

Generations For Peace Institute Research
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The Ties That Bind: **Monitoring and Evaluation Report of Generations For Peace Activities in Sri Lanka and Nepal**

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About Generations For Peace Institute

Generations For Peace Institute (GFPI) conducts, invests in, and disseminates applied interdisciplinary research and best practices in partnership with leading universities such as the Georgetown University, the University of Oxford, as well as other institutes, research centres, individual academics and researchers. As well as research on Generations For Peace's own programmes, the Institute's research projects also examine peace-building interventions by other organisations, therefore making broader contributions to the fields of peace building and conflict transformation in general.

The overall objectives of the Institute reflect the aspirations of Generations For Peace to make a practical difference to programme work on the ground, supporting a growing community of practice by demonstrating the impact of and advocating for increased use of sport, art, advocacy, dialogue and empowerment activities for sustainable peace building.



About Generations For Peace

Generations For Peace (GFP) is a Jordan-based leading global non-profit peace-building organisation founded by HRH Prince Feisal Al-Hussein and Sarah Kabbani in 2007. Dedicated to sustainable conflict transformation at the grassroots, Generations For Peace empowers volunteer leaders of youth to promote active tolerance and responsible citizenship in communities experiencing different forms of conflict and violence.

In the last six years, Generations For Peace has trained and mentored more than 8,300 volunteer leaders of youth in 50 countries and territories in the Middle East, Africa, Asia, and Europe. With our support, their ongoing programmes address local issues of conflict and violence, and have touched the lives of more than 180,000 children, youth and adults.

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1. List of Acronyms and Abbreviations

ADPE	Advocacy For Peace Event
ADPP	Advocacy For Peace Programme
CDO	Community Development Organization
CREAM	Clear, Relevant, Economic, Adequate and Monitorable
GFP	Generations For Peace
GFPI	Generations For Peace Institute
HDI	Human Development Index
HQ	Headquarters
IDPs	Internally Displaced Persons
LTTE	Liberation Tigers of Tamil Elam
M&E	Monitoring and Evaluation
MPI	Multidimensional Poverty Index
MSC	Most Significant Change
NGO	Non-Governmental Organisation
INGO	International Non-Governmental Organisation
PV	Participatory Video
SMART	Simple, Measurable, Achievable, Agreed by all, Relevant and Time-bound
SMS	Short Messaging Service
SPPY	Sport For Peace Programme for Youth
SPT	Sport For Peace Training
TNA	Tamil National Alliance

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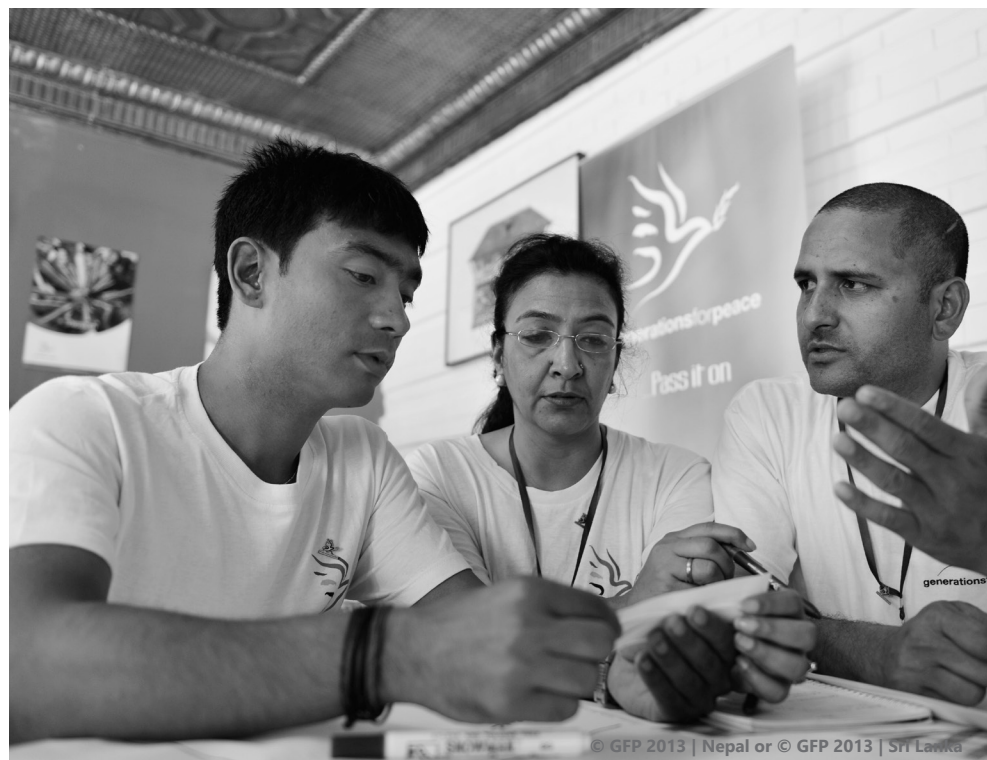
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Introduction



Learn more about what Generations For Peace does in Nepal, Sri Lanka and 48 other countries and territories in Africa, Asia and Europe:

<http://bit.ly/1EmMQ55>



Generations For Peace (GFP) is a global non-profit peace-building organisation based in Jordan that was founded by HRH Prince Feisal Al Hussein and Sarah Kabbani. Since 2007, GFP has been training volunteers to run conflict transformation and peace-building programmes in several countries around the world. GFP works towards empowering youth to cascade sustainable change and affect deeper determinants of structural and cultural violence. GFP began its initiatives using sport as an entry point to engage with members of the community and encourage sustainable conflict transformation at the grassroots level by promoting youth leadership, community empowerment, active tolerance and responsible citizenship. It soon expanded its range of activities from Sport For Peace to include Art For Peace, Advocacy For Peace, Dialogue For Peace and Empowerment For Peace. In addition, conflict sensitivity and full inclusion and empowerment of women and girls are important components of the GFP model.¹ By training local volunteers to become Generations For Peace “Delegates”, GFP puts forward a locally rooted and sustainable model for peace building; these Delegates, after running GFP programmes and training others, are then certified as Generations For Peace “Pioneers.” In this way, GFP Delegates are able to cascade the effect of their work, training new “generations” of GFP Delegates in their communities.

Nepal and Sri Lanka are two of the 50 countries in which GFP runs its programmes. In Nepal, GFP is currently operating an ADPP (Advocacy For Peace Programme) that aims to address the issue of violence between and among students and student unions in colleges in Kathmandu.² In Sri Lanka, at the time of this field visit, GFP is expected to start an SPPY (Sport For Peace Programme for Youth) in October 2013 that aims to reconnect Tamil, Sinhala and Muslim communities in Mullaitivu and Kilinochchi (northern war-affected region of Sri Lanka) where after over quarter of a century of ethnic conflict, members of one community distrust and have negative perceptions of members from other communities. Prior to the



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¹ Generations For Peace, “Pre-Camp Workbook: General Information” (2012).

² Sujan Lal Shrestha, “M&E Grid: Kathmandu,” Generations For Peace (2013).

SPPY, a SPT (Sport For Peace Training) to train new volunteers took place in the country from 20-23 August 2013.³

The objective of this research project was to conduct field visits to GFP programmes in Sri Lanka and Nepal. The field visits took place between 16 August and 6 September 2013, during which time qualitative data from GFP field locations in Sri Lanka and Nepal was collected. The data was then analysed, guided by areas of interest identified by the organisation⁴ – namely programme impact, monitoring and evaluation (M&E) capacity and the relationship between conflict context and GFP activities – to assess GFP programmes in the two countries.

This report presents the findings of the field research project detailing site specific observations of identified GFP programmes and traces the dynamic relationship between conflict context and post-conflict peace-building processes in parts of the sub-continent. Presenting these findings, the paper begins with an overview of the history of conflict in Sri Lanka and Nepal. It then gives an outline of the identified research questions and methodology used to guide the evaluation. The paper then goes on to detail observations from Sri Lanka and Nepal. GFP programmes in both countries appear to be creating positive changes in their respective Target Groups (comprised of the individuals in the programmes) and Beneficiary Communities (comprised of the individuals benefiting from the programmes but not participating in them directly). However, there are certain areas of GFP planning and activity in both these countries that potentially complicate the observed and expected positive outcomes from the programmes. A grid summarising the overall evaluation for each of the countries (based on the identified research questions) is presented at the start of each country's evaluation. The report concludes with a series of recommendations and suggestions for areas of further research.



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³ Vijayakumar Navaneethan, "M&E Grid: Sri Lanka," Generations For Peace (2013).

⁴ Generations For Peace, "Results-based Monitoring Framework" (2013).





4.

History of Conflict



Useful resource:
K. Rupesinghe and S.N. Andrelini, *Civil Wars, Civil Peace: an Introduction to Conflict Resolution* (Pluto Press: London, 1998)



Useful resource:
J. Spencer, *Anthropology, Politics and the State: Democracy and Violence in South Asia* (Cambridge University Press: Cambridge, 2007)



Understanding the history of conflict in the regions being evaluated is important from a research perspective for two reasons. First, it gives a historical background of events that have taken place, and examining this background allows researchers to better understand behaviour in the present. Second, it presents a variety of factors that have worked together to result in the situation at the time of the research; looking at the interplay of these factors, a researcher can identify historical trends that might affect GFP programmes in the future.⁵ Therefore, while understanding the history of conflict does not directly address the assessment aims of this project, it does set the stage for a more nuanced and comprehensive analysis of data collected in the field.

4.1. Sri Lanka

Sri Lanka had been the site of a long civil war (1983-2009) between the Sinhalese majority and the Tamil minority. The decline of the political climate into repeated and protracted outbreaks of violence can be largely attributed to the failure of successive governments to effectively reconcile Tamil minority interests with those of the Sinhalese majority.⁶

The earliest outbreak of violence was triggered by the establishment of Sinhala as the official government language in the Sinhalese Only Bill of 1956.⁷ Over the next three decades, government policy attempted to reduce the relative over-representation of the Tamil majority in educational institutions and public sector services through a series of reforms that effectively discriminated against the Tamil majority in the selection processes into universities⁸ (see Annex 1 for a complete timeline of the major events between 1948 and 2009). For example, the government introduced a “standardisation policy” in 1971 that required universities to ensure that the number of students qualifying for university entrance from



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⁵ K. Rupesinghe and S. N. Anderlini, *Civil Wars, Civil Peace: an Introduction to Conflict Resolution* (Pluto Press: London, 1998).

⁶ Bruce Kapferer, “Chapter 1,” *Legends of People, Myths of State* (United States: Berghahn Books, 2012).

⁷ J. Spencer, *Anthropology, Politics and the State: Democracy and Violence in South Asia* (Cambridge University Press: Cambridge, 2007).

⁸ J. Spencer, *Anthropology, Politics and the State: Democracy and Violence in South Asia* (Cambridge University Press: Cambridge, 2007).

each language were proportionate to the number of students who appeared for the exam in that language.⁹ This meant that the Tamil-speaking minority were negatively discriminated against by the education system since they had to achieve far higher grades than the Sinhalese population to enter university.¹⁰

Similar reform policies by the government set off riots between the Tamil and Sinhalese in 1958, 1977, and 1981. However, it was only after the Black July Pogrom in 1983 when an ambush by the LTTE (Liberation Tigers of Tamil Elam) led to nationwide attacks by Sinhalese against Tamil civilians, that the sporadic riots morphed into an institutionalised system of violence between the two ethnic groups.¹¹

After years of prolonged violence and the failure of several peace talks between the government and the LTTE, a concentrated military attack was launched by the Rajapaksa government in 2008 against the LTTE, which ended with a complete military victory by the Sri Lankan army on 19 May 2009.¹² Since the end of the war, the Sri Lankan government has embarked on a series of refugee rehabilitation and economic development projects. Yet, there has been little progress made by the government regarding claims of human rights violations during the war.¹³

The Northern Province of Sri Lanka – comprising of the five districts Vavuniya, Mannar, Mullaitivu, Kilinochchi, Jaffna – was the site of intense conflict during the civil war. All of these districts, with the exception of Jaffna, were controlled by the LTTE. It is estimated that in 2009, between 9,000-40,000 people were killed in the Northern Province over a period of five months, from January to May.¹⁴ At the time of this field visit, GFP volunteers were planning to run an SPPY in Kilinochchi and Mullaitivu (two of the five districts in the Northern Province) as of October 2013. In preparation for this, a Sport For Peace Training (SPT) was conducted (20 to 23 August 2013) in Vavuniya, another district in the Northern Province.

Mullaitivu, Kilinochchi, Vavuniya

This field research visit took place around a month before the first provincial elections in the Northern Province in over 25 years were held on 21 September 2013. This led to an atmosphere of apprehension amongst people on the ground. However, despite fears of postponement and violence, the voting process went through relatively smoothly and the TNA (Tamil National Alliance) won 30 out of the 38 available seats.¹⁵ This means that TNA will become the first functioning provincial government in Northern Sri Lanka, officially guaranteeing it independent



Useful resource:

P. Stern and D. Druckman, *International Conflict Resolution after the Cold War* (Washington DC: National Academies Press, 2000)

9 Ibid.

10 Paul Stern and Daniel Druckman, *International Conflict Resolution after the Cold War* (Washington DC: National Academies Press, 2000).

