2	3	
		Inequality and Discrimination	1	2	3	
		Relation with neighbors	1	2	3	
		Participation in social-cultural activities	1	2	3	
		Domestic violence	1	2	3	
		Gambling	1	2	3	
		Other (Specify) _____	1	2	3	

S.N	QUESTIONS		ANSWERS				SKIP
D3	What are the perceived effects of conflict on **economic** aspect over the last three years?	Employment Opportunity	1	2	3		
		Agriculture and Livestock Production	1	2	3		
		Access to Market	1	2	3		
		Other (Specify) _____	1	2	3		
D4	What are the perceived effect of conflict on **political** sector over the last three years?	Absence of Local Government	1	2	3		
		Political instability	1	2	3		
		Access to information	1	2	3		
		Freedom of expression	1	2	3		
		Other (Specify) _____	1	2	3		
D5	On the quality of interaction of day to day life, what has been the perceived effect of conflict at the community level over the last three years?	Caste discrimination	1	2	3		
		Gender discrimination	1	2	3		
		Gambling/card playing	1	2	3		
		Domestic violence	1	2	3		
		Inequalities and discrimination	1	2	3		
		Abuse of alcohol	1	2	3		
		Other (specify)_____	1	2	3		
D6	What is the quality of individual interaction between members of the community?	Getting better…………………………….....				1	
		Same……………………………….. ...				2	
		Worse………………………………… ...				3	
D7	Do you have a feeling of being discriminated by any other group?	Yes………………………………………….				1	=**D10**
		No…………………………………….				2	
D8	If yes, what are the types of discrimination?	Caste……………………………………....				1	
		Gender…………………………………				2	
		Occupational…………………………				.3	
		Landholding…………………………....				4	
		Other (specify)……………………….				5	
D9	Who, in your opinion, discriminates?	Other caste………………………………...				1	
		Other gender…………………………....				2	
		Better educated……………………….…...				3	
		Richer ones…………………………….....				4	
		Other (specify)…………………………….				5	
D10	Do you participate in the local meetings?	Yes……………………………………....				1	=**D16**
		No…………………………………………				2	
D11	How frequently do you participate in community meetings?	Mostly……………………………………...				1	
		Occasionally …………………………				2	
		Never…………………………………				3	

S.N	QUESTIONS	ANSWERS	SKIP
D12	How frequently do you participate in school meetings?	Mostly……………………………….... 1 Occasionally ……………………… .... 2 Never………………………………… 3	
D13	How frequently do you participate in UJYALO program meetings?	Mostly……………………………….... 1 Occasionally ………………………… ...... 2 Never………………………………… .... 3.	
D14	Do you express your opinions/ideas in these different meetings?	Yes…………………………………… .... 1 No…………………………………… 2	
D15	Have your opinions/ideas accepted/recognized by others?	Listened but not implemented……….….... 1 Listened and implemented…………….….. 2 Not listened and implemented……….….... 3	
D16	How do you perceive the facilitation style in these meetings?	Good……………………………………..... 1 Poor……………………………………..... 2	
D17	What are the reasons of not attending the local meetings?	Not invited………………………………..... 1 Lack of interest……………………........ 2 Any other……………………… 3	
D18	Do you have the membership of CBOs/user groups?	Yes…………………………………… .... 1 No…………………………………… 2	
D19	What has been the contribution of UJYALO program to you at the personal level?	Brought changes in my way of thinking…………………… 1 Brought changes in my behavior…………………………… 2 Any other (specify)……………… 96	
D20	What other changes has it brought at the community level?	Helped for better communication between and among the members….………………………………... 1 Helped better co-operation between and among the members……………… .... 2 Enabled the members for better decision-making………………………………….. 3 Enabled the members for conflict handling…………………………………....... 4 Created environment for the normalization of social and cultural activities….................................. 5 Other (specify)……………………………. 96	
D21	How do you perceive the quality of interaction in the community after the implementation of UJYALO program?	Positive………………………………….... 1 Negative…………………………… ...... 2 No change……………………………...... 3	

Section 3
Questionnaire for Psychosocial Problems of Ujyalo Impact Program

SN	Information sought for	Questions	Answers	
1	Knowledge	When someone becomes sick or when PSCW tells that someone is suffering from psychosocial problems, where do they get the care and services these days?	• Health staff .... • Health post......................... • CommunityCounseling centre............... • CPSW provides services....... • Others.(specify).....................	1 2 3 4 96
2	Knowledge	Do many people know about the specific problems, causes and the effect of such suffering of the sick person in your community these days?	• Yes....................................... • No... • Don't know……………………	1 2 98
3	Types of problems	What type of major psychosocial problems has been found in your community these days?	• Depression.......................... • Anxiety................................ • School dropout..................... • Drug abuse.......................... • Run away reactions.............. • Other (specify).....................	1 2 3 4 5 96
4	Referral system	From your experience, when counselor finds difficult to solve the problems of the person, what does he/she usually do these days?	• Drops the case..................... • Sends it to the health staff...... • Referred to the doctor........... • Referred to the center........... • Other (specify)......................	1 2 3 .4 96
5	Counseling Psycho-education Normalization	Apart from counseling, what other services counselors/ CPSWs provide these days?	• Psycho-education................. • Awareness program.............. • Discussion and meeting........ • Dohari Geet .... • I don't know..........................	1 2 3 4 98
6	Increased use of support program	As per your observation,how many people participate in such program these days?	• As many as possible.............. • Very few.............................. • Interested people only............	1 2 3
7	Effect of psychosocial intervention/ Psycho-education and normalization process	Since the beginning of such program, what changes have you found/seen in your community?	• People have become more aware of the problem conflict.................... • Community people have become closer to each other....................... • Some groups have become closer than other	1 .2 3
8	Impact of services	In your observation, have the psychosocial problems decreased since the beginning of the program in your community?	• Yes... • No.. • I don't know............................	1 2 98
9	Psychosocial support to each other	Are people of your community becoming closer to each other and participating in the village activities?	• Yes…………………………...... • No.……………………………… • I don't know…………………...	1 2 98
1o	Increased use of support program	Have you participated in the parenting training conducted in your village?	• Yes... • No... • I don't know about the program………………………….	1 2 98
11	Effectiveness and increased use (application)	If yes, has that program helped you to apply the tips of good parenting and appreciate the children of their good behavior?	• Yes... • No... • Don't Know.....................	1 2 98
12	Acceptance	What programs, in your opinion, is more interesting and educative?	• Psycho-education............... • Effective parenting............. • Folk songs.......................... • Street drama....................... • Other (specify).....................	1 2 3 4 6

13	Acceptance and increased use of the program	Do CC or CPSW frequently visit the family who are under psychosocial counseling or Sanjeevini program ?	• Yes.................................... 1 • No..................................... 2 • Don't know........................ 98
14	Monitoring and service	Do they try to find out the children who have run away from home or displaced from the village?	• Yes.................................... 1 • No..................................... 2 • Don't know........................ 98
15	Availability of other services that indirectly support wellbeing	Do people who suffered from armed conflict get medical treatment as needed ?	• yes.................................... 1 • No.................................... .2 • Don't know........................ 98