11 J. Spencer, *Anthropology, Politics and the State: Democracy and Violence in South Asia* (Cambridge University Press: Cambridge, 2007).

12 BBC (British Broadcasting Corporation), "Sri Lanka Profile." Last modified 5 November 2013. Accessed 6 December 2013. <http://www.bbc.co.uk/news/world-south-asia-12004081>.

13 The World Factbook, Washington, DC: Central Intelligence Agency. Updated 6 December 2013. Retrieved 7 December 2013. <https://www.cia.gov/library/publications/the-world-factbook/geos/print/country/countrypdf.ce.pdf>

14 The Economist, "Sri Lanka's Bloody Civil War: Shattered Lives." *The Economist*. Last modified 19 November 2012. Accessed 6 December 2013. <http://www.economist.com/blogs/banyan/2012/11/sri-lankas-bloody-civil-war>.

15 BBC, "Sri Lanka's main Tamil Party wins key vote in the North." *BBC*. Updated 22 September 2013. Retrieved on 6 December 2013. <http://www.bbc.co.uk/news/world-asia-24192835>.





Useful resource:
M. Bouffard, "Sri Lanka" Post War but Not Post Conflict", Sigur Center Asia Report (2013)

control over police and administration in the province. The recently elected Chief Minister of the Northern Provincial Council, the first functioning provincial government in the North, plans to work towards demilitarisation, equal land rights and democratic governance in the north.¹⁶



Figure 4.1

The five districts comprising the Northern Province¹⁷

Losing Ground

The Sri Lankan military has pushed the Tamil Tiger rebels into an increasingly smaller area

■ Approximate Tamil Tiger areas



November 2005



February 2007



January 2009

Source: Ministry of Defence, Sri Lanka

Figure 4.2

Area controlled by the LTTE in Sri Lanka¹⁸

Mullaitivu, on the north-eastern Coast of Sri Lanka, was the last stronghold of the LTTE and the site of the last battle between the Sri Lankan Army and the LTTE (15 and 19 May 2009). Kilinochchi was the administrative capital of the LTTE from the 1990s until 2 January 2009. Vavuniya, lying to the south of both Mullaitivu and Kilinochchi, was the site of a post-war Internally Displaced Persons (IDP) relief camp until 2010. Tamil and Muslim minorities living in the Northern Province reported intimidation and restriction of movement by army personnel, such as the government demanding that ex-detainees who have been resettled spy on their neighbours.¹⁹ This has led to mistrust among people in the area, fragmenting the already fragile community bonds.²⁰

While all three districts (Mullaitivu, Kilinochchi, Vavuniya) share a similar history in terms of being key sites of violence and conflict, they have different geographic and economic characteristics. Mullaitivu possesses a long coastline with abundant agricultural and fishing resources. Kilinochchi, while also possessing a coastline and agricultural land, has a more developed industrial centre.²¹ Vavuniya is similar to Kilinochchi in terms of having a relatively strong commercial base. However unlike Kilinochchi, Vavuniya is landlocked. In the post-war period, all three districts have suffered from lack of economic opportunities. In particular, Mullaitivu suffers from the absence of large-scale employment, infrastructure (factories, companies, buildings, etc.), and safe drinking water and sanitation facilities.²² Detailed demographic information about the region can be found in Annex 2.

16 Gilberto Algar-Faria, "FPC Briefing: Sri Lanka's (Geo)Political Quandary – Government, NPC and International Community" (The Foreign Policy Centre, 2013).

17 The Calibre, "Elections for Sri Lanka's Northern Provincial Council." Accessed 6 December 2013. <http://thecalibre.in/in-depth-current-affairs/elections-sri-lankas-northern-provincial-council/092013/?p=4015/>.

18 UNICEF, "UNICEF: Annual Report for Sri Lanka." Last modified 2011. Accessed 6 December 2013. http://www.unicef.org/srilanka/SLCO_annual_report_2011.pdf

19 Michael Bouffard, "Sri Lanka: Post War but Not Post Conflict," Sigur Center Asia Report (2013). Retrieved 6 December 2013. <http://www.gwu.edu/~sigur/assets/docs/publications/asiareports/asiareport16.pdf>.

20 Ibid.

21 UNICEF, "UNICEF: Annual Report for Sri Lanka." Last modified 2011. Accessed 6 December 2013. http://www.unicef.org/srilanka/SLCO_annual_report_2011.pdf.

22 Sarah Hannan, «Uplifting Socioeconomic Sustainability in Mullaitivu,» *Daily Financial Times Sri Lanka*. Last modified 29 November 2013. Accessed 6 December 2013. <http://www.ft.lk/2013/11/29/uplifting-socioeconomic-sustainability-in-mullaitivu/>.

4.2. Nepal

Anti-monarchy sentiments in Nepal can be traced throughout the 20th century, and have led to the country's move from a system of rule by hereditary primers to a cabinet system of government in 1951.²³ Forty years later, reforms in the 1990s led to the formation of multiparty democracy within the framework of a constitutional monarchy.²⁴ Soon after, in 1996, the Communist Party of Nepal (Maoist) launched the "People's War," an armed insurgency against the government after the Maoist party's 40-point demand to the government – addressing a wide range of social, economic and political agendas – was ignored.²⁵ (A detailed timeline of major events can be found in Annex 1).

For the next seven years the Maoist party and the Nepali government remained locked in a stalemate. The Maoist rebels controlled vast swathes of the rural landscape but had no presence in bigger towns and cities.²⁶ The stalemate ended in 2001, when the Maoist rebels withdrew from peace talks and began to attack police and army posts in 42 of Nepal's 75 districts.²⁷ It was at this time that King Birendra, Queen Aishwarya and other members of the royal family were murdered in a shooting spree by drunken Crown Prince Dipendra, who then killed himself – leading to the throne being taken over by King Gyanendra.²⁸ Under King Gyanendra's rule the country was put under emergency rule between 2002-2003 and then again between 2005-2006 as the civil war continued.²⁹

The war ended in April 2006, leaving approximately 13,000 dead, 1,300 missing and 100,000 to 200,000 internally displaced.³⁰ Conflict-related killings by both the government as well as the Maoist party were located in 73 out of Nepal's 75 districts.³¹ The war ended with the dissolution of a 240-year-old monarchy and the entrance of the Maoist Political Party into mainstream politics.³² Though a "Comprehensive Peace Agreement" officially established peace and Nepal's position as a federal democratic republic was signed in 2006, post-conflict Nepal has been mired in political instability.³³ There have been four different coalition

23 BBC, "Nepal Profile." BBC. Last modified 12 November 2013. Accessed 6 December 2013. <http://www.bbc.co.uk/news/world-south-asia-12511455>.

24 *The World Factbook*. Washington, DC: Central Intelligence Agency. Updated 4 December 2013. Retrieved 6 December 2013. https://www.cia.gov/library/publications/the-world-factbook/geos/print/country/countrypdf_np.pdf

25 OHCHR (Office of the High Commissioner for Human Rights), "Nepal Conflict Report: Executive Summary." Last modified 2012. Accessed 16 December 2013. http://www.ohchr.org/Documents/Countries/NP/OHCHR_ExecSumm_Nepal_Conflict_report2012.pdf

26 Insight on Conflict, "Nepal: Conflict Profile." Last modified July 2013. Accessed 16 December 2013. <http://www.insightonconflict.org/conflicts/nepal/conflict-profile/>.

27 Insight on Conflict, "Nepal: Conflict Profile." Last modified July 2013. Accessed 16 December 2013. <http://www.insightonconflict.org/conflicts/nepal/conflict-profile/>.

28 Insight on Conflict, "Nepal: Conflict Profile." Last modified July 2013. Accessed 16 December 2013. <http://www.insightonconflict.org/conflicts/nepal/conflict-profile/>.

29 Mara Malagodi, "Nepal's Difficult Constitutional Transition", *Geopolitical Monitor* (2011). Retrieved 6 December 2013 <http://www.geopoliticalmonitor.com/nepals-difficult-constitutional-transition-4372>.

30 Internal Displacement Monitoring Centre and Norwegian Refugee Council, "Global Overview 2012: People Internally Displaced by Conflict and Violence." Last modified April 2013. Accessed 6 December 2013. http://www.nrc.no/arch/_img/9674184.pdf.

31 OHCHR, "Nepal Conflict Report: Executive Summary." Last modified 2012. Accessed 16 December 2013. http://www.ohchr.org/Documents/Countries/NP/OHCHR_ExecSumm_Nepal_Conflict_report2012.pdf.

32 *The World Factbook*. Washington, DC: Central Intelligence Agency. Updated 4 December 2013. Retrieved 6 December 2013. https://www.cia.gov/library/publications/the-world-factbook/geos/print/country/countrypdf_np.pdf

33 *The World Factbook*. Washington, DC: Central Intelligence Agency. Updated 4 December 2013. Retrieved 6 December 2013. https://www.cia.gov/library/publications/the-world-factbook/geos/print/country/countrypdf_np.pdf

governments between 2008 and 2011 and repeated failures by the constituent assembly to ratify a constitution after the end of the civil war.³⁴

Tensions between the Maoists and other political groups were particularly high in 2010 with widespread protests, strikes and violent clashes.³⁵ This continued into 2012, when there were five calls for nationwide bandhs (general shut down). Politically driven violent terrorist activity remains sporadic – as many as 11 persons were killed in six separate incidents in 2012.³⁶ Most recently, Constituent Assembly elections held on 19 November 2013 saw the Nepali Congress winning a majority of seats, taking over from the Maoist Party. The elections saw a high voter turnout with more than 70 per cent of the 12 million eligible Nepalese voters casting their ballots³⁷ amidst pre-election violence.³⁸ One of the key missions of the new government is to quickly establish a functioning constitution,³⁹ as drafting a new constitution has been a struggle in the unstable political environment that characterises post-conflict Nepal.⁴⁰

In addition, Nepal suffers from high levels of unemployment. About 46 per cent of the working age population was unemployed according to a 2008 estimate.⁴¹ The issue of unemployment that Nepali youth face is due to a lack of easy access to relevant education and training as well as lack of job information.⁴² For example, there is a conspicuous absence of a career guidance and counselling system in schools and universities. Moreover, the private sector has been unable to accelerate growth due to a variety of problems including an unfavourable investment climate, poor regulation, lack of incentives, growing labour militancy, weak rule of law and unstable politics.⁴³

GFP activities in Nepal are located primarily in Kathmandu, where an Advocacy For Peace Programme (ADPP) – subject of this research – began in August 2013.

34 *The World Factbook*. Washington, DC: Central Intelligence Agency. Updated 4 December 2013.

Retrieved 6 December 2013. https://www.cia.gov/library/publications/the-world-factbook/geos/print/country/countrypdf_np.pdf.

35 Insight into Conflict, "Nepal: Conflict Profile." Updated July 2013. Retrieved 6 December 2013. <http://www.insightsonconflict.org/conflicts/nepal/conflict-profile/>.

36 SATP (South Asia Terrorism Portal), "Nepal Assessment 2013." Retrieved 6 December 2013, <http://www.satp.org/satporgtp/countries/nepal/index.html>.

37 BBC, "Nepali Congress Wins Most Votes in Elections." *BBC*. Updated 28 November 2013. Retrieved 6 December 2013. <http://www.bbc.co.uk/news/world-asia-25135595>.

38 BBC, "Nepal Opposition Supporters Held in Pre-Poll Violence." *BBC*. Updated 12 November 2013. Retrieved 6 December 2013. <http://www.bbc.co.uk/news/world-asia-24911119>.

39 The Indian Express, "Nepal's Constitution in a Year After NC-led Government Formed." *The Indian Express*. Last modified 14 December 2013. Accessed 16 December 2013. <http://www.indianexpress.com/news/nepals-constitution-in-a-year-after-ncled-govt-formed/1207676/>.

40 Anshuman Behera, "Nepal: Another Year Wasted," *Geopolitical Monitor* (2010). Accessed 16 December 2013. <http://www.geopoliticalmonitor.com/nepal-another-year-wasted-4236/>.

41 *The World Factbook*. Washington, DC: Central Intelligence Agency. Updated 4 December 2013, Retrieved 6 December 2013. https://www.cia.gov/library/publications/the-world-factbook/geos/print/country/countrypdf_np.pdf.

42 United Nations Nepal Information Platform, "Under and Unemployed Youth (15-29 years)." Last modified 2012. Accessed 16 December 2013. <http://un.org.np/oneun/undaf/unemployed>.

43 United Nations Nepal Information Platform, "Under and Unemployed Youth (15-29 years)." Last modified 2012. Accessed 16 December 2013. <http://un.org.np/oneun/undaf/unemployed>.



Figure 4.3

A map showing the districts of Nepal including Kathmandu Valley⁴⁴

Kathmandu

Kathmandu is the capital city of Nepal and the erstwhile seat of the monarchy. Located in the north-eastern part of the country it has a population of 1,744,240 (2011 estimate) and a tourism-based economy.⁴⁵ During the ten-year civil war, residents in the capital experienced bomb threats, riots and frequent violent strikes.⁴⁶

Since 2006, politically motivated general strikes, civil unrest, forced closure of businesses and schools and the halting of traffic have been frequent occurrences in the city that occasionally turn violent.⁴⁷ Significantly, in a non-political rally held on 10 November 2012, over 30,000 people from all over Kathmandu and nearby places assembled to demand a solution to the political deadlock.⁴⁸ Apart from politically motivated violence, there has been a growing threat of criminal violence operating through a patchwork of criminal gangs driven by “non-political factors such as economic inequalities, boredom as a result of unemployment, greed, and/or that crime offers a quicker and easier way to access money than through employment.”⁴⁹

44 Maps of The World, “Nepal District Map.” Last modified 29 September 2012. Accessed 6 December 2013. <http://www.mapsoftheworld.com/nepal/nepal-district-map.html>.

45 Central Bureau of Statistics, “National Population and Housing Census of Nepal.” National Planning Commission, Government of Nepal (2012).

BBC, “Nepal Profile.” Last modified 12 November 2013. Accessed 6 December 2013. <http://www.bbc.co.uk/news/world-south-asia-12511455>.

46 Ibid.

47 Drum Cussac, “City Risk Report: Kathmandu Nepal.” Last modified 16 December 2013. Accessed 16 December 2013. http://www.hthworldwide.com/tools/securityPDF.cfm?city_id=567.

48 Anshuman Behera, “Nepal: Another Year Wasted.” *Geopolitical Monitor*. Last modified 30 November 2010. Accessed 16 December 2013. <http://www.geopoliticalmonitor.com/nepal-another-year-wasted-4236/>.

49 Ojawsji Shah, “Perceptions of Public Security and Crime in the Kathmandu Valley.” *Saferworld* 1 (2012). Updated February 2012. Retrieved at 6 November 2013. <http://www.saferworld.org.uk/resources/view-resource/655-perceptions-of-public-security-and-crime-in-the-kathmandu-valley>.





5. Methodology

“ The research questions can be categorised into three themes: programme impact; monitoring and evaluation (M&E) capacity’ and conflict context and GFP activities. Answering these questions provides an assessment of GFP’s ground-level activities and can be used by the organisation to modify its activities to ensure greater innovation, quality, impact, and sustainability.”



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5.1. Research Questions

The aim of this project was to answer a set of research questions identified by the Generations For Peace Institute (GFPI), the research arm of GFP,⁵⁰ in their “Results-Based Monitoring Framework” (See Annex 4). These questions can be categorised into three themes: programme impact, monitoring and evaluation (M&E) capacity, and conflict context and GFP activities. The three themes and their related questions are important for GFP’s peace-building initiative as they help structure the monitoring and evaluation process for an external field researcher by establishing clear research guidelines. Answering these questions provides an assessment of GFP’s ground-level activities and can be used by the organisation to modify its activities to ensure “greater innovation, quality, impact and sustainability.”⁵¹ The objective of the field visits to Sri Lanka and Nepal conducted as part of this research project was to collect qualitative evidence from the ground to answer as many research questions identified by GFPI (and outlined below) as possible.⁵²

Questions regarding programme impact are primarily useful in assessing the degree to which Generations For Peace programmes have been successful in meeting the expected outcomes and impacts that have been laid out in the “M&E Grid” for the programme.⁵³ The research questions examine the impact of the programme on the Target Group and Beneficiary Community, unintended outcomes, and the causal relation between GFP initiatives and changes on the ground. Specific questions include: Is the programme demonstrating proven outcomes and impacts? What are the unintended or unexpected outcomes and impacts (positive and negative)? To what extent is it clear that the demonstrated outcomes and impacts were caused by the programme intervention as opposed to other factors? Are the positive outcomes and impacts cost-effective? Will the positive outcomes and impacts be sustained?

50 Generations For Peace, “Pre-Camp Workbook: General Information” (2012).

51 Generations For Peace, “Pre-Camp Workbook: General Information” (2012), 2.

52 Based on discussions at GFP Headquarters, Amman, Jordan (13-16 August 2013).

53 “The Grid” is an M&E tool used by GFP HQ to track programme activities. Pioneers and Delegates fill up sections of this grid prior to the programme, during the programme and after completion of the programme (see Annex 4 for the Nepal grid and the Sri Lanka grid).

Finally, can the programme be replicated and scaled-up?⁵⁴

Questions on M&E capacity check the ways in which mechanisms of learning, reflection, and adaptation take place on the ground. Specific questions include: Do the desired outcomes and impacts (addressing structural and cultural violence) have “CREAM” (clear, relevant, economic, adequate, and monitorable) and “SMART” (simple, measurable, achievable & agreed by all, relevant and time-bound) indicators? Has baseline data been gathered? Are the data gathering processes working? What is not working? Have “Most Significant Change” (MSC) stories been gathered, assessed, and feedback given? Is there double-loop learning (reflecting on and adjusting goals and objectives and the theory of change itself) rather than just single-loop learning (reflecting on and adjusting inputs to produce the outputs, and so improving the efficiency of the programmes)? Are those mechanisms effective? Are reflections and lessons-learnt actually leading to programme adjustment and improvement? How could the mechanisms for reflection and learning be more effective in leading to programme adjustment and improvement?⁵⁵

Questions exploring the relationship between the conflict context and GFP activities focus on the ways in which Pioneers, Delegates, Target Group (the people who participated in a GFP programme) and Beneficiary Community (the people who benefited from the programme but were not part of it) understand the conflict context. Specific questions include: Do the Pioneers, Delegates, and partners/stakeholders have a clear, shared, precise and focused articulation of: the specific local context of their community; the issues of structural and cultural violence in the community; the precise specific changes they want to see in their community; and precisely how their proposed programme will lead to desired changes (i.e., their “theory of change”)? These questions also investigate Pioneers and Delegates’ thoughts on: the validity of the “presenting problem”; the utility of the espoused “theory of change”; and the match/gap between the espoused theory of change and the actual theory-in-use in the programme intervention.⁵⁶

5.2. Approach

This research project employs a Qualitative Case Study Approach. According to Yin,⁵⁷ a Qualitative Case Study Approach is particularly useful when the focus of the study is to answer “how” and “why” questions, if the environmental conditions are relevant and if there are unclear boundaries between the phenomenon and context. Similarly, Reid⁵⁸ points out that in studies of social processes of complex human systems, qualitative methodology is highly efficient as a research strategy because it allows an understanding of the dynamic processes, meanings, communication patterns, experiences, and perceptions of reality.⁵⁹ A criticism of the Case Study approach is that it sacrifices sample size for an in-depth understanding of a particular subject⁶⁰ thereby making it problematic to generalise conclusions from the sample to the wider population.⁶¹

54 Generations For Peace, “Results-based Monitoring Framework” (2013).

55 Generations For Peace, “Results-based Monitoring Framework” (2013).

56 Generations For Peace, “Results-based Monitoring Framework” (2013).

57 R.K. Yin, *Case Study Research: Design and Methods*, 3rd ed. (Thousand Oaks, CA: Sage, 2003).

58 W. Reid, *Encyclopedia of Social Work*, s.v. “Research in Social Work.”

59 Ruth McRoy, “Qualitative Research,” University of North Carolina at Pembroke (UNCP). Accessed 8 December 2013. http://www.uncp.edu/home/marson/qualitative_research.html.

60 R.K. Yin, *Case Study Research: Design and Methods*, 3rd ed. (Thousand Oaks, CA: Sage, 2003).

61 R.K. Yin, *Case Study Research: Design and Methods*, 3rd ed. (Thousand Oaks, CA: Sage, 2003).



Useful resource:

R.K. Yin, *Case Study Research: Design and Methods*, 3rd ed. (Thousand Oaks, CA: Sage, 2003)



In the field visit a mixture of traditional qualitative approaches (individual interviews, focus group interviews and surveys) and non-traditional approaches (Participatory Video – PV) were used to collect data. Traditional data collection methods were chosen since they could be used to specifically explore the research questions identified in Section 5.1. For example, Delegates could be directly questioned about their understanding of M&E or requested to articulate their understanding of conflict context during interviews. However, unstructured interviews are limited in their scope to gather the actual views of a research subject since the interview process essentially remains one where an external researcher probes the interview subject, albeit with less specific questions. To overcome the natural hierarchy of interviewer/interviewee that manifests when one party asks questions and the other answers them, Participatory Video was employed as an alternative supporting approach. Fundamental to the use of PV in M&E is the handover of the storytelling process to the subject. That is, the subject being researched is in charge of both identifying areas of interest and exploring them, only facilitated by broad activity guidelines given by the researcher. In this way, non-traditional methods of data collection complement traditional methods of data collection, opening up a space where research subjects can generate new lines of enquiry by collaborating with the researcher in field data collection.

5.2.1 Traditional Data Collection Approaches

This section details the processes used in traditional data collection and provides a country-specific overview of methodology used in the field (including sample selection, respondent stratification, data collection processes, contextual factors and limitations).

The traditional qualitative methods employed during the field visit were focus group interviews, semi-structured interviews and surveys. A focus group interview is an interview with a small group of people on a specific topic.⁶² Focus group interviews were used both in Sri Lanka as well as Nepal, when the interaction/discussion among group members was of interest and/or when multiple in-depth individual interviews were not practical. Semi-structured interviews for subjects in each country were also administered. The questionnaires guiding these interviews were created based on the research questions identified prior to the field visit. The questions were generally open ended, allowing new strands of thought, if any, to appear and be explored in further detail.

The interviews in both Sri Lanka and Nepal were recorded using a video camera (Sony CXR-550). The visual cues of location, body language and group dynamics captured through the video were made note of during the transcription process. The transcribed interviews were then coded based on a specific coding guide (see Annex 4 for coding guide). Responses to survey questions were put into Excel and the frequency of different responses was mapped. The patterns found in responses to survey questions were also analysed through Excel. Notes regarding situational constraints such as external actors present during the interview were taken into account during analysis. In certain cases, when interviewees were obviously uncomfortable with being captured on film, only audio was recorded and/or hand-written short notes of responses were taken.

⁶² Kunnath George, "Qualitative Methods" (University of Oxford: Contemporary India, 2012).

Sri Lanka

During the field visit to Sri Lanka, 29 respondents across the towns of Kilinochchi, Vavuniya and Mullaitivu were sampled through a mix of focus groups and semi-structured interviews. Some of them (n=3) also participated in PV Sessions. A complete breakdown of the sample based on the type of respondent (Target Group, Beneficiary Community, GFP Delegates, and Key Stakeholders) has been outlined in Table 1 below.

Classification	Location	Sample Size (n)	Ethnicity	Data Collection
Target Group	Mullaitivu	11	Tamil	Focus Groups
Target Group	Kilinochchi	2	Tamil	Semi Structured Interviews
Target Group	Wellioya	4	Sinhalese	Focus Groups
Target Group	Vavuniya	2	Tamil	PV Sessions
Beneficiary Community	Mullaitivu, Wellioya	2	Tamil	Semi Structured Interviews
2 nd Generation Delegates	Vavuniya	5	Tamil/Sinhalese	Semi Structured Interviews
1 st Generation Delegate	Vavuniya	2	Tamil	Semi Structured Interviews
Stakeholder	Vavuniya	1	Tamil	PV Sessions

Table 1: Details of interviewees: Sri Lanka

In addition to the respondents listed in the table above, the research also had the chance to attend presentations by the CDO (Community Development Organization) in Mullaitivu that is expected to partner with GFP in the October 2013 SPPY,⁶³ as well a Women's Self-Help Group in Kilinochchi (18 August 2013) that could be a potential stakeholder in GFP activities. These presentations were filmed in part, though not transcribed. Since the researcher did not directly collect qualitative evidence during these presentations, details of the presentations have not been listed in the table above. Nonetheless, information received during these presentations has been used to inform an understanding of the conflict context.

The sampling strategy employed in Sri Lanka in Mullaitivu and Vavuniya was directed by convenience – in the focus group interviews in Mullaitivu on 17 August 2013, approximately 30 members of the potential target group for the SPPY were brought to a public location in Mullaitivu. After a brief introduction about the purpose of the visit by Dinesha Suppiah (Sri Lankan Pioneer and GFP HQ staff member) the participants were asked to divide themselves into groups. The researcher conducted interviews with three randomly selected focus groups (distributed into four members, three members, and three members respectively).

Certain situational factors that could have affected interview responses should be noted here. A member from the armed forces paid a brief visit to observe activities taking place. In addition, two of the Delegates mentioned that the situation on the ground between the (Tamil) locals of the region and the (predominantly Sinhalese) army was particularly tense at the time of research because of fears of violence prior to the September 2013 provincial elections.⁶⁴ All of the interviews were being

⁶³ Vijayakumar Navaneethan, "M&E Grid: Sri Lanka," Generations For Peace (2013).

⁶⁴ Interview with Dinesha Suppiah, (1st generation Pioneer and GFP HQ staff member), Seva Lanka, Vavuniya, Sri Lanka. 24 August 2013.

conducted in the same room, so other individuals in the room could overhear the responses given within each focus group. This was particularly problematic since people in the Northern Province reported feelings of mistrust, insecurity and fear of being spied on.⁶⁵ A translator (M. Ilangomara) was employed to translate the responses from Tamil to English. Occasionally in an attempt to prompt a response, the translator would add on his own example to the question posed by the researcher:

Researcher: What do you think of the government?

Translator: What do you think of the government? (No response from the focus group)

Translator: It is okay, be open, tell her how you really feel about the government. Like the problems they have caused.⁶⁶

In this case the translator's attempt to encourage a response backfired as later during the interview it was discovered that the individuals in the focus group were supporters of the United People's Freedom Alliance (UPFA – the current ruling government). By mentioning that the government might be causing problems in the region Ilangomara accidentally put forward his own political opinions to a group of people that shared opposing political views, thereby decreasing rather than increasing trust between himself and the focus group participants as he originally hoped.