ANNEX 5: QUALITTAIVE CHECKLISTS

Qualitative Research Instruments

1.   Case Study Checklists

Intermediate Result: 8.1 Enhanced Opportunity for Sustainable Incomes

A.   Case Study Checklist to be Used by the Field Workers for Understanding the Income Changes Induced by the Program among the Victims of Conflict (War widows and displaced adolescents as social units for the case studies)

Note: One from each sample district

Name of the Interviewer:
Date of Interview:

1.   Name of the District:
2.   Name of the VDC
3.   Name of the starter fund recipient:
4.   Caste/Ethnicity:
5.   Sex:
6.   Age:
7.   No. of family members: Male: Female:
8.   When was the starter fund given?
9.   How much was the value of the in-kind support? Or was it the cash amount? If yes, how much was the amount?
10. How were you selected for the starter fund?
11. How were you helped to develop your suitable business or income generation activity plan?
12. What sort of the necessary technical training was provided by the staff of local program implementing organizations? How many days? How many times?
13. In addition to the training, what other necessary technical support was given to you?
14. Have you also been supported to develop the market linkage? If yes, how?
15. Have you been provided the regular support (both technical and moral) to continue your income generation activity? If yes, how?
16. Has the income generation activity begun generating the income? If yes, since when?
17. How much income do you generate per year from the income generation activity?
18. How are you using the earned income? Probe the uses/purposes such as for the livelihood, schooling of the children, treatment, clothing, etc.
19. How has the income boosted your morale/confidence to cope with the crises in your life?
20. Are you satisfied with such support? If yes, how? If not, why?
21. If you are not satisfied with the type of support you have received, why?
22. Do you think that this program has helped to promote peace in the community by supporting to generate income for the victims of war like you? Probe the opinions in this regard.
23. Do you have any suggestions for the improvement of such program? If yes, what are these?

B. **Case Study Guidelines to be Used by the Field Workers for Understanding the Income Changes through Vocational Skill Enhancement for Dalit and Marginalized Groups (Vocational Training as the Unit of Case Study)**

Note: One from each sample district

Name of the Interviewer:
Date of Interview:

1. Name of the District:
2. Name of the VDC
3. Name of the trainee:
4. Caste/Ethnicity:
5. Sex:
6. Age
7. No. of family members: Male: Female:
8. When were you selected for the vocational training? How were you selected?
9. What sort of training were you provided? Probe the types (such as sub-overseer training on civil and electronics, masonry, plumbing, bamboo handicrafts, TV/radio maintenance, auxiliary nurse, and village animal health workers).
10. Where were you provided the training?
11. Who provided the training?
12. How long was the training?
13. Have you started using your vocational skills for generating the income? If yes, since when? Where do you work? How are you demanded in the community for your services? Probe in detail.
14. How much is the monthly or annual income?
15. How are you using the earned income? Probe the uses/purposes such as for the livelihood, schooling of the children, treatment, clothing, etc.
16. How has the income boosted your morale/confidence to cope with the economic crises in your life? Probe the reasons in detail.
17. Are you satisfied with such vocational training support? If yes, how? If not, how?
18. If you are not satisfied with the type of vocational training support you have received, why so? Probe the reasons.
19. Do you think that this program has helped to promote peace in the community by providing such vocational training to enable the poorer people like you to earn the income in a regular way? If yes, how? If not, why? Probe the opinions in this regard.
20. Do you have any suggestions for the improvement of such program? If yes, what are these?

C. **Case Study Guidelines to be Used by the Field Workers for Understanding the Supply of Micro-irrigation Technology (MIT), Effectiveness of Training on Vegetable Production, Goat-raising and Linking to the Market to the Members of Farmers' Groups and its Effects on Income Changes Induced by the Ujyalo Program (Technology, Training, and Linking to the Markets as the Units of Case Study)**

(i) Micro-Irrigation Technology:

*Note***:** One from each sample district if there is the component.

1. Name of the District:
2. Name of the VDC
3. Name of the MIT dealer:
4. How were you selected? Or what is the selection process for this particular activity?
5. What sort of the training and other supports were you provided by the program? Probe.
6. What type of the MIT technology has been provided by you to the members of farmers' groups in your area? Probe the technologies such as treadle pumps, drip irrigation, sprinkler, multi-use water system, etc).
7. How many farmers have been the beneficiaries of your dealership? What type of farmers are the beneficiaries of dealerships? Probe the effect on women, Dalits and Janajatis.
8. How have the members of the farmers' group been benefited by the technologies supplied? Probe his views and observations how the technologies in his area have produced positive effects on developing the vegetable farming leading to the rise of the income among the poorer farmers.
9. Have you also been the member of dealer's network? If yes, since when? How were you made the member of the rural dealership network?
10. What are the functions of rural dealership network? What advantages have you got by being the member of the network?
11. What are the problems of your dealership? How can they be rectified? What are its problems?

(ii) Effectiveness of the Training on Vegetable Production

Note: One from each sample district if there is the component.

1. Name of the District:
2. Name of the VDC
3. Name of the trainee:
4. Sex:
5. Caste/Ethnicity
6. Family Size:
7. Landholding Size: Ownership Pattern:
8. How were you selected for the training?
9. What sort of the training on vegetable were you provided by the program? Probe the duration, venue, contents of the training, and trainers.
10. What have you done to use the knowledge you have gained from the training? Probe
11. What has been the effect of the training on your vegetable production? How much benefit have you been getting from the vegetable production per year? Have you also disseminated the knowledge among other members of the farmers' groups? If yes, how?
12. Has there been any support from the program for linking your production to the market? If yes, how? If no, how are selling your vegetable production?
13. If there has been significant or even marginal benefit from the vegetable production due to the training and other extension support, where is the benefit used? Probe the use of the income on household well-being.

(iii) Effectiveness of Training on Goat-raising

Note: One from each sample district if there is the component.

1.   Name of the District:
2.   Name of the VDC
3.   Name of the trainee:
4.   Sex:
5.   Caste/Ethnicity
6.   Family Size:
7.   Landholding Size: Ownership Pattern:
8.   How were you selected for the training?
9.   What sort of the training on goat-raising were you provided by the program? Probe the duration, venue, contents of the training, and trainers.
10. What have you done to use the knowledge you have gained from the training? Probe
11. What has been the effect of the training on your goat-raising? Have you also started getting benefit from the goat-raising? If yes, please share the income per year. Have you also disseminated the knowledge among other members of your farmers' group? If yes, how?
12. Has there been any support from the program for linking you to the market? If yes, how?
13. If there has been significant or even marginal benefit from the goat-raising due to the training and other extension support, where is the benefit used? Probe the use of the income on household well-being.

D. Case Study Guidelines to be Used by the Field Workers for Understanding the Effect of CFUG-implemented Small-scale Income Generation Activity (IGA) for the Poorer Families under the Ujyalo Program (CFUG as a Social Unit for the Case Study)

Note: One from each sample district if there is the component.

1. Name of the District:
2. Name of the VDC/municipality:
3. Ward no.
4. Name of the CFUG: No. of user households: Area:
5. When did the CFUG begin the implementation of income generation activity for the poorer households?
6. How was the process supported by the international and strategic partners?
7. What processes were adopted by the CFUGs for selecting the poorer user households?
8. What were the processes of selecting the IGA activities? How are the Dalits and poorer Janajatis as well as women selected/included as the potential beneficiaries? How many of the beneficiaries are from the Dalits, Janajatis and women?
9. How are the Dalits, Janajatis and women helped to develop their capacity? What are the major social discriminations (caste, gender, class-based, etc) in your communities? Do you think such programs helps your community to address these issues by advocacy campaigns? Probe on the process of empowerment on rights issues and peace building training activities in the CGUG through different trainings and processes of activity implementation.
10. What kind of changes do you find in you before and after the support program in terms of your ability to put your voices in the meeting, making interactions and influencing decisions in your groups?
11. Are there any changes in the representation of women, Dalits and poor people in the executive committee of your forest user group after the program? If yes, how did such changes occur?
12. Does this program support to promote the transparency in decisions, resource mobilization, and have access to information regarding the group fund of your CFUG? If yes, how?
13. What are the provisions for the matching fund set by the program?
14. How have the social inclusion practices in the CFUG, public auditing, advocacy campaigns, etc. supported the IGA implementation for the poorer households?
15. How many poorer user households have been selected for the IGA in this CFUG? What IGA activities have been conducted by these households? Probe the households by the type of IGA activities.
16. What changes have been seen in the economic situation of the poorer user households? Probe the facts on the economic situation improvement
17. What are the problems of the IGA implementation by the CFUGs?
18. How can they be resolved?.
19. Do you think that this program has helped to promote peace in the community by providing such support to enable the poor people like you to earn the sustained income? If yes, how? Probe the opinion in this regard.
20. How has the income boosted your morale/confidence to cope with the economic crises in your life? Probe the reasons in detail.

Intermediate result: 8. 2 Use of Key Psychosocial Support Services by VOCs

E. CASE STUDY for Counselors

Note: 7 cases to be conducted from the sample district (one from each)

Name of the Interviewer:
Date of Interview:

1. Name of the District:
2. Name of the VDC
3. Caste/Ethnicity:
4. Sex:
5. Age
6. No. of family members: Male: Female:
7. As a counselor, what is your view on counseling training? Is it adequate, appropriate, and relevant to the population you are providing counseling?
8. What other different services you provide besides counseling (training CPSWs, awareness program, psycho-education, effective parenting, etc.)?
9. Tell me/us the situation of the people suffering from psychosocial problems or conflict?
10. Tell me/us how you proceed while providing counseling to the people (male, female, young, old, conflict victim, and person with psychosocial problems).
11. Tell me about the difficult cases (why and how difficult), how counseling was done in such cases, and existence of referral system within the local partners or center.
12. What are the different types of psychosocial problems that community people suffer from? Which one is the major problem and what is being done to reduce it?
13. What are the challenges counselors faces in such conditions (such as in identifying and reducing problems)?
14. What are the problems of the counselors?
15. What other programs are more effective in preventing psychosocial problems?
16. Tell me about the effectiveness and impact of
    - Effective parenting program
    - Awareness program and normalizing activities
    - Sanjeevini program
17. How all these program are integrated and at what level you work together with facilitators to discuss the cases that need support and care?
18. Do you think that the training provided to you is sufficient to deal with the problems found in the community? If not, what other additional skills a counselor needs?
19. How often supervision is made? How far you are satisfied with the supervision? Is there peer supervision? If yes, how often it is done?
20. How often refresher course is conducted?
21. What reference materials are accessible to maintain your quality and skill in counseling? If not available, what should be done?
22. Are there follow-up activities for the recovered or under treatment client/victim? Who monitors the children who are lost, displaced, or run away from the community?
23. How legal (counseling) and school services (e.g. Sanjeevini) are interlinked with psychosocial counseling?
24. In your opinion, what are the objectives of introducing normalization activities such as psycho-education and effective parenting with psychosocial service?
25. In your opinion, what impact such program (counseling, Sanjeevini, psycho-education, normalization activities, effective parenting) have in the community well-being and group cohesiveness (reducing discrimination)?
26. In your opinion, what is the future of counselor after the completion of program?

F. CASE STUDY for CPSWs

Note: 7cases to be conducted from the sample districts (one from each)

Name of the Interviewer:
Date of Interview:

1. Name of the District:
2. Name of the VDC
3. Caste/Ethnicity:
4. Sex:
5. Age
6. No. of family members: Male: Female:
7. As a CPSW, what is your view on CPSW training? Is it adequate, appropriate, and relevant to the population you are involved in?
8. What different services you provide to the community (awareness program, psycho-education, effective parenting, etc.)?
9. Tell me/us the situation of the people suffering from psychosocial problems or conflict.
10. What are the social, familial and community based problems that hinders   CPSW's work in the community?
11. Tell me how do you provide the services to the people (male, female, young, old, conflict victim, and person with psychosocial problems).
12. Tell me about the difficult cases (why and how difficult), how counseling was done, and existence of referral system within the local partners or center.
13. What are the different types of psychosocial problems that community people suffer from? Which one is the major problem and what is being done to reduce it?
14. What are the challenges a CPSW faces in such conditions (such as contacting people and identifying problems)?
15. What are the problems of the CPSWs?
16. In your opinion, what other programs are more effective in preventing psychosocial problems?
17. Tell me about the effectiveness and impact of
    - Effective parenting program
    - Awareness program and normalizing activities
    - Sanjeevini program
    and why or how they are effective?
18. How all these program are integrated and at what level you work together to discuss the cases that need support and care?
19. Do you think that the training provided to you is sufficient to deal with the problems found in the community? If not, what other additional skills you think is important for you?
20. How often supervision is made? How far you are satisfied with the supervision? Is there peer supervision? If yes, how often it is done?
21. How often refresher course is conducted?
22. What reference materials are accessible to maintain your quality and skill in counseling? If not available, what should be done?
23. How often you are told to follow-up the recovered or under treatment client/victim? Who monitors the children who are lost, displaced, or run away from the community?
24. How legal (counseling) and school services (e.g. Sanjeevini) are interlinked with psychosocial service?
25. In your opinion, what are the objectives of introducing normalization activities such as psycho-education and effective parenting with psychosocial counseling?
26. In your opinion, what impact such programs (counseling, Sanjeevini, psycho-education, normalization activities, effective parenting) have in the community well-being and group cohesiveness (reducing discrimination)?
27. In your opinion, what is the future of CPSWs after the completion of program?

G. CASE STUDY of the Student Who Participated in the Sanjeevini Program

Note: One from each sample district if there is the component.