On 18 August 2013, the same procedure of collecting respondents in a public space and introducing them to the purpose of the visit was employed in Kilinochchi. However, learning from the difficulty of getting open responses from focus groups regarding politically contentious issues, such as conflict context, in a room where responses could be easily overheard, it was decided that it was better to conduct semi-structured interviews with a smaller random sample in a separate space for the second day of interviews in Kilinochchi.

With regard to small sample sizes, it should be noted that the major reason for the small sample size of the Beneficiary Community (n=2) was the increased army surveillance in the region in preparation for the September 2013 elections. There was a concern that Beneficiary Community members might face army surveillance if it became public knowledge that representatives of an INGO were interviewing them. Therefore, interviews with the Beneficiary Community were only set up when the Sri Lankan Pioneer and GFP Headquarters staff member (Dinesha Suppiyah) believed it would be safe to do so.

The same sample (n=5) of Delegates in Vavuniya was interviewed twice, once before the Sport For Peace Training (SPT) and once after the SPT, to allow an evaluation of the training as well as the content of their responses. The sample was selected based on language ability, so as not to involve the use of a translator (and the automatic translation bias that comes with it). These two sets of interviews were conducted on the grounds of Seva Lanka, an NGO premises in Vavuniya (also the site of the SPT), which offered a safe environment without fear of army interruption.

⁶⁵ Interview with M. Jayasalee (Member of Tamil Beneficiary Community), Mullaitivu, Northern Province, Sri Lanka. 17 August 2013.

⁶⁶ Focus Group Interview with M. Vinoth, J. Chandran and P. Venkateswan (2nd generation Delegates). Mullaitivu, Northern Province, Sri Lanka. 17 August 2013.

Nepal

During the field visit to Nepal, qualitative data was collected from 20 individuals (Target Group, Delegates and Beneficiary Community) across Kathmandu. The breakdown of the interviewees in Nepal is illustrated in the table below.

Classification	Location	Sample Size (n)	Data Collection
Target Group	Kathmandu	14	Focus Group
Target Group	Kathmandu	9 (from the above 14)	PV Sessions
Delegates	Kathmandu	6	Semi-structured Interviews

Table 2: Details of interviewees: Nepal

In Kathmandu, 14 members of the Target Group were divided into two focus groups and interviewed on 30 August 2012. These interviews were conducted after the researcher had sat through an ADPP session being held earlier in that day. There were 14 (out of a total of 35) members attending the ADPP on that particular day (30 August 2013), and all of them were interviewed. In addition, six of the Delegates in Kathmandu were interviewed individually using semi-structured interviews. No major situational factors complicating interview responses in Kathmandu were noted.

5.2.2. Non-Traditional Methods (Participatory Video)

The origins of Participatory Video (PV) are rooted in its potential as a bottom-up tool for empowerment. Lunch and Lunch define Participatory Video as:

A set of techniques to involve a group or community in shaping and creating their own film as it enables a group or community to take action to solve their own problems and also to communicate their needs and ideas to decision-makers and/or other groups and communities.⁶⁷

Expanding this definition of PV into one that used the videos produced by groups or communities as a qualitative data source to guide M&E, PV sessions were conducted with people involved with GFP activities in Sri Lanka and Nepal. This application of PV as an M&E tool is novel but not unique. Participatory Video as an evaluation and communication tool has previously been used to examine community-based climate change adaptation practices in Malawi, Kenya, Uganda and Guatemala.⁶⁸ Data from Participatory Video (PV) sessions, where participants in GFP programmes worked with video cameras to describe their relationship with the conflict situation, helped contextualise the responses gained from more traditional methods of data collection.

The implementation process of PV as an M&E tool generally involves a long period (3-4 months) during which communities are gradually taught video skills, participate in activities, tape footage, edit and review video material.⁶⁹ However, time constraints for this research project made this impossible. Instead, PV sessions had to be shortened to a few hours over one or two days. This required

67 Nick Lunch and Chris Lunch, *Insights into Participatory Video – A Handbook for the Field*, InsightShare (Oxford, UK: 2006), 10.

68 InsightShare, "Participatory Video for Monitoring and Evaluation," *InsightShare.org*. Retrieved 14 September 2013. <http://www.insightshare.org/engage/services/pv-monitoring>.

69 Nick Lunch and Chris Lunch, *Insights into Participatory Video – A Handbook for the Field*, Insightshare (Oxford, UK: 2006).



Useful resource:

InsightShare,
"Participatory Video
for Monitoring and
Evaluation":
<http://bit.ly/1O2j7nV>





Useful resource:
N. Lunch and C. Lunch, *Insights into Participatory Video – A Handbook for the Field*, InsightShare (Oxford, UK: 2006)

a significant adaptation of the data collection methodology from what is generally considered best practice.⁷⁰ The lack of clear methodological guidance regarding best practices in PV for M&E became an advantage here, as it was possible to design a project-specific methodology with relative freedom.

Using the “Insights into Participatory Video – A Handbook for the Field,”⁷¹ activities that could be used in a PV project were reviewed. Following this, a PV session that involved three elements was designed. First, an introduction to the camera and sound equipment; here the participants took part in a series of activities that were aimed at increasing their familiarity with the equipment. Second, the actual video recording, where participants were given a task which required them to brainstorm different ideas and then use the video recording skills they learnt earlier to shoot footage. Third, an editing phase where participants discussed and reviewed their work, reflecting on the different aspects of their video story while putting together a short clip using editing software (Adobe Premier Pro).

The data collected from these sessions was divided into three categories. The first was individual and group dynamics, captured through videos of the sessions themselves, as well as detailed notes made post the sessions. The second included storyboards/charts/writings that the participants made during the sessions. The third was video footage, both raw as well as edited. The variety of data presented by the PV methodology meant that developing a concise yet holistic analytical methodology of the data was necessary. Drawing upon Zimmerman and Pollner,⁷² the visual materials generated from the sessions were approached as data that demands an investigative exploration rather than as a simple illustrative resource.

Themes of Data	Analytical Technique	Questions Guiding Analysis
Video of the Sessions and Notes of Sessions	Identifying phenomena of research interest	How did individuals participating in the sessions report their interaction with the conflict context?
Storyboards, Charts, Writings	Analysing the content in storyboards and charts	What were the most important problems in the community? What were the ways in which they perceived GFP's involvement in addressing these issues?
Video Footage by the Participants: Raw (and) Edited	Analysing imagery/angle lens Words, music used to express the story	What information was left out of the edited product? Are there any consistent themes across the different groups in a region/across regions?

Table 3: Participatory Video analysis process

While assessing the video footage, the research questions detailed in Section



⁷⁰ Nick Lunch and Chris Lunch, *Insights into Participatory Video – A Handbook for the Field*, Insightshare (Oxford, UK: 2006).

⁷¹ Nick Lunch and Chris Lunch, *Insights into Participatory Video – A Handbook for the Field*, Insightshare (Oxford, UK: 2006).

⁷² Don H. Zimmerman and Melvin Pollner, *The Everyday World as Phenomenon In Understanding Everyday Life: Toward the Reconstruction of Sociological Knowledge*, ed. Jack D. Douglas (London: Routledge and Kegan Paul, 1971).

5.1 helped identify episodes of interest; these were then transcribed and coded. This approach to dealing with video data has been adapted from Erickson's⁷³ methodology regarding qualitative data analysis of visual information. The written data from storyboards of participants and research notes were analysed based on content and similarly coded.

Since the context in the two countries was very different, there were differences in the nature of the tasks given to participants from which they created their final video clip. In Sri Lanka, the activity "Important Dates" was used to get an understanding of the conflict context. Participants were asked to write down four important dates in their lives on slips of paper. They were then asked to line those dates up in chronological order to state what happened on those dates. After this, they were asked to go outside and film a scene/object that captures how they feel about that date. While doing so they were asked to record what happened on that date and how they felt. Post their recording, the clips and the participant's feelings about it were discussed. They then edited the clips to make a short film. This activity explores the individual's understanding of conflict thereby helping the researcher to get a nuanced grasp of conflict context.

The traumatic nature of conflict being explored meant that participants' deep-rooted emotions sometimes surfaced during the video shooting process. While reviewing the video footage about an important date in his life, a participant remarked that it felt like "going back in time to then, when my mother died."⁷⁴ Guiding a participant through the complex emotions that the PV session brings up requires significant time to reflect on what was filmed and why. For this reason, for future use of PV as an M&E tool it might be useful for researchers to be trained in properly dealing with the emotions these sessions might bring out in the participants, prior to the field visit. This in turn requires both the participants as well as the analysts to be self-reflexive about their involvement in the PV process.⁷⁵

In Nepal, participants embarked on a "Storyboard Challenge" during the PV session where they were asked to come up with different problems that youth in Nepal face. They then discussed these problems and ranked them in order of importance. After identifying the most important problem, they created a storyboard that explained the problem and identified possible solutions. They also thought of ways in which the GFP programme addressed the issues they identified. They then filmed the storyboard and edited the clips together to form a short movie. From a research point of view this allows an assessment of the Target Group's understanding of theory of change, conflict context and GFP's activities. For detailed guides of the activities and participants see Annex 4.

Participants in Nepal repeatedly questioned the purpose of these PV sessions. From a research point of view the purpose of a PV session was to get data that would result in a more holistic M&E analysis of the GFP programmes. However, when participants reflected on this question their responses included "learn more

“ The traumatic nature of conflict being explored meant that participants’ deep-rooted emotions sometimes surfaced during the video shooting process. Guiding a participant through the complex emotions that the PV session brings up requires significant time to reflect on what was filmed and why. This in turn requires both the participant as well as the analyst to be self-reflexive about their involvement in the PV process.”

73 F. Erickson, "Ways of Seeing Video: Toward a Phenomenology of Viewing Minimally Edited Footage," in Goldman, R., Pea, R, Barron and Derry, *Video Research in the Learning Sciences* (New York: Routledge, 2009), 145-158.

74 Participatory Video Session with M. Ilangomara (Member of Community Development Organization, Kilinochchi), Seva Lanka, Vavuniya, Sri Lanka. 21 August 2013.

75 H. Knoblauch, B. Schnettler, J. Raab, and H. Soeffner eds. *Video Analysis – Methodology and Methods: Qualitative Audiovisual Data Analysis in Sociology* (Frankfurt: Peter Lang, 2006).

about videos⁷⁶ and to “tell you about what we want.”⁷⁷ A comparison between the researcher’s understanding and the participants’ understanding of PV presents a porous dichotomy existing between the empowerment aspect and the M&E aspect of PV. This suggests that while PV can be employed as primarily an M&E tool, it is likely to continue to be laced with “empowerment” objectives (if not for the researcher, then for the subject).

6.1. Sri Lanka⁷⁸

At the time of this field research visit (16-24 August 2013) no programme had been implemented exclusively under the GFP banner in Sri Lanka.⁷⁹ In 2013, such a programme was scheduled; it was to be implemented in October 2013 (approximately two months after the field visit and following the Sport For Peace Training-SPT) as a Sport For Peace Programme for Youth (SPPY). The aim of this programme was to reconnect Tamil, Sinhala and Muslim communities in Mullaitivu and Kilinochchi.



76 Participatory Video session with Laxmi Thapamagar and Mahesh Simkhada (Target Group of ADPP in Kathmandu), Newa Chen, Kathmandu, Nepal. 4 September 2013.

77 Participatory Video session with Sabin Thapa, Govinda Lama and Dhansur Sahi (Members of Student Political Unions in Kathmandu), Newa Chen, Kathmandu, Nepal. 4 September 2013.

78 Vijayakumar Navaneethan, “M&E Grid: Sri Lanka,” Generations For Peace (2013).

79 Previously, GFP Pioneers and Delegates had worked to implement a series of Sport For Peace Programmes in collaboration with UNDP and AusAID in the period 2008-2011. These programmes were implemented under UNDP’s name. The programme being assessed in August 2013 was the first programme that was being implemented “directly” under the GFP banner.



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6. Findings



Mullaitivu, Kilinochchi, Vavuniya

The theory of change guiding the programme, as outlined by the Sri Lankan Delegates in "M&E Grid: Sri Lanka" (see Annex 3) was:

"If we implement SPPY programme for six months involving three different ethnicities, namely Tamils, Sinhalese and Muslims, from Mullaitivu and Kilinochchi districts of northern part of Sri Lanka; then inter-group dialogues will increase which will facilitate the social transformation, the language barriers will be broken, and the mutual understanding among the groups will be increased which will contribute to sustainable peace building; because the programme will provide entry points and meeting opportunities for bringing communities together both at the local level, but also across regions which will develop the inter-personal relationship among the groups. The personality and the self-image will be developed. The way of communication and the attitude of the individuals will be improved and the team spirit will be increased."

The Target Group was expected to be composed of 96 youths (boys and girls) of Tamil, Sinhalese and Muslim ethnicity, selected from 24 sport clubs located in the districts of Kilinochchi and Mullaitivu (12 from each district). Due to the difficulty of working with such a large Target Group, the Delegates and Pioneers planned to divide them as follows: within Kilinochchi the 12 sport clubs were further divided into groups of four, each of these groups would meet weekly, and within Mullaitivu the same procedure would be followed. In addition to these weekly meetings, every month all sport clubs in Kilinochchi would convene for a joint session, as would all sport clubs in Mullaitivu. Finally, to encourage interaction between sport clubs in Kilinochchi and Mullaitivu, all 24 sport clubs would be brought together once every two months for a combined session. During these meetings they would participate in programme activities such as sport (football and netball); leadership activities; image/personality development; nonviolent communication; appreciating cultural norms and values; and teambuilding.