1. Name of the District:
2. Name of the VDC/municipality:
3. Ward no.
4. Name of the child respondent:
5. What changes have you felt within yourself after attending this program?
6. What is this program? What were the most interesting parts of the program? Probe
7. In what area, you think, Sanjeevini has helped you the most ? and how ?
8. In your opinion, what observable changes has it brought in you? (e.g. are you going school regularly, not afraid to walk to school, your friendship with other students, and relationship with teachers other than facilitator?
9. What were your experiences during active conflict period? (Were you forced to attend some of the programs? Fear of getting killed, threats from different groups? Fear of abduction, and so on?)
10. What is the situation now? And how has the school program (Sanjeevini) helped you face these situations?
11. In your opinion, if such situation occurs what can be done to protect oneself and other friends/family?
12. In your opinion, has the behavior and feeling of your parents and teachers become more positive these days than those days when schools were closed or security situation was unfavorable? If yes, what changes have taken place?
13. What you are expecting these days? What do you expect to be in future?

H. CASE STUDY of Sanjeevini Facilitator

Note: One from each sample district if there is the component

Name of the Interviewer:
Date of Interview:

1. Name of the District:
2. Name of the VDC
3. Caste/Ethnicity:
4. Sex:
5. Age
6. As a Sanjeevini facilitator, what is your view on Sanjeevini program?
7. What is your opinion about the appropriateness and relevancy of the program to the students of different age groups?
8. To what extent Sanjeevni program has helped to normalize the students? What behavior you think has changed among the students who have participated in the program? (e.g punctuality, relationship, academic performance, participation in the school activities, etc.)
9. What are the criteria to select the students?
10. What is the situation of the students suffering from psychosocial problems or conflict?
11. Tell me/us about the process of Sanjeevini program with the people (male, female, conflict victim, and person with psychosocial problems).
12. What do you do with the children with conduct disorder or with psychosocial problems?
13. What are the challenges facilitator faces during Sanjeevini program (i.e., of students, parents, etc.)?
14. What motivations are provided to the students and teachers (facilitators)?
15. What relationship facilitator has with psychosocial counselor and CPSWs? In what way you integrate the program with psychosocial service providers?
16. How are parenting, resiliency, and Sanjeevini program effectively integrated and what impact has it made on the students?
17. Do you think that the training provided to you is sufficient to deal with the problems of the students? If not, what other additional skills a counselor needs?
18. How often supervision and refresher course is conducted?
19. What reference materials are accessible to maintain your quality and skill in providing Sanjeevini program?   What skills would be more desirable to deal with overall problems of the students?
20. Are there follow-up activities for the normalized students? Who monitors the students and their positive behaviors? In what way the program has contributed to the community?
21. In your opinion, what are the objectives of introducing Sanjeevini program in school?
22. In your opinion, what is the future of this program in the school?

I. CASE STUDY of Clients/Victims

Note: 7 cases to be conducted from the sample districts (one from each).

Basic Information:

Name of the Interviewer:
Date of Interview:

1. Name of the District:
2. Name of the VDC
3. Caste/Ethnicity:
4. Sex:
5. Age
6. No. of family members: Male: Female:

Information on problem and psychosocial counseling service

1. What was the problem you were suffering from that led to visit the counselor/CPSW?
2. What were the symptoms, causes, and duration of the problem? Who advised you to meet the counselor?
3. What were the reactions of the family or close relatives/friends?
4. What problems did you face when you have psychosocial problems?
5. How long did the counseling session remain and what other activities did you participate to minimize the problems? (e.g., normalizing, Sanjeevini, etc.)
6. When did you start feeling that your condition is improving? What were the specific areas that were being recovered
    e.g., **Physical**: appetite, sleep, pain, work, etc.
    Psychological: fear, depression, tension, irritation, increased self-confidence, going to school, meeting teachers, liking other people, increased friend circles, child club/or local group
    Emotional: emotionally closer to others, accept others, reduced anger, etc.)
    Increased family relationship
    Communication participation
7. How frequently do you visit the counseling centre or participate in psycho-education?
8. What difficulties did you face during counseling?
    a. Discussing topics on sex and traumatic events, etc.
    b. Communicating with counselor due to language problem
    c. Difficulty to understand the description/explanation provided by the counselor, etc.
9. What aspect (if included) would have been very helpful in the counseling?
10. What is your view on future security?
    a. For instance, threat, terror, fear, pressure from different groups
    b. Hope in better future, peace in the community
    c. Reintegration in the community, confidence in self and others

Intermediate result: 8.4 Strengthened Community Capacity for Peace

J.   Case Study Guidelines to be Used by the Field Workers for Understanding the Effect of the UJYALO Program on Reducing the Effect of Conflict on Children and Education (Compare the situation of pre-program phase with the program phase)

Note: One from each sample district if there is the component **(Ask these questions to the children who have been the participants of the peace education)**

1.   Name of the District:
2.   Name of the VDC/municipality:
3.   Ward no.
4.   Name of the child respondent :
5.   What changes have there been in your feeling of safety and security in the community after the implementation of this program? Probe on the issues of frequent pressure to attend the program of insurgents, uncertainty of getting killed, running into explosives, threats from security forces/insurgents, terror of bomb blast/shooting, getting hurt, fear of abductions, terrorization by the conflicting parties, etc. Probe the experiences.
6.   What confidence do you have to shape your life and influence the change now after the implementation of this program? Probe whether the confidence has been enhanced due to the program in the community? How?
7.   How is your relation with the teachers and guardians these days? Probe the extent of the change of the relations and the triggering factors.
8.   What is your hope now for the future? Probe

2.   Key Informant Checklists

2.1 Strategic Partner Selection and Start-up Process: A Key Informant Checklist (Informants: Responsible officers of five collaborative international partners at the central level)

Name of the Interviewer:
Date of the Interview:

1. Names of the informants:
2. Location of the Interview**:**
3. How was the information on the possible partners gathered for the program?
4. What ranking process was used? What were the criteria? What were the common criteria for the selection? Did each international partner have its own slightly different criteria also? If yes, what were they? How were both the common and slightly different criteria used?
5. How was the ranking process reviewed and discussed for the final selection among the five international partners? And how were the selected partners notified/informed?
6. What processes were used in the selection of the VDCs for the program? What was the role of each partners in the selection of the VDCs?
7. What processes were/are followed for holding the stakeholder meetings?
8. How is the group of international partners viewed as the extended project management team?
9. How are decisions made for the planning, implementation, and monitoring and evaluation?
10. Probe the role of each in these activities.
11. Was the partner selection process appropriate in your opinion? If yes, how? If not, how?
12. If the partner selection was not appropriate, how could it be done in a better way?
13. What are the major problems faced by the extended project management team? How could such problems be rectified?

2.2 Key Informant Checklist for the Central and Regional Level Officials of the Five Collaborative International Partners and Officials of Strategic Partners at the District Level

A.   On Sustainability of the Intermediate Results: General

Name of the Interviewer:
Date of the Interview:

1.   Names of the informants:
2.   Location of the Interview
3.   How do you evaluate the planning, implementation and monitoring processes of project activities of the three intermediate result-oriented objectives of the program to asses their continuation after the program is withdrawn ?
4.   How do you evaluate the social inclusion of the disadvantaged groups such as the Dalits,Janajatis/women in this program? Do you think that this program has given support for the long-lasting benefit to these groups? If yes, what are the bases of your opinion/argument? If no, why not?
5.   In your opinion, are there the indications of sustained increase in the household income of the poorer and marginalized households beyond the life of the program? If yes, how? If not, why?
6.   What is your opinion about the continuation of the coping strategies of the victims of conflict and communities receiving psycho-social support from the program?
7.   How do you assess the possibility of sustained use of skills in counseling, psycho-education and resilience-supporting activities beyond the life of the program?
8.   How do you assess the potential use of the training and experience of community members in child protection approaches, community peace building initiatives and community mediation beyond the life of the program?
9.   How do you assess the sustainability of the continuation of the existence and functioning of different groups/organizations/initiatives created/supported by the program?

B.   Lessons from the Program Implementation

1.   What are the major lessons (both positive and negative) you have had from the implementation of IR 8.1, that is, enhanced opportunity for sustainable income in conflict-affected areas? Probe the reasons of both types of lessons.
2.   What are the major lessons (both positive and negative) you have had from the implementation of IR 8.2, that is, increased use of key psycho-social, medical, legal, and economic services by victims of conflict? Probe the reasons of both types of lessons.
3.   What are the major lessons (both positive and negative) you have had from the implementation of IR 8.4, that is, strengthened community   capacity for peace? Probe the reasons of both types of lessons.

C.   Best Practices of the Program Implementation

1.   What are the best practices you have had from the experience of the implementation of IR 8.4, that is, enhanced opportunity for sustainable income in conflict-affected areas?. Probe the reasons behind each best practice.
2.   What are the best practices you have had from the experience of the implementation of IR 8.2, that is, increased use of key psycho-social, medical, legal, and economic services by victims of conflicts?. Probe the reasons behind each best practice.
3.   What are the best practices you have had from the experience of the implementation of IR 8.4, that is, strengthened community capacity for peace?. Probe the reasons behind each best practice.

D.   Unintended Results/Outcomes

1.   Do you have the experience of the unintended results/outcomes of the program implemented? If yes, what might have triggered them?
2.   What is the unintended result of the program at the individual level? Probe at the level of intermediate results of all the three components:
    Income:
    Increased support of key services:
    Peace:
3.   What is the unintended result of the program at the family level? Probe at the level of intermediate results of all the three components:
    Income:
    Increased support of key services:
    Peace:
4.   What is the unintended result of the program at the community level? Probe
    Income:
    Increased support of key services:
    Peace:

E.   Relevance (Appropriateness) of the Program

1.   What do you think about the problem of conflict as being appropriately addressed by this program intervention? Or how do you assess the relevance of the program vis-à-vis conflict which triggered a host of other related issues (e.g economic hardship, psycho-social and other of impacts of torture or violence on children, adults and communities, child protection issues, and the breakdown of trust and social cohesion)?
2.   How do you assess the approach to address the problem (both strategic objective and intermediate result)? Probe: how this program is linked to other existing programs of IP? Is such link an appropriate one ? If yes, what are the relative advantages? If no, what are the relative disadvantages of such link? What are the relative strengths and weaknesses of community-based approach of implementation?
3.   How do you think the program approach has been instrumental in reaching the goal and objectives or inducing the positive outcomes?
4.   How have you changed the program approach as per the changing situation? How effective it has been?
5.   Based on your three years' program implementation experience, do you think that there could be any other better potential significant strategies for the program?

F.   Efficiency and Effectiveness of the Project's Modality

1.   How do you assess the usefulness of the collaboration of 5 INGOs for the implementation of the program? Probe the views on the achievements of the planned outputs and outcomes.
2.   How has the collaboration/synergistic effort been instrumental in inducing the positive outcomes/ desired result?
3.   What are the relative strengths/drawbacks of the collaborative approach as opposed to the individual work approach?
4.   How useful has been the project implementation modality through NGOs as strategic partners?
5.   What are the positive and negative aspects of working through the strategic partners?
6.   Do you think that this program can be replicated in other areas? If yes, what arguments do you have bolstering replications of this program?
7.   How have the strategic partners delivered the services to communities on socially inclusive way as stated in the project goals and objectives?
8.   How well has the capacity of international partners of IP staff and strategic partner NGOs been developed during the project period?

9. How well have the staff utilized this for meeting the program goal?
10. Which capacity building activities have been the most effective? What are the reasons behind it?
11. Do you have any idea how different stakeholders view program implementation way? If yes, what is their view?

G.   Issue of Attribution

1. What effect/impact has there been on the program for the last one year due to the change in the political situation in the country?

2.3 Key Informant Checklist for the People Involved in the Psycho-social Component of IR 8.2 (Central level Informants from ANTARANG/PSYCAN and TPO and their Psycho-social Field Officers)

1. Name of the Interviewer:
2. Date of the Interview:
3. Names of the informants:
4. Location of the Interview

Questions:

1. What roles CC/CPSWs, and Sanjeevini facilitators are playing for child protection and to restore the resiliency of the children? How are the child protection structures formed? What services they provide? What indicators are used to identify that the child protection measures have improved to a satisfactory level (both qualitative/quantitative)?
2. In your opinion, what is the overall impact of program on the community? How has it affected the person and community? (Attitude, feeling and behavior, subjective wellbeing, increased participation in the community, resiliency and hope towards future, etc.)
3. What supplementary programs are provided to strengthen to develop resiliency, normalize, and restore the psychosocial health of the people?
4. What are the strong features of the psychosocial training at different levels (e.g., CC, CPSWs) that match the need of service in different cultural context?
5. What, how and what number of local resources are tapped to merge and support the objectives of psychosocial counseling program?
6. What structure is being envisaged to reach at the grassroots level for psychosocial service delivery?
7. Psychosocial training does not equip a counselor to deal with all kinds and severity of mental health problems. What provisions are being made to deal with difficult/severe cases so that people of all types of problems have access to psychosocial counseling program?
8. How far people are aware of psychosocial and normalization program? What measures are taken to identify that the program has its impact on larger number of community members?
9. What is your opinion on supporting program (such as effective parenting training, psycho-education, awareness activities, normalizing activities, etc.) in terms of easy access, quality of services and reducing the onset of the psychosocial problem of the community members?
10. What issues are being raised and investigated to measure the impacts of psychosocial intervention? What measures are introduced to indicate the satisfactions of the service users?
11. To make an easy access to varieties of services, develop positive opinion towards the program and service providers, what specific skills and capacities of the staff are developed?
12. What provisions are being made for follow-up activities, tracking lost children and clients who have discontinued the psychosocial counseling services?
13. In case of torture victims, what legal and medical supports are provided? What impact of such integrated services you have found on victims?

2.4 Key Informant Checklist (Leaders of different groups/organizations/committees created/sustained by the program)

Intermediate Result: Enhanced Opportunity for Sustainable Incomes

Note: Only the relevant key persons of the community purposively chosen for the interview will be asked the questions of the relevant components/sections.