In this regard it is important to note that no specification was made in the M&E Grid outlining the basis on which the youth would be selected. However, it was

communicated through briefs with GFP HQ staff members that youth would be selected from sport clubs in the Northern Province, capitalising on their stated interest in sport. It must also be noted that at the time of the field visit, the actual participants of the programme had not yet been selected. Therefore, those interviewed in the field visit and referred to as "Target Group" in this report are not the actual members of the Target Group, but individuals that make up the pool from which the Target Group will be selected, i.e., members of sport clubs in the districts of Kilinochchi and Mullaitivu.

The expected outcomes and impacts of the SPPY as indicated in "M&E Grid: Sri Lanka" were positive changes in participants' perceptions of members of other ethnicities, improved networks both within and between members of different ethnic group, and increased participation in advocacy for policy change activities by participants. In addition, in preparation for the SPPY in October 2013, GFP conducted a Sport For Peace Training (SPT) in Vavuniya with participants from the Northern and Eastern Provinces from 21-24 August 2013, for which the researcher was present. The aim of the SPT was for GFP facilitators and "first generation" Delegates and Pioneers (individuals trained directly by GFP HQ) to train a new "second generation" of Delegates in Sri Lanka.

6.1.1. Evaluation Summary

The research objective of the field visit in Sri Lanka was to collect qualitative data to answer as many of the questions laid out in Section 5.1 under the broad parameters of programme impact, monitoring and evaluation (M&E) capacity, conflict context and GFP activities as possible. In addition, the research visit evaluated the effectiveness of the August 2013 SPT in developing an understanding of these parameters among the Delegates trained. To summarise the analysis of the data collected, an Evaluation Summary has been presented in Table 4. The parameters are evaluated and coded in red, yellow and green to represent:

- Specific Problems identified. Requires attention
- Clear conclusion cannot be reached. Presence of complicating factors
- Good Outcomes. Processes Running Smoothly













THEMES	SRILANKA			
PROGRAMME IMPACT	Proven outcomes and impacts	Unexpected Outcomes (Negative and Positive)	Causal Relationship with GFP Activity	Cost Effectiveness and Sustainability
				
M&E ABILITY	CREAM and SMART Indicators	Data Gathering	MSC Gathering	Reflexivity
				
CONFLICT CONTEXT & GFP ACTIVITIES	Conflict Context	Changes Expected	Theory of Change	Validity of the Problem
				

Table 4: Evaluation summary: Sri Lanka

In the sections below, analysis of the data that has led to the conclusions regarding GFP programme impact, M&E ability and conflict context and GFP activities in Sri Lanka is captured.

6.1.2. Conflict Context and GFP Activities

Conflict Context

All five of the Delegates interviewed after the SPT in Vavuniya were able to provide a clear, precise and focused articulation of the specific local context of their community.⁸⁰ For example, Padmasiri Chandran (newly trained Delegate) responded to the question “What are the biggest problems in your community?”⁸¹ with the response: “In my area many children are always getting drugs, do you know ganja, it is very spread out in these area. This is the main reason children are not going to school.”⁸² This answer reveals a high degree of clarity and focus; it shows that the Delegate is able to focus his idea of community based on geographic range (“my area”), recognise his Target Group (“children”) and not only identify the ultimate problem in the community (children not going to school) but also recognise the factors leading to this problem (drug addiction).

Similarly, other Delegates identified the inability of members from the Tamil community to speak Sinhalese and vice versa,⁸³ unemployment/poverty,⁸⁴ and the lack of investment by the government into regional development⁸⁵ as major issues in their community. The fact that the Delegates were able to specify discrete areas of concern is testament to their ability to give a focused response when talking about the conflict context and issues of violence in the community.

Assessing the match/gap between the espoused theory of change and the actual theory-in-use in the October 2013 SPPY as well as the precise changes expected as a result of this SPPY was complicated by two factors. First, the SPPY was not scheduled to begin until at least two months after the research visit was completed; this meant that aspects of the programme were still in a dynamic stage of formulation and re-formulation.⁸⁶ For example, any response to the research question “how will your proposed programme lead to desired changes?” is automatically restricted since the Target Group of the SPPY had not yet been selected. Secondly, Navaneethan Vijayakumar – the lead Pioneer for the October SPPY – was not available for an interview during the field visit. Instead, two other Pioneers who were not expected to be directly involved in the implementation of the October 2013 SPPY but nonetheless had an overview of the programme

80 Interview part 1 with M. Vinoth (2nd generation Delegate), Seva Lanka, Vavuniya, Sri Lanka. 20 August 2013; Interview part 1 with Padmasiri Chandran (2nd generation Delegate), Seva Lanka, Vavuniya, Sri Lanka. 20 August 2013; Interview part 1 with P. Kirusan (2nd generation Delegate), Seva Lanka, Vavuniya, Sri Lanka. 20 August 2013; Interview part 1 with CDO Chairman (2nd generation Delegate), Seva Lanka, Vavuniya, Sri Lanka. 20 August 2013; Interview part 1 with Mrs Andulan, (2nd generation Delegate), Seva Lanka, Vavuniya, Sri Lanka. 20 August 2013.

81 Interview part 2 with Padmasiri Chandran (2nd generation Delegate) Seva Lanka, Vavuniya, Sri Lanka. 24 August 2013.

82 Interview part 2 with Padmasiri Chandran (2nd generation Delegate) Seva Lanka, Vavuniya, Sri Lanka. 24 August 2013.

83 Interview part 1 with P. Kirusan (2nd generation Delegate), Seva Lanka, Vavuniya, Sri Lanka. 20 August 2013.

84 Interview part 1 with M. Vinoth (2nd generation Delegate), Seva Lanka, Vavuniya, Sri Lanka. 20 August 2013; Interview part 2 with Padmasiri Chandran (2nd generation Delegate) Seva Lanka, Vavuniya, Sri Lanka. 24 August 2013; Interview part 2 with CDO Chairman (2nd generation Delegate), Seva Lanka, Vavuniya, Sri Lanka. 24 August 2013.

85 Interview part 1 with Mrs Andulan, (2nd generation Delegate), Seva Lanka, Vavuniya, Sri Lanka. 20 August 2013.

86 Interview with Dinesha Suppiah (1st generation Pioneer and GFP HQ staff member), Seva Lanka, Vavuniya, Sri Lanka. 24 August 2013.

were asked questions about the changes they expected to see as a result of the SPPY. Both of these Pioneers interviewed mentioned that Tamil and Sinhalese in Mullaitivu and Kilinochchi tended to avoid each other.⁸⁷ The first of the Pioneers stated, "Even after the war you don't find Tamil and Sinhalese talking to each other. It is different in the South, there everyone talks to everyone but not in the North."⁸⁸ The second reinforced this sentiment by saying, "The boys in Mullaitivu, like you saw, are always playing football and sports but they always play in the same groups not with [people] outside their groups."⁸⁹

The first of the two responses showcased above highlights the crux of the presenting problem outlined in the "M&E Grid: Sri Lanka"⁹⁰ (see Annex 4). This is the lack of interaction between Tamil, Sinhala and Muslim communities. More importantly, the response justifies the choice of location (Mullaitivu and Kilinochchi) of the SPPY by clearly stating that the presenting problem is specific to the northern portion of the country. Similarly, the second of the two responses acknowledges the utility of the programme's theory of change that aims to "provide entry points and meeting opportunities for bringing communities together"⁹¹ by pointing out that there is currently the absence of interaction between different ethnic groups in Mullaitivu, though these groups play sport (football).

Changes Expected, Theory of Change and Validity of the Presenting Problem

When the five Delegates participating in the SPT in Vavuniya were questioned about the problems in their community and how they wanted to tackle these problems, three of the five Delegates mentioned that they had plans to directly implement a GFP programme,⁹² while the other two said that they were going to use the skills they learnt in the SPT to help them perform better in their professional careers.⁹³

One of the Delegates that planned to implement a GFP programme directly in the coming months was Padmasiri Chandran. In response to an interview question asking how he wanted to make changes in the community, he said, "First I collect the Target Group of children; I will tell them the importance of education. I will make youth associations and improve their behaviour."⁹⁴ This response follows the "if, then, because" pattern characteristic of a "theory of change"⁹⁵ – and can be easily modified to form a theory of change stating, "If I collect the Target Group of children, then I will make youth associations and improve their behaviour, because

87 Interview with 1st generation Pioneer (Anonymous 1), Seva Lanka, Vavuniya, Sri Lanka. 24 August 2013; Interview with Dinesha Suppiah, (1st generation Pioneer and GFP HQ staff member), Seva Lanka, Vavuniya, Sri Lanka. 24 August 2013.

88 Interview with 1st generation Pioneer (Anonymous 2), Seva Lanka, Vavuniya, Sri Lanka. 24 August 2013.

89 Interview with Dinesha Suppiah, (1st generation Pioneer and GFP HQ staff member), Seva Lanka, Vavuniya, Sri Lanka. 24 August 2013..

90 Vijayakumar Navaneethan, "M&E Grid: Sri Lanka," Generations For Peace (2013).

91 Vijayakumar Navaneethan, "M&E Grid: Sri Lanka," Generations For Peace (2013).

92 Interview part 2 with Padmasiri Chandran (2nd generation Delegate) Seva Lanka, Vavuniya, Sri Lanka. 24 August 2013; Interview part 2 with P. Kirusan (2nd generation Delegate), Seva Lanka, Vavuniya, Sri Lanka. 24 August 2013; Interview part 2 with CDO Chairman (2nd generation Delegate), Seva Lanka, Vavuniya, Sri Lanka. 24 August 2013.

93 Interview part 2 with Mrs Andulan (2nd generation Delegate), Seva Lanka, Vavuniya, Sri Lanka. 24 August 2013; Interview part 2 with M. Vinoth (2nd generation Delegate), Seva Lanka, Vavuniya, Sri Lanka. 24 August 2013.

94 Interview part 2 with Padmasiri Chandran (2nd generation Delegate) Seva Lanka, Vavuniya, Sri Lanka. 24 August 2013.

95 Generations For Peace, "Generations For Peace: Programming Framework" (2012). See [Annex 4](#).

I will tell them the importance of education.”⁹⁶

In summary, the relationship between conflict context and GFP activities was understood and articulated well by Delegates on the ground. Two Pioneers, aware of the October 2013 SPPY, acknowledged the validity of the “presenting problem” (specifically mentioning lack of interaction between individuals of different ethnicities) as well as the utility of the espoused theory of change (selection of Mullaitivu and Kilinochchi as locations; using sport as a vehicle for change). Moreover, the newly trained Delegates completing the SPT in Vavuniya were able to clearly identify the changes they wished to see as a result of their programme, phrasing their ideas in a coherent “theory of change” format.

6.1.3. M&E Ability

CREAM and SMART Indicators, Data and MSC Gathering

Baseline data is important to understand the situation on the ground before an intervention begins; Most Significant Change (MSC) stories, on the other hand, gather qualitative information about the changes that appear most significant to participants at the end of an intervention. One can only make a prospective analysis of baseline data gathering and processes of gathering MSC stories before a programme has been conducted (as was the case in Sri Lanka).

The responses of five second generation Delegates (trained, as mentioned earlier, by the first “generation” of GFP Pioneers) to questions exploring their understanding of the importance of M&E as well as the methods used in M&E (such as baseline data collection) can be used as an indicator of their ability to select CREAM and SMART indicators and effectively gather data when GFP programmes are running in the region. All five Delegates had presented a coherent and detailed response to how they would measure change.⁹⁷

For example, Mrs Andulan, a second generation Delegate participating in the SPT in Vavuniya, stated that she felt as though a programme developing entrepreneurship among youth in the region would be useful.⁹⁸ When asked how she would measure the change as a result of such a programme, she responded by saying:

Yes, I can give you one example. If I do the small entrepreneur development programme, I can measure, I have to measure – there have to be some linkages you know in the channel, in the business community channel. So I can incorporate Tamil, Muslim and Sinhalese people, so I can measure the people who are producing something, are they selling it to the other community, and are they buying from (different) communities. I can measure that.⁹⁹

⁹⁶ Modification made by researcher.

⁹⁷ Interview part 2 with Padmasiri Chandran (2nd generation Delegate) Seva Lanka, Vavuniya, Sri Lanka. 24 August 2013; Interview part 2 with P. Kirusan (2nd generation Delegate), Seva Lanka, Vavuniya, Sri Lanka. 24 August 2013; Interview part 2 with CDO Chairman (2nd generation Delegate), Seva Lanka, Vavuniya, Sri Lanka. 24 August 2013; Interview part 2 with Mrs Andulan (2nd generation Delegate), Seva Lanka, Vavuniya, Sri Lanka. 24 August 2013; Interview part 2 with M. Vinoth (2nd generation Delegate), Seva Lanka, Vavuniya, Sri Lanka. 24 August 2013.

⁹⁸ Interview part 2 with Mrs Andulan (2nd generation Delegate), Seva Lanka, Vavuniya, Sri Lanka. 24 August 2013.