1. Name of the Interviewer:
2. Date of the Interview:
3. Names of the informants:
4. Location of the Interview**:**

ON INCLUSION PROCESS IN FARMERS' GROUPS, OTHER DIFFERENT MICRO-ENTERPRISES AND TRAININGS (Ask the functionaries/members of the farmers' groups, beneficiaries of micro-enterprises and farmers who have received trained)

5. What is the process of including the following disadvantaged groups in different farmers' groups, micro-enterprises and trainings under the UJYALO program?
   a. Dalits
   b. women
   c. other poor groups
   d. children
   e. youths
   f. victims of conflict
   g. internally displaced people
6. How are they included? What are the criteria of their selection?
7. What are the major problems of their inclusion in the different micro-enterprises?   Probe in detail
8. How are the problems solved by the program? Probe the learnings in this regard.
9. Do you consider the process of social inclusion of the disadvantaged groups in the different micro-enterprises as a best practice for the development process in your community? If yes, how? Why?
10. Do you have any suggestion for the better inclusion of the disadvantaged groups in the different micro-enterprises?

ON PRODUCTIVE FARMER'S GROUP AND THEIR STRENGTHENING (Ask these to the functionaries and members of the farmers' groups which ever is available in the sample district)

1. How are the productive farmers' group formed at the community level? What are the different types of groups formed? Probe in detail.
2. Why is the formation of such groups considered as the entry point for the income generation activity interventions?
3. How do such groups function as the intermediaries between inputs and output markets?
4. How do the program staff facilitate arranging services from service providers to the farmers?
5. How do the program staff help to develop the pocket areas as clusters for commercially viable businesses?
6. How do the program staff monitor and supervise for the project intervention and dissemination of the technologies?
7. What is done by the program staff to maintain the linkage of such groups with local governmental and non-governmental organizations for their strengthening?
8. What are the problems for the formation and strengthening of such groups? Probe the problems with special reference to the process of social inclusion of the disadvantaged people.

9. What has been the major effect/impact among the farmers due to the formation of the groups and their strengthening?
10. What has been the major learning on the formation of the productive groups and their strengthening in this program? Probe the opinion.
11. What do you consider as the best practice in the case of group formation and strengthening?
12. Do you have any suggestion for the better performance of such intervention? If yes, what is it?

PROVISION OF MICRO-IRRIGATION INPUTS AND SUPPLY CHAIN-ANALYSIS (Ask these questions only to the MIT dealers)

1. What micro-irrigation technology (MIT) are you promoting in your area with the program support? Probe treadle pumps, drip irrigation, sprinkler, Thai jar, multi-use water system (depending upon the geographic location).
2. How has MIT worked as an entry point for the vegetable production and successful establishment of vegetable enterprises in your community?
3. How many MIT dealers are there in your VDC? How are they selected?
4. 24. What have they been doing? How have they helped the local poorer/disadvantaged farmers?
5. Are the MIT dealers of your VDC the members of MIT dealers' rural network? How is the program supporting the network?
6. What role is being played by the network in the promotion of MIT among the poor/disadvantaged farmers? Probe the support of the market linkages with MIT dealers and the development of semi-skilled local technicians through training by the program.
7. How is the MIT demonstrated and promoted among the poorer/disadvantaged farmers?
8. What has been the effect/impact of the dissemination of the MIT among the poorer farmers? Probe the empirical evidences.
9. What have been the major problems in the promotion of MIT? How are they resolved?
10. What has been the learning of MIT promotion in the program district? Probe in detail.
11. What do you think is the best practice with regard to the promotion of MIT? Probe in detail.
12. Is there any suggestion for the better implementation of MIT? If yes, what is it?

MARKET DEVELOPMENT (Ask these questions only to the members of the marketing committees)

1. What is the process of forming the marketing committees in your VDC?
2. How many committees are there? How many members are there in each committee? What is the sex composition of these committees?
3. What sorts of trainings or capacity building opportunities are provided to the members of marketing committees?
4. How long is the duration of such trainings? Who imparts the trainings? Where? How?
5. How are the production collection centers established? What is the role of your organization/ committee?
6. What has been done to establish the market information systems in your VDC? What sort of the training is provided to the farmers? On what issues?
7. How do agro-vets make the technical information available to the farmers?
8. What sort of the trainings are imparted to the agro-dealers? How long is the training duration? Are they also provided quality control training and assistance? If yes, what is taught? What sort of assistance is provided?
9. Is there rural agro-dealership network? How is it formed? Also probe the no. of dealers associated with it?
10. What has been the effect/impact of market development intervention on the local poor farmers? Probe the empirical evidences.
11. What has been the learning of the market development?

12. What do you think is the best practice in this program for market development?
13. Is there any suggestion for the better implementation of market development activities? If yes, what is it?

TRAINING AND EXTENSION (Ask these questions only to the farmers who have received training on the installation, use and maintenance of micro-irrigation equipments, business/marketing, agro-extension support, goat-raising, poultry, NTFP, bee-keeping, coffee, ginger, etc)

1. What is the process of training the local farmers on installation, use and maintenance of micro-irrigation equipments? Who trains? How long?
2. How is the institutional support provided for the co-operative management and marketing of the products? Who works for it? Why the support is provided?
3. How is the extension support for vegetable production on nursery-raising and management, improved cultivation practices and integrated soil fertility management and pest management? Who works for this? Why is this support provided?
4. What support is provided to the farmers for the harvesting and post-harvest management? Who works for this? Why is this required?
5. How are farmers helped for the crop and business planning and linkage to the market? Why is this required for the farmers? Who works for this?
6. How are the farmers trained on micro-irrigation development? Why is this training required? Who works for this?
7. How are farmers trained on goat-raising and poultry (improved shed construction and production) and fish farming? Why is this training required? Who works for this?
8. How are farmers trained on the utilization and processing of non-timber forest products, coffee plantation (nursery management and transplantation of coffee saplings) and processing? Why is this training required? Who works for this?
9. What has been the effect/impact of the various trainings stated above on the farmers' income?
10. What has been the learning of the training and extension support?
11. What do you think is the best practice in this program for training and extension?
12. Is there any suggestion for the better training and extension support? If yes, what is it?

VOCATIONAL TRAINING TO THE DISADVANTAGED DALITS, VOC YOUTHS AND JANAJATIS (Ask these questions to the beneficiaries of such trainings)

1. How are the vocational trainees selected? Probe the types of criteria used in the selection process.
2. What are the main areas of the short-term training? Probe
3. How are the trained persons utilizing their skills in the local communities? Is there the demand of their skills?
4. How is the vocational training being utilized by the trained persons for their income generation? Probe their experiences of income tracking in their area?
5. What are the main problems of organizing such trainings? How are they solved?
6. What has been the effect/impact of the vocational training on the poorer people? Probe the evidences.
7. What has been main learning of imparting such trainings? Probe.
8. What do you think is the best practice under the domain of such vocational training?
   Is there any suggestion for the better vocational training? If yes, what is it?

SMALL-SCALE INCOME GENERATION PROGRAM BY CFUGS
(Ask these questions only to those participants who have been involved in CFUG-initiated IGA)

1. How are the CFUGs selected for the initiation of income generation activities (IGAs)? Probe the criteria and process.

2. How are income generation activities selected in each CFUG?
3. How have the CFUGs identified and supported the poorest and marginalized household members to implement the IGAs?
4. What are the major IGAs in your CFUG? Probe in detail.
5. What are the guidelines prepared for the IGA implementation? What do they contain?
6. Are the participating members/households oriented ? If yes, how?
7. Has the IGA program been effective for the poor people ? How?
8. How are the income generation activities management committees of CFUGs working to support the poorer households?
9. How are the different empowering activities such as peace initiatives, capacity building activities (e.g rights-based approach and peace building training), social inclusion practices in CFUG, public auditing, advocacy campaigns, establishment of peace promotion center, etc) supported the process of IGA implementation? Probe in detail by asking one issue at a time.
10. What has been the main learning of such activities? Probe.
11. What has been the effect/impact of the small-scale income generation scheme run by the CGUGs on poorer people?
12. What do you think is the best practice under the domain of such vocational training?
13. What has been main learning of imparting such trainings? Probe.
14. What do you think is the best practice under the domain of such vocational training?
15 Is there any suggestion for the better implementation small-scale income generation program? If yes, what is it?

IR 8.4 Strengthened Community Capacity for Peace

Small-scale infrastructure projects: (Ask these questions to the members of users' group committee)

1. How is your community/school selected for the support of community development projects?
2. How are the different social groups (caste/ethnic/gender/poor, vulnerable and socially excluded) are included in the formation of user groups in your community? Probe the effort for the proportional representation in the user committees and the reasons behind it.
3. What type of training support is provided to the users' group on construction management, systems management and basic and care and   maintenance?
4. What has been the effect/impact of the small-scale infrastructure projects in the community? Probe the evidences.
5. What kind of activities/processes were undertaken to ensure transparency and good governance in your user groups?

Enhancement of Peace Building and Dispute Resolution Skills in Community (Ask   these questions to the members of the users'group/ community members who have participated in the trainings)

1. How are the peace building and dispute resolution skills enhanced in your community?
2. How do you assess the working modality for community peace and harmony in your community?
3. What have you learned about the different rights of the citizens (civic, political, economic, cultural, social rights, etc) from the local NGOs? What have been the effects of such learning in the community? Probe
4. Have you learned from the local NGOs that this program will not intentionally increase the degree of conflict in your community? If yes, what is your knowledge on this? What have been the effects of your knowledge in the community? Probe.
5. What has been the focus of community peace building? What has been its effects in the community? Probe

6. How are local resource persons (LRPs) selected, developed and mobilized for the community peace initiatives? What has been their effects/impacts?
7. How are the community initiatives (both normalization and issues related to peace) supported? What have been their effects in the community?
8. What support has been provided to the community groups for community development advocacy plans?
9. What support has there been for peace promotion centre? Do you like such intervention? If yes, why?
10. How is the peace promotion center helping the community women and in what areas?
11. What support has been provided for the advocacy campaigns to address the social discriminatory practices?

Community Peace Building Training and Initiatives
(Ask these questions 1,2 and 3 only to the participants who have participated in the workshop of Nepalgunj during the piloting testing phase of the curriculum- Please identify first with the support of SP)

1. Do you know that the program has developed curriculum/ material of the workbook for community peace building? If yes, how has it been used in your community?
2. Do you know that there has been the revision of peace building curriculum used in your community? If yes, why revision? Was your suggestion also solicited for the revision?
3. Have any of you been the participants in training of trainers (TOT)? If yes, how effective has been the TOT for the peace-building in the community?

(Ask these questions (5-9) only to the local elected leaders and other community leaders as well as community mediators who have received the trainings)

4 Do you also know the peace building training for local elected and other community leaders for the peace process? If yes, did you also participate? What did you learn? How effective has it been in your community?
5. What support has there been for community-initiated peace building activities by the program?
6. How is the community meditation in your VDC strengthened by the program support? What are the evidences?
7. What have been the effects/impacts of community mediation trainings and workshops in your VDC?
8. Is there also the legal aid to the disputants belonging to disadvantaged groups? If yes, what has been the effects of the legal aid in the community?
9. Do you know that funds established in your community for providing the minimum expenses for mediation services? If yes, how effectively are they utilized?

Public Auditing : (Ask these questions to the local elected leaders and other community leaders)

1. How is the program institutionalizing the practice of public auditing in your VDC?
2. Why has it been done in your opinion?
3. What are the processes of public auditing?
4. What have been the results of the public auditing?

Peace Education (Ask these questions to the teachers who are trained in the peace education module)

1. What are the peace building activities sponsored in the schools of your VDC?
2. How are you (as school teachers) trained and oriented on peace education in your VDC?
3. How is peace education implemented in your school?

4. How effective has the peace-building training been to the members of the child protection committees in your VDC?
5. What are the peace initiatives by the child club? How effective have they been?
6. What are the peace building initiatives in the communities of your VDC?
7. What has been the effect/impact of the peace education in your VDC?

Ask the questions below only to the children who have participated in the peace education

8. How have you participated in peace education? If yes, when? How?
9. What benefit have you got from the peace education? Probe the benefits.
10. What have you done in your school and community after your participation in the school peace education?

Other Issues Related to Peace (Ask these questions to the community mediators)

1. How do you assess the disputants' satisfaction with the mediation in the community?
2. How do you assess the relationships among the disputants after the resolution of disputes?

Other Cross-cutting Issues: ((Ask these questions to the local elected leaders and other community leaders)

1. Do you have the experience of the exercise of social audit? If yes, what has the exercise of social audit in the past contributed to the program?
2. How have the public/social audit practices contributed to the good governance practices at the community level program implementation?
3. What have been the effects of social inclusion practices on peace building processes?
4. How do you assess the key support for VOCs and associated schools for peace promotion in your VDC?
5. How do you assess the role of additional income in peace promotion?
6. How do you assess the effect/impact of the three program components for peace promotion individually and jointly?

2.5   Key Informant Checklist for Health Workers

1. Name of the Interviewer:
2. Date of the Interview:
3. Names of the informants:
4. Location of the Interview:

5. How do you perceive the impact of conflict on children?
6. What do you know about the health support of UJYALO program?
7. If you are knowledgeable of the health program, what mechanisms have been designed and supported by for the psycho-social protection at the community level?
8. How is the treatment is done for the conflict-induced health problems?
9. What has been your present role in helping the children affected by conflict?

2.6 Key Informant Checklist for Internally Displaced People

Name of the Interviewer:
Date of the Interview:
Names of the informants:
Location of the Interview**:**

Displaced children:

1. How is your life here after the implementation of this program? Probe the changes in difficulties
2. How is your relation with the teachers these days? If there are changes, are these triggered by the program? If yes, how?
3. How is your relation with the guardians these days? If there are changes, are these triggered by the program? If yes, how?
4. Who provides you the social support (e.g for mental consolation, education, dress facility, and hostel provision) these days?
5. What is their future outlook on different vocations?

Displaced families:

1. How is your life here after the implementation of this program? Probe the changes in difficulties
2. What types of the income generation and other social support have you received from the program?