⁹⁹ Interview part 2 with Mrs Andulan (2nd generation Delegate), Seva Lanka, Vavuniya, Sri Lanka. 24 August 2013.

In her answer she says that she can measure the success of her entrepreneur development programme by checking the degree to which members of different ethnic communities in her programme exchange commodities with members of other communities – this evidence is clear and relevant to her described programme. Here, data collection is likely to be economical as it depends on records automatically generated when sale exchanges are made, which also makes the data easily monitorable – it is possible to examine whether there is more or less inter-ethnic community exchange taking place over time. In this way, the example given by Mrs Andulan fulfils the criteria of a CREAM (clear, relevant, economic, adequate, and monitorable) and SMART (simple, measurable, achievable & agreed by all, relevant and time-bound) indicator. While this example does not specify mechanisms about how to gather stories of Most Significant Change in the community, it does suggest that Mrs Andulan understood mechanisms through which change could be measured and has the ability to modify her measuring approach to fit approaches like MSC gathering.

The response of another second generation Delegate to the same question presents his coherent conceptualisation of the data gathering process. He says:

Data collection – before the programme and after the programme, you can measure in percentages. Three questions same, after [and] before, but the answer is changed. Then you know what is happening before the programme and after the programme.¹⁰⁰

His response summarises the fundamentals of M&E. It specifies the need to collect data both before (baseline indicator) as well as after the programme, and mentions that a comparison between the two allows one to measure change. Whether these fundamentals are actually put into practice can only be assessed in a field visit after the completion of a programme. However, the clarity of articulation of the steps of data gathering suggests that M&E capacity is present.

Reflexivity

Apart from CREAM and SMART indicators, data gathering and MSC gathering, the ability of Delegates to be reflexive while conducting M&E was identified by GFP as an important component of overall M&E capacity. The following transcript of the interview displays the Delegate Kirusan's¹⁰¹ ability to not only adjust inputs to affect outcomes, but also modify the theory of change:

Researcher: So what programme do you want to run?

Kirusan: Sports programme in community with children.

Researcher: What do you want to do in the programme?

Kirusan: Advocacy of parents to make children go to school.

Researcher: So do you want to run a sports programme or an advocacy programme?

Kirusan: *Pause.* First do advocacy programme, then do sports programme mixing school-leaving children with children in school, so they make friends and want to join school.

100 Interview part 2 with CDO Chairman (2nd generation Delegate), Seva Lanka, Vavuniya, Sri Lanka. 24 August 2013

101 Interview part 2 with P. Kirusan (2nd generation Delegate), Seva Lanka, Vavuniya, Sri Lanka. 24 August 2013.

The pause highlighted in italics, suggests that the Delegate is reflecting on the problem posed. Using a video camera to document the footage allowed the researcher to observe that the Delegate maintained a steady posture and did not shift eye contact when thinking about the response. This was in sharp contrast to the pre-Training interview where, when asked the question, “If you were to work with youth, and wanted to measure how things are getting better, how would you know things have changed?”¹⁰² the pause was accompanied by a nervous smile, shifting position, fidgeting with fingers and breaking eye contact to glance in different directions, before giving the answer: “From the people’s opinions, you can know if things have changed.”¹⁰³

Similarly in the pre-Training interview Padmasiri, another second generation Delegate, did not mention the use of data collection when asked how he would measure change in a programme.¹⁰⁴ However, when asked the same question in the post-Training interview his reply included not only a clear indicator – “I will get this from the attendance sheet”¹⁰⁵ – but also a timeline within which to situate his data collection process – “Two months after I will go to my working area. One month I will finish the programme. I will go to the Target Group and get the results about school-going children from the principals.”¹⁰⁶

The improvement in clarity and confidence in responses by 2nd generation Delegates to questions on M&E post-Sport For Peace Training, as compared to pre-Training that have been explored above, point towards the success of the SPT in effectively teaching Delegates the importance of M&E and the steps it requires.

The indicators for the October SPPY outlined in the Grid measure the percentage of participants in the programme that have a positive perception of members of other ethnic communities and have established close friendships/connections with members of other ethnic communities. These indicators however are relatively open to interpretation; it is unclear how a “positive” perception will be measured or exactly how strength of friendships can be measured. However, since at the time of this field research visit the Grid had last been updated on 14 April 2013 (approximately six months before the start of the programme) that lack of clarity regarding the specific kinds of indicators and data collecting process has not been regarded as particularly problematic; it is presumed that necessary updates will be made before the actual programme starts.

Instead, based on the indicators stated in the Grid, potentially complicating situational factors – such as fear among the Target Group in voicing their opinions – have been identified. A focus group interview of Tamil youth (potential Target Group) in Mullaitivu brought to light the fact that “people don’t say the truth because they are scared.

102 Interview part 1 with P. Kirusan (2nd generation Delegate), Seva Lanka, Vavuniya, Sri Lanka. 20 August 2013.

103 Interview part 1 with P. Kirusan (2nd generation Delegate), Seva Lanka, Vavuniya, Sri Lanka. 20 August 2013.

104 Interview part 1 with Padmasiri Chandran (2nd generation Delegate) Seva Lanka, Vavuniya, Sri Lanka. 20 August 2013.

105 Interview part 2 with Padmasiri Chandran (2nd generation Delegate) Seva Lanka, Vavuniya, Sri Lanka. 24 August 2013.

106 Interview part 2 with Padmasiri Chandran (2nd generation Delegate) Seva Lanka, Vavuniya, Sri Lanka. 24 August 2013.

People are scared that if we speak about the problems, then we will have to face problems from the government.”¹⁰⁷ The fear in the community is problematic for future data gathering processes, as it makes getting an honest response regarding the Target Group’s perceptions of members from other ethnic communities unlikely.

The focus group also pointed out the issues inherent in a brief external data collection process, saying, “You will come here, do programmes, ask questions and leave,”¹⁰⁸ and, “then we will have to face problems from the government. You can’t give assurance for our safety.”¹⁰⁹ This highlights the importance in paying particular attention to ensuring that the Target Group and Beneficiary Community, from whom data will be collected in the future, feel comfortable and safe voicing their opinions.

Despite the potential complications that fear and uneasiness in voicing one’s opinions among the Target Group brings, the fact that the Delegates display a strong capacity for M&E (as indicated by their responses to questions on how they would measure change in programmes) has led the analysis to conclude that the process governing M&E capacity in Sri Lanka is running smoothly given the stage of the programme at the time of the visit (pre-programme stage).

6.1.4. Programme Impact

Proven Outcomes and Sustainability

The reason why programme impact has been mostly classified as lacking a clear conclusion with presence of complicating factors in the Evaluation Summary Grid, are two-fold. Firstly, the research field visit took place prior to the planned GFP programme actually taking place in Sri Lanka. Therefore, any conclusion reached regarding potential impact is limited in its scope. For example, conflict context could change in the time between the field research visit and the October SPPY, altering the basis on which predictions from the research visit have been made, especially since at the time of the visit there was fear that violence might break out again as a result of upcoming elections.¹¹⁰ Secondly, based on interviews/PV sessions with the potential Target Group and Beneficiary Community in Kilinochchi and Mullaitivu, the researcher identified certain dimensions of the conflict context that might complicate the expected programme impact. These have been explained in further detail below.

The objectives of the SPPY as indicated in the M&E Grid for Sri Lanka were: positive changes in participants’ perceptions of members of other ethnicities; improved networks both within and between members of different ethnic groups; and increased participation in advocacy for policy change activities by participants. Key to achieving these positive changes in participants’ perceptions is the recognition that members of different ethnicities have very different experiences of conflict. Nine out of the 11 members of the potential Target Group sampled in the Tamil areas of Kilinochchi and Mullaitivu reported experiencing loss of safety and

107 Focus group with N. Sudharshan, M. Nakuleswaran Ali Jinnah and P. Suryan (Sport Club Members) Mullaitivu, Northern Province, Sri Lanka. 18 August 2013.

108 Focus group with N. Sudharshan, M. Nakuleswaran Ali Jinnah and P. Suryan (Sport Club Members) Mullaitivu, Northern Province, Sri Lanka. 18 August 2013.

109 Focus group with N. Sudharshan, M. Nakuleswaran Ali Jinnah and P. Suryan (Sport Club Members) Mullaitivu, Northern Province, Sri Lanka. 18 August 2013.

110 The Calibre, “Elections for Sri Lanka’s Northern Provincial Council,” *The Calibre*. Updated 26 September 2013. Accessed 6 December 2013. <http://thecalibre.in/in-depth-current-affairs/elections-sri-lankas-northern-provincial-council/092013/?p=4015/>.

“ In the absence of comprehensive baseline studies and formal indicators, it is not possible to track change in specific attitudes, beliefs, and behaviours over time except through the compilation of observational and anecdotal evidence, and broad measures of change. By triangulating different types of data (scale of change, current attitudes, and significant change stories) this section offers an understanding of the impact of these programmes in the eyes of people on the ground, rather than a quantification of the changes that have occurred. ”

security.¹¹¹ They pointed out that there remains a strong military presence in their districts, which, combined with repeated home raids and surprise kidnappings of suspected LTTE members, makes them feel insecure.¹¹² “War is stopped, the gunshots and the shellings, these things have stopped. The other things are always continuing. People are still missing. People are still experiencing threats.”¹¹³

The quote above by Father Joy (Member of the Beneficiary Community, and a potential stakeholder by virtue of his position as priest in the Wellioya District near Mullaitivu) draws attention to the fact that though Sri Lanka may be post-war: “War is stopped, the gunshots and the shelling, these things have stopped,” it is not necessarily post-conflict, because “the other things are always continuing.”¹¹⁴ This is particularly striking because, in contrast to the Tamil Target group, none of the members (n=4) of the potential target group coming from the Sinhalese area of Wellioya – a small fishing village – reported feelings of insecurity or injustice. Instead, their responses were largely positive.¹¹⁵ They mentioned looking forward to the new opportunities such as availability of better catch in their village. While they had also been affected by the conflict (three out of the four respondents were temporarily displaced during the war, none described feelings of resentment towards the government nor perceptions of threat from the military. An excerpt from one such interview with a female member (named Dayani) of the potential Sinhalese Target Group is presented below:¹¹⁶

Researcher: What are the biggest problems in your community?

Dayani: No problems.

Researcher: No problems? Any problems because of the war?

Dayani: No, the war is finished.

Researcher: So now...?

Dayani: Now it is good. We get [a] good catch [of] fish... I like school.

The responses of this girl describe common concerns expected from a school-age girl, such as “school”, and reference to common activities in her fishing village. For her, the war is considered “finished,” unlike for Father Joy for whom, while infrastructure may be developing, “now, the government is building roads, but nothing is coming from these roads, and we can’t go anywhere.”¹¹⁷

Unexpected Outcomes

The PV session with Ilangomara (member of Community Development Organization, Sri Lanka) allowed an in-depth exploration of war experiences from an individual’s worldview. This was important to check whether there were any dimensions of the conflict context that could affect the expected impact from the October SPPY. His choice of pairs of opposites for the video clip he titled

¹¹¹ Focus group interview with M. Vinoth, J. Chandran and P. Venkateswan (Sport Club Members) Mullaitivu, Northern Province, Sri Lanka. 18 August 2013.

¹¹² Focus group interview with N. Sudharshan, M. Nakuleswaran Ali Jinnah and P. Suryan (Sport Club Members) Mullaitivu, Northern Province, Sri Lanka. 18 August 2013.

¹¹³ Interview with Father Joy (Parish priest and member of Beneficiary Community), Wellioya, Northern Province, Sri Lanka. 20 August 2013.

¹¹⁴ Interview with Father Joy (Parish priest and member of Beneficiary Community), Wellioya, Northern Province, Sri Lanka. 20 August 2013.

¹¹⁵ Focus group interview with P. Ariyasiri and R. Dayani (Sport Club Members), Wellioya, Northern Province, Sri Lanka. 20 August 2013.

¹¹⁶ Focus group interview with P. Ariyasiri and R. Dayani (Sport Club Members) Wellioya, Northern Province, Sri Lanka. 20 August 2013.

¹¹⁷ Interview with Father Joy (Parish priest and member of Beneficiary Community), Wellioya, Northern Province, Sri Lanka. 20 August 2013.

“Differences”¹¹⁸ (see Annex 4 for details of the activities), repeatedly presented life and death binaries. This can be seen in Table 5 below:

Text 1	Text 2	Image
Alive	Dead	Coconut Tree with Leaves –Coconut Tree without Leaves
Beginning	End	Flowers on a bush – Dead leaf on the dirt
Ancient	Modern	Cart - Car
Body	Mind	Traditional Shovel – Air Conditioner

Table 5: War experiences: individual worldview

The accompanying video imagery for the Important Dates task featured closed shots of barbed wire fences, empty paths, and birds flying away. These were accompanied with a narration of stories of personal loss – the deaths of his mother and best friend.¹¹⁹ The effect of these traumatic events on an individual’s psyche is likely to be deep and require structured counselling to come to terms with. At the level of the individual, the post-conflict environment can only be truly post-conflict when one’s loss as a result of the conflict has been dealt with. Unless this takes place, efforts to bring about peace building might face unexpected obstacles. Unfortunately for most people on the ground, this has not yet taken place. Four out of the five second generation Delegates reported mental instability and post-traumatic stress disorder (PTSD) as key problems in the community.¹²⁰ For example, Vinoth (second generation Delegate) reported, “War, camp situation, refugees, many people affected mentally and physically by war situation”¹²¹ as problems in community.

The reason why the presence of mental trauma is problematic is because engaging with individuals suffering from such issues requires a different approach – one that might not necessarily be compatible with the SPPY’s theory of change. This is not to say that the SPPY is not expected to give expected results but rather that the desired changes will be complicated by the fact that one of the groups has deeply personal ties to the conflict. Eight out of the 11 potential members of the Tamil Target Group interviewed in focus groups in Mullaitivu and Kilinochchi had been in direct combat during the war¹²² or were suffering from psychological trauma.

The SPPY is also expected to involve both boys and girls, which is in line with GFP’s commitment to include women in their programmes. However, conditions on the ground might make this difficult. For example, threats of rape and assault are common in Mullaitivu and Kilinochchi where “many women are affected by

118 “Difference,” directed by M. Ilangomara. 21 August 2013. Available on YouTube. <http://www.youtube.com/watch?v=uzOdkPHD7tM>

119 “The Pain in My Heart,” directed by M. Ilangomara. 23 August 2013. Available on YouTube. <http://www.youtube.com/watch?v=WWyfSAV7qbU>

120 Focus group interview with N. Sudharshan, M. Nakuleswaran Ali Jinnah and P. Suryan (Sport Club Members) Mullaitivu, Northern Province, Sri Lanka. 18 August 2013.

121 Interview part 2 with M. Vinoth (2nd generation Delegate), Seva Lanka, Vavuniya, Sri Lanka. 24 August 2013.

122 Focus group interview with N. Sudharshan, M. Nakuleswaran Ali Jinnah and P. Suryan (Sport Club Members) Mullaitivu, Northern Province, Sri Lanka. 18 August 2013; Focus group interview with P. Ariyasiri and R. Dayani (Sport Club Members) Welioya, Northern Province, Sri Lanka. 20 August 2013.



Useful resource:

Participatory Videos made by Sri Lankan participants:

<http://bit.ly/1MxZili>

and <http://bit.ly/1KY8G2g>



“ For people on the ground, these systems of violence are often so ingrained into daily life, it might skip their conscious notice unless they are trained to specifically monitor these factors and take appropriate measures to combat them. Because of the distance from the field site, GFP HQ must continue to maintain open communication with their volunteers so as to capitalise on the local understanding of the conflict situation. ”

sexual abuse.”¹²³ While targeting such forms of structural and cultural violence against women is a mandate of GFP programmes more generally, the reality on the ground is that these same issues of structural and cultural violence affect the success of such programming. For example, if sexual abuse is a common occurrence, the likelihood of women voluntarily leaving their homes to attend GFP programme sessions in the evenings is minimised. Therefore while the programme is attempting to address cultural and structural violence by including women, the reality is that the fear of sexual abuse is still keeping them away from programmes.

Therefore, there is a need for GFP authorities at the HQ level to be conscious of ground level realities that could complicate programme plans. For people on the ground, these systems of violence are often so ingrained into daily life, it might skip their conscious notice unless they are trained to specifically monitor these factors and take appropriate measures to combat them. For example (and this is a purely hypothetical example used only for illustration purposes), lack of safety for women could mean that very few females are able to actively participate in SPPY activities. For local Delegates the lack of female participation in sporting and social activities might not be registered as an important aspect of programme functioning, as it follows trends seen in everyday life. Therefore, there is a high probability that local Delegates could assume that knowledge regarding lack of safety for women, which they share as members of the same community, is similarly shared by authorities at the GFP Headquarters. However, because of the distance from the field site, individuals at GFP HQ must continue to maintain open communication with their volunteers so as to capitalise on the local understanding of the conflict situation.

Causal Relationship between GFP activities and impact

The causal relation between GFP programmes and programme impact has been noted as an area of concern because it is difficult to identify whether the outcomes and impacts in the future will be caused by GFP programme intervention as opposed to other factors. This is because second generation Delegates in Sri Lanka are engaged with multiple NGO programmes.¹²⁴ Similarly the Target Group is affected by the work of multiple NGO and INGOs, as the Northern Province is home to several health, development and empowerment programmes being run by international organisations, such as the United Nations (UN) and International Committee of the Red Cross (ICRC).¹²⁵

One way to assess the causal effect of GFP's intervention in this context would be through a randomised control trial to compare the changes in control villages where no GFP programmes ran and sample villages where GFP programmes ran.

However, when skills gained through GFP training are used by Delegates in their personal and professional lives, it is likely that even villages where GFP programmes are not running are impacted by the changes GFP Delegates make in their work lives.



¹²³ Focus group interview with M. Vinoth, J. Chandran and P.Venkateswan (Sport Club Members), Mullaitivu, Northern Province, Sri Lanka. 18 August 2013.

¹²⁴ Interview part 2 with M. Vinoth (2nd generation Delegate), Seva Lanka, Vavuniya, Sri Lanka. 24 August 2013; Interview part 2 with Padmasiri Chandran (2nd generation Delegate) Seva Lanka, Vavuniya, Sri Lanka. 24 August 2013; Interview part 1 with Padmasiri Chandran (2nd generation Delegate) Seva Lanka, Vavuniya, Sri Lanka. 20 August 2013.

¹²⁵ Gilberto Algar-Faria, “FPC Briefing: Sri Lanka’s (Geo)Political Quandary – Government, NPC and International Community” (The Foreign Policy Centre, 2013).

For example, Vinoth, a second generation GFP Delegate was about to join an INGO post-Training, to assist in making psychological assessments. He said that he would use the knowledge regarding structural violence that he learnt from the SPT in his job to better understand the deeper issues affecting communities across Mullaitivu. This means that people across villages that Vinoth comes into contact with will be impacted by the GFP Training¹²⁶ but might not be included in the official understanding of the “Beneficiary Community.”

6.2. Nepal

The GFP field research visit to Nepal took place from 26 August to 6 September 2013, seven years after the end of the war and approximately two months before the start of the scheduled (November) elections for a new Constituent Assembly. The aim of the field visit to Nepal was to monitor and evaluate GFP activities in Kathmandu based on the research questions outlined in Section 5.1. Unlike in Sri Lanka, where a prospective analysis was conducted, in Nepal the researcher had the chance to evaluate an ADPP in Kathmandu that was ongoing at the time of the field visit. This ADPP was being conducted by all six of the first generation Nepali Delegates, with Mr Sujan Lal Shrestha listed as the lead Delegate for the programme in the “M&E Grid: Nepal”¹²⁷ (see Annex 3). The Delegates had taken part in a five-day Refresher Workshop conducted by GFP HQ staff earlier in the year, where content regarding GFP programme design and planning, conflict context and M&E had been reinforced.

Kathmandu¹²⁸

The aim of the Kathmandu ADPP was to address the issue of violence between and among students and student unions in colleges in Kathmandu. This was based on an understanding of the conflict context as one where the root cause of this violence was a product of differences in political ideologies and lack of interaction between individuals from different ideological camps. The theory of change behind the programme was:

“If we use GFP Advocacy For Peace Programmes (ADPP) and sport-based games to bring them together; then there will be space for interactions, and to build good relationships and mutual understanding which lead to minimised violence; because the programme activities provide the entry point to interact with each other and to understand, respect, build trust and change behaviour and tolerance among them.”

The Target Group selected for the programme was described as a mixture of youth from colleges, political unions in colleges, and apolitical students in college. However, there were no details in the M&E Grid on why certain colleges were targeted over others or how the selection process for participants had taken place. The schedule for the ADPP was a weekly three-hour session between August and December 2013. The researcher had the chance to sit through one of these sessions (31 August 2013).




126 Interview part 2 with M. Vinoth (2nd generation Delegate), Seva Lanka, Vavuniya, Sri Lanka. 24 August 2013.

127 Sujan Lal Shrestha, “M&E Grid: Nepal,” Generations For Peace (2013)

128 Sujan Lal Shrestha, “M&E Grid: Nepal,” Generations For Peace (2013).

6.2.1. Evaluation Summary: Nepal

The research objective of the field visit to the Kathmandu programme was to collect qualitative data to answer as many of the questions laid out in Section 5.1 under the broad parameters of programme impact, monitoring and evaluation (M&E) capacity, and conflict context and GFP activities as possible. To summarise the analysis of the data collected, an Evaluation Summary has been presented in Table 6. The parameters are evaluated and coded in red, yellow and green to represent:

	Specific Problems identified. Requires attention
	Clear conclusion cannot be reached. Presence of complicating factors
	Good Outcomes. Processes Running Smoothly













THEMES	NEPAL - KATHMANDU			
	Proven outcomes and impacts	Unexpected Outcomes (Negative and Positive)	Causal Relationship with GFP Activity	Cost Effectiveness and Sustainability
PROGRAMME IMPACT				
M&E ABILITY	CREAM and SMART Indicators	Data Gathering	MSC Gathering	Reflexivity
				
CONFLICT CONTEXT & GFP ACTIVITIES	Conflict Context	Changes Expected	Theory of Change	Validity of the Problem
				

Table 6: Evaluation summary: Nepal

6.2.2. Conflict Context and GFP Activities

Conflict Context and Validity of the Problem

The six Delegates interviewed in Kathmandu overall had a clear and focussed articulation of the conflict context,¹²⁹ pointing out “political instability”¹³⁰ and “political violence”¹³¹ as problems in their community. In addition, issues related to unemployment and “youth leaving the country and not coming back” were identified as problems. This description of the conflict involves the use of discrete and focussed terms to describe the situation on ground. Of particular note is the term “political instability”¹³² which appeared to be an umbrella category to describe the negative effects of the political situation in Nepal.

129 Interview with Helga Rana Rayamajhi (1st generation Delegate), Kathmandu, Nepal. 4 September 2013; Interview with Yubraj Sunwar, (1st generation Delegate), Kathmandu, Nepal. 4 September 2013; Interview with Ramesh Maharjan, (1st generation Delegate), Kathmandu, Nepal. 4 September 2013; Interview with Kumar Thapa, (1st generation Delegate), Kathmandu, Nepal. 4 September 2013; Interview with Sujana Lal Shrestha (1st generation Delegate), Kathmandu, Nepal. 3 September 2013; Interview with Bhogendra Mandhakar, (1st generation Delegate), Kathmandu, Nepal. 2 September 2013.

130 Interview with Ramesh Maharjan, (1st generation Delegate), Kathmandu, Nepal. 4 September 2013; Interview with Kumar Thapa, (1st generation Delegate), Kathmandu, Nepal. 4 September 2013.

131 Interview with Helga Rana Rayamajhi (1st generation Delegate), Kathmandu, Nepal. 4 September 2013; Interview with Bhogendra Mandhakar, (1st generation Delegate), Kathmandu, Nepal. 2 September 2013.

132 Used by all six of the Delegates in their interviews.

For example, when prompted further to explain what exactly they meant by the term, the responses included failure to draft a constitution,¹³³ changing governments,¹³⁴ violence by the Maoists,¹³⁵ and frequent strikes.¹³⁶ The Delegates' capacity to identify these different symptoms of problems in Nepal can be used as an indicator of their understanding of the conflict context. In addition, the picture of the conflict situation painted by Delegates as one of political instability and many economic problems, is supported by wider literature on post-conflict Nepal (see Literature Review).

The exception to the general trend of a precise description of conflict context were the responses by one of the Delegates, who depended on abstract and vague terms such as "bad stuff is happening"¹³⁷ and "we can't minimise."¹³⁸ However, since this trend was not seen in the other Delegates,¹³⁹ the overall conclusion is that there is a good understanding of the conflict context guiding the GFP programme in Kathmandu.

The validity of the problem, namely politically driven violence in colleges, was examined through three Participatory Video sessions with nine members of the Target Group. As part of these sessions, they were asked to brainstorm what the five biggest problems in their community were. After writing down their suggestions, they ranked the problems they had listed by order of importance, until they arrived at a consensus as to what the biggest problem in their community was. They were then asked to pick one of the top five problems they identified, and film a short video about this issue. Here, what is more interesting than the video itself, are the choices made by the participants in their ranking of the biggest problems in their community.

133 Interview with Sujan Lal Shrestha (1st generation Delegate), Kathmandu, Nepal. 3 September 2013.

134 Interview with Bhogendra Mandhakar, (1st generation Delegate), Kathmandu, Nepal. 2 September 2013.

135 Interview with Sujan Lal Shrestha (1st generation Delegate), Kathmandu, Nepal. 3 September 2013.

136 Interview with Yubraj Sunwar, (1st generation Delegate), Kathmandu, Nepal. 4 September 2013.

137 Interview with Helga Rana Rayamajhi (1st generation Delegate), Kathmandu, Nepal. 4 September 2013.

138 Interview with Helga Rana Rayamajhi (1st generation Delegate), Kathmandu, Nepal. 4 September 2013.

139 Interview with Yubraj Sunwar, (1st generation Delegate), Kathmandu, Nepal. 4 September 2013; Interview with Ramesh Maharjan, (1st generation Delegate), Kathmandu, Nepal. 4 September 2013; Interview with Kumar Thapa, (1st generation Delegate), Kathmandu, Nepal. 4 September 2013; Interview with Sujan Lal Shrestha (1st generation Delegate), Kathmandu, Nepal. 3 September 2013; Interview with Bhogendra Mandhakar, (1st generation Delegate), Kathmandu, Nepal. 2 September 2013.

Ranking Where 0 is most important and 5 is least important	Participatory Video Session 1 (n=2)	Participatory Video Session 2 (n=4)	Participatory Video Session 4 (n=3)
0	Political instability	Political instability	Drug addiction
1	Drug addiction	Unemployment	Political instability
2	Slums	Bad leaders	Unemployment
3	Unsafe for girls (rape, assault, (trafficking Lack of extra curricular activities	Misuse of power	Abuse against women
4	Lack of security/ Blackmail	Drug addiction	Unstable education
5	Not enough participation in social work	Corruption	Prostitution

Table 7: Ranking of “biggest problems in their community” by Kathmandu Target Group (PV)

As can be seen from Table 7, political instability and unemployment feature as serious problems in the Target Group’s understanding of the post-conflict environment. As discussed earlier, during their interviews in Kathmandu the Delegates also presented political instability and unemployment as important issues.

Moreover, the aim of the ADPP to “reduce levels of violence”¹⁴⁰ in its essence addresses the effects of unstable politics. For these reasons, the researcher concluded that the presenting problem in Kathmandu is relevant, and well understood by the Delegates running the programme.

Changes Expected and Theory of Change

With regard to the changes expected and the theory of change informing the programme, there does not appear to be a clear conception of the exact changes expected nor the theory of change required to achieve them. This appears initially in the “M&E Grid: Nepal” where as a result of the programme Nepali Delegates expected to see increased trust, mutual understanding, and tolerance in participants, as well as positive change both within the Target Group and Beneficiary Community in terms of their perceptions of individuals active within political unions that are not their own, and in their advocating for policy changes and reduced levels of violence in the wider community.¹⁴¹ These expected outcomes and impacts cover a wide yet abstract range of expectations. For example, it is unclear what a “positive change” in participants and members of the wider community means in measurable terms, neither is it particularly clear who this “wider community” that the programme is supposed to affect is.



¹⁴⁰ Sujana Lal Shrestha, “M&E Grid: Nepal,” Generations For Peace (2013).

¹⁴¹ Sujana Lal Shrestha, “M&E Grid: Nepal,” Generations For Peace (2013).

This lack of clarity came through in the interviews with the Kathmandu Delegates. On one hand there was the aim of creating a better communication system, where as a result of the programme the Target Group should “not quarrel in the name of different political views. But grow up and develop themselves as a brotherhood in different colleges.”¹⁴² However, equally important was the aim of using this programme as a method for them to be trained as GFP volunteers. This sentiment was expressed directly (by all six Delegates) who made statements such as they “want(ed) to make them ambassadors for GFP and run programmes in their own districts”;¹⁴³ and the “aim is for them to ask more about what they can do using GFP programmes”;¹⁴⁴ or “if they conduct programmes in rural areas and make more volunteers then there will be change.”¹⁴⁵ This last statement in particular, reflects an understanding of a theory of change that is drastically different from the one presented in the M&E Grid for Nepal/Kathmandu, namely: “If we use GFP Advocacy For Peace Programmes and sport-based games to bring them together; then there will be space for interactions, and to build good relationships and mutual understanding which will lead to minimised violence; because the programme activities provide the entry point to interact with each other and understand, respect, build trust and change behaviour and tolerance among them.”¹⁴⁶ This lack of consensus among Delegates working on the Kathmandu programme regarding the specific aims of their programmes and how their theory of change is related to these aims, indicates that a step needs to be taken by the GFP to ensure that volunteers remain on the same page regarding the process of change.

6.2.3 M&E Ability

CREAM and SMART Indicators, Data Gathering, MSC Gathering, Reflexivity

For the Delegates in Kathmandu, there appeared to be a fairly basic understanding of the need for M&E and the use of indicators to gather data. When asked how they would measure changes that occurred as a result of their programme, five of the six Delegates pointed out that they had been “trying to collect data about [the participants] and their profile.”¹⁴⁷ They also indicated that they had informal feedback sessions with participants of the programme every week to improve future sessions.¹⁴⁸ Similarly, in their focus group sessions, members of the Target Group also mentioned that they were encouraged to discuss what they enjoyed about a session every week so that sessions could be improved.¹⁴⁹ The interviews with both Delegates and the Target Group suggested that feedback was being gathered during programme implementation so that aspects of its implementation could be modified and improvements made.

142 Interview with Bhogendra Mandhahar, (1st generation Delegate), Kathmandu, Nepal. 2 September 2013.

143 Interview with Kumar Thapa, (1st generation Delegate), Kathmandu, Nepal. 4 September 2013.

144 Interview with Sujan Lal Shrestha (1st generation Delegate), Kathmandu, Nepal. 3 September 2013.

145 Interview with Helga Rana Rayamajhi, (1st generation Delegate), Kathmandu, Nepal. 4 September 2013.

146 Sujan Lal Shrestha, “M&E Grid: Nepal,” Generations For Peace (2013).

147 Interview with Sujan Lal Shrestha (1st generation Delegate), Kathmandu, Nepal. 3 September 2013.

148 Interview with Ramesh Maharjan, (1st generation Delegate), Kathmandu, Nepal. 4 September 2013; Interview with Kumar Thapa, (1st generation Delegate), Kathmandu, Nepal. 4 September 2013.

149 Focus group interview with Laxmi Thapamagar, Mahesh Simkhada, Aishwarya Sunwar, Saleena Thakuri, Nikisha (surname unknown), Shaky Shrutti, Nitesh (surname unknown), and Lumanti Maharjan (ADPP participants – Target Group), Kathmandu, Nepal. 30 August 2013.

However, when asked to specify what kind of data was being collected and how they planned to use it to monitor and evaluate their programmes, Delegates struggled with giving specific ways in which data gathering and indicators could be used. One Delegate responded saying, “We are evaluating the work that we have been doing. I am not sure about how that has been going on – but others know better.”¹⁵⁰

In this regard, two points need to be made. First is the fact that a Refresher Workshop conducted by GFP HQ in Kathmandu had taken place earlier in the year where the importance of M&E had been re-emphasised to the Delegates. As a result of this Refresher Workshop, Nepali Delegates were expected to have a strong understanding of M&E processes yet failed to display this understanding. This lack of consensus on how M&E has been taking place in Nepal is especially striking when contrasted with Sri Lanka, where before any programme had been planned second generation Delegates were able to identify “attendance records”¹⁵¹ and records on sale of goods as specific sources to gather data and monitor their programmes.¹⁵² Thus, though the importance of data collection and broad ideas of how to collect data is present in the Nepal programme, the absence of consensus regarding the methods of achieving these processes has led the researcher to mark these sections as areas where processes are not running efficiently.

Second, while five of the six Delegates reflected upon the importance of M&E, one Delegate did not appear to understand the need for M&E saying: “I don’t believe in data collection and stuff like that, you know.”¹⁵³ When probed further as to why this Delegate did not believe in data collection, the response was, “I think data is only for the record. We will find. Nepal is a small country, we all know each other. Later we can force them to work together. This is a long term programme, we will be a family.”¹⁵⁴ The Delegate’s statement that data exists only for the record, suggests that the fundamental purpose behind M&E has not been grasped fully. While this response is an exception rather than the rule, it does raise the question as to what the consequences of a single volunteer misunderstanding the processes of a GFP programme might be in a system that depends on effects being cascaded onwards.

6.2.4. Programme Impact

Proven and Unexpected Outcomes and Impacts

The statements made about the outcomes and impacts observed is based on the evidence collected six weeks into what is expected to be a six-month programme. Therefore, these conclusions are not predictions of the final outcomes and impacts of the programmes but observations of the state of the programme at the time of the research visit.

One of the most striking elements of the Kathmandu programme was the fact participants felt positively towards its activities. They described “enjoying

150 Interview with Yubraj Sunwar, (1st generation Delegate), Kathmandu, Nepal. 4 September 2013.

151 Interview part 2 with P. Kirusan (2nd generation Delegate) Seva Lanka, Vavuniya, Sri Lanka. 24 August 2013.

152 Interview part 2 with Mrs Andulan, (2nd generation Delegate), Seva Lanka, Vavuniya, Sri Lanka. 24 August 2013.

153 Interview with Helga Rana Rayamajhi, (1st generation Delegate), Kathmandu, Nepal. 4 September 2013.

154 Interview with Helga Rana Rayamajhi, (1st generation Delegate), Kathmandu, Nepal. 4 September 2013.

the activities"¹⁵⁵ and "learning more." This was also reflected in more concrete attendance data. Since no official record of attendance was kept, this was inferred through interviews with the Target Group and Delegates. Delegates stated that they were surprised at the number of students who continued to come every week – with "almost all coming." More specific figures of "between 25-30 out of the total of 35 participants" turning up every week were noted by the Target Group during their focus group interview in Kathmandu. Unfortunately, in the session that the researcher observed on 30 August only 14 participants turned up; however, this was an exceptional situation, brought about by the fact that college exams were taking place. Thus, it can be said that there are already positive elements in the programme – displayed by the attendance rate and the positive perception of the Delegates towards the programme activities.

However, there was a lack of consensus on what the other aims of the programme were. Part of the difficulty in assessing the outcomes and impacts of the programme stems from the fact that the expected outcomes defined in the Grid are fairly general and Delegates are unclear about the precise changes they want to see. On one hand the aim is to improve relations between members of different political parties so that "they should not quarrel in the name of different political views. But grow up and develop themselves as a brotherhood in different colleges."¹⁵⁶ Delegates also expressed that they wanted to teach the participants how to conduct GFP programmes in Nepal because "if they conduct programmes in rural areas and make more volunteers then there will be change."¹⁵⁷ This can be related back to the expected aim in the "M&E Grid: Nepal,"¹⁵⁸ which is to increase advocacy programmes.

It is interesting that all six of the Delegates reference this expected outcome clearly by saying, "The aim is for them to ask more about what they can do using GFP programmes. Want to run programmes themselves"¹⁵⁹ and "I want to make them ambassadors for GFP and run programmes in their own districts."¹⁶⁰

Evaluating the progress towards the two expected outcomes of the field visit, the researcher found that with regard to the aim to increase advocacy the Delegates mentioned that they "want to do more social work like sport work and work in villages"¹⁶¹ and that they had "learnt more about GFP."¹⁶² The effect of the programme on the Target Group (n=15) was increased knowledge and interest in GFP activities. All 15 members of the Target Group indicated they gained a greater knowledge of GFP activities. During a focus group interview with eight of the participants in the ADPP, after about two minutes of discussion regarding what was the biggest change they had experienced as a result of the programme,

155 Interview with Ramesh Maharjan, (1st generation Delegate), Kathmandu, Nepal. 4 September 2013;
Interview with Kumar Thapa, (1st generation Delegate), Kathmandu, Nepal. 4 September 2013.

156 Interview with Yubraj Sunwar, (1st generation Delegate), Kathmandu, Nepal. 4 September 2013.

157 Interview with Helga Rana Rayamajhi, (1st generation Delegate), Kathmandu, Nepal. 4 September 2013.

158 Interview with Helga Rana Rayamajhi, (1st generation Delegate), Kathmandu, Nepal. 4 September 2013.

159 Interview with Yubraj Sunwar, (1st generation Delegate), Kathmandu, Nepal. 4 September 2013.

160 Interview with Kumar Thapa, (1st generation Delegate), Kathmandu, Nepal. 4 September 2013.

161 Interview with Ramesh Maharjan, (1st generation Delegate), Kathmandu, Nepal. 4 September 2013;
Interview with Kumar Thapa, (1st generation Delegate), Kathmandu, Nepal. 4 September 2013.

162 Interview with Ramesh Maharjan, (1st generation Delegate), Kathmandu, Nepal. 4 September 2013;
Interview with Kumar Thapa, (1st generation Delegate), Kathmandu, Nepal. 4 September 2013.

they decided it was learning more about GFP and youth and sport.¹⁶³ During the Participatory Video sessions, the nine members of the Target Group that attended the sessions discussed in detail the ways in which they wanted to run GFP programmes in the villages.¹⁶⁴

On the other hand, there was no evidence to suggest that they experienced changes to do with an increase in their positive perception of members of other political parties. This might be because of the personal relationship of the selected Target Group with the conflict context. Out of the 15 members of the Target Group interviewed, three mentioned that problems of political violence in colleges was only seen in the public universities,¹⁶⁵ and since they were in private universities these issues were not of much importance despite the fact that they were members of the United Congress political party. When pressed further, the respondents revealed they joined this party as sort of an “extracurricular” activity. In addition, one of the participants interviewed was still in school, but attended the programme because her father was a GFP Delegate.¹⁶⁶

For these reasons the performance of the programme appears to be mixed – with positive perceptions of the activities being conducted weekly, but no clarity on what those activities are set to achieve.

The “M&E Grid: Nepal”¹⁶⁷ identifies the Beneficiary Community as the friends and family of participants in the programme. However, this does not line up with the aims of the programme, which is to address the issue of violence between and among students and student unions in colleges in Kathmandu. It is unclear how or why the friends and family of the participants who are neither part of the same community nor involved in college life (the site of the violence) would be particularly affected by the programme. This, along with a lack of clarity demonstrated by Delegates in identifying the Beneficiary Community in their interviews, has led the researcher to conclude that the conceptualisation of the Beneficiary Community