3.   Focus Group Discussion Checklists
Intermediate result: 8.4 Strengthened community capacity for Peace

3.1   Checklist for Focus Group Discussion with Children (where there has been school support,Sanjeevani, and peace education)

Specific Theme for Discussion**: Children's Perception on Safety/security and their Confidence**
Name of the Moderator:
Name of the Note Taker:
Date:
Participants: School Children (8-10 grades)
Names of the participants by sex:
Location of discussion:

1.   What changes have there been now in your feeling of safety and security in the community after the implementation of the program?
2.   What role, in your opinion, has the program played in bringing the changes in your feeling of safety and security in the community?
3.   How has the program helped you to enhance the confidence among yourselves to shape your lives?
4.   What changes have there been in the relations of students with the teachers? What, in your opinion, have triggered the changes?
5.   What is your outlook on different future vocations?
6.   How has the program contributed to improve the quality of education now by improving the physical infrastructure? To what extent has the program succeeded in addressing your priorities (such as establishment of peace, security, development, and discipline, access to basic services, safe environment, etc).

3.2   Checklist for Focus Group Discussion with Parents (Parents of the children who have participated in Sanjeevani and peace education)

Specific Theme for Discussion**: Parents' Perception on the Changes**
Name of the Moderator:
Name of the Note Taker:
Date:
Parents of Both Sexes as Informants:
Names of the participants by sex:
Location of discussion:

1. What changes have you noticed among your children of different age groups?
2. What changes have there been in the parents' relations with the children after the implementation of program?
3. What changes have there been in your relations with the teachers/schools after the implementation of program?
4. How have you perceived the impact of the change of the country's political situation on the changes in your community (e.g changes on children, parent-child relation, parent-teacher relation, etc)

Annex 6: UJYALO Publications:

6.1 Publications of the Save the Children,USA

1. Manual on Income Generation program)
2. Armed conflict and Child Protection Facilitation Resource Book
3. Inter Agency Guidelines for Separated children
4. Ujyalo Baseline Survey Reports
5. Advocacy Toolkit Used by Child Clubs
6. Child Participation in CA Process Booklet
7. People's Participation in Constitution Making
8. Leadership Governance Mannual (to be printed)
9. Letter for Pen Pal for Peace (to be printed)
10. Final Evaluation (to be printed)
11. UJAYLO Best Practices (to be printed)
12. RBA Position Paper
13. Peace Building National Community Workshop – Material
14. Community Peace Building Training Manuals (English)
15. Community Peace Building Training Manuals (Nepali)
16. DO NO Harm Training Manual
17. Public Auditing Training Manual and Exercise Book
18. Peace Building Training Material
19. Farmer's Rights and Constitution Making

6.2 Publication of CARE Nepal UJYALO program

S.N	Name of Publication	Language	Year of Publication
1.	**Manual**		
1.1	Community Level Peacebuilding Training Manual	Nepali	March 2005
1.2	Project Level Peacebuilding Training Manual (Facilitator Guidebook)	Nepali & English	March 2005
1.3	Do NO Harm (DNH) training Manual	Nepali & English	February 2005
1.4	Local Resource Person Training Manual	Nepali	February 2006
1.5	Public Audit Training Manual	Nepali & English	March 2005
1.6	RBA And Community Peacebuilding Training Manual For CFUGs (Facilitator Guide Book)	Nepali	August 2005
2	**Information, Education, Communication Leaflet (Training Material)**		
2.1	Community Peace	Nepali & English	February 2006
2.2	Conflict and its Effects	Nepali & English	February 2006
2.3	Conflict Resolution	Nepali & English	February 2006
2.4	Do No Harm	Nepali & English	February 2006
2.5	Human Rights	Nepali & English	February 2006
2.6	Public Audit	Nepali & English	February 2006
2.7	Right Based Approach and Development	Nepali & English	February 2006
2.8	Social Analysis	Nepali & English	February 2006
2.9	Social Inclusion	Nepali & English	February 2006
3.	**Program Implementation Strategy**	**Nepali & English**	**January 2005**
4.	**Guidelines**		
4.1	Income Generation Activities Guideline	Nepali	March 2006
4.2	Peace Promotion Center Implementation Guideline	Nepali	January 2007
4.3	Peace Promotion Center Assessment Guideline	Nepali	April 2007
5.	**Case Story Compilation**		
5.1	Nepali Case Story Compilation	Nepali	June 2007
5.2	English Case Story Compilation	English	August 2007
6.	**Study Report**		
6.1	Performance Study Report on Peace Promotion Center	English	August 2007
6.1	Process Documentation and Progress assessment of Anti alcohol Advocacy Campaign in Kanchanpur	English	August 2007
7.	**Exit strategy**	**Nepali**	**April 2007**
8.	**Website – Knowledge Sharing on Peace Building** www.carenepal.org/Knowledge Sharing on Peacebuilding	**English**	June 2007

6.3 Publications of the Asia Foundation

1.0 Miller, Therese. *2005. Participant Workbook in Community Peace Building*. Kathmandu:

The Asia Foundation (also in Nepali).

6.4 Publications of International Development Enterprises and Winrock International

S.N	Title	Published by	Published Date
1	WI/IGP Coffee Pulping Training (Arghakanchi)	Ujyalo IGP, WI/IDE	March,05
2	The Treadle Pump	IDE/Nepal	
3	Attordable Micro Irrigation Systems	IDE/Nepal	
4	Feasibility Study of Pond Aquaculture Systems for Small Farmers in Banke district, the Mid -western Development Region, Nepal	Ujyalo IGP, WI/IDE	2-Jan-05
5	A Report on Income Generation Program Orientation and SSA Training to Strategic Partners	Ujyalo IGP, WI/IDE	March,2005
6	Sub-sector Market Development Training Manual	Lotus Intellect	2005

7	Report on Coffee Pulping Training (Arghakhanchi)	Ujyalo IGP, WI/IDE	18-Mar-05
8	Report on Livestock Sub-sector	Ujyalo IGP, WI/IDE	18-Apr-05
9	Detail Implementation Plan Guidelines	Ujyalo IGP, WI/IDE	June, 2005
10	Winrock International, Nepal Annual Report 2004	WI/Nepal	2005
11	Field Visit Report on MUS/UJYALO Scheme Sites on Salyan and Pyuthan (MID-WESTERN REGION)	Neelam Bajracharya, IDE	Jul-06
12	A Report on Capacity Building Training to UJYALO Field staff	Ujyalo IGP, WI/IDE	Sep-06
13	Community Motivators's Training on Social Mobilization, Goat and Vegetable Production	WI/IDE	Sep-06
14	Training on Value Chain Analysis	WI/Nepal	Oct-06
15	Winrock International, Nepal Annual Report 2005	WI/Nepal	2006
16	Village Level Animal Health Worker's Training Report	Ujyalo IGP/IDE	Jan-07
17	Intensive Fish Culture Training	Ujyalo IGP, WI/IDE	Feb-07
18	Integrated Pest Management Report	Bishnu K. Gyawali, STC, Ujyalo IGP/WI	21-May-07

Note: Reports/manuals used/published by Resource Persons/Institutions in coordination/support with Ujyalo IGP/WI/IDE are also included. However, the Nepali versions of a few publications have been taken out from the list because they were not translated.

ANNEX 7: ANNEX TABLES (See separate volume II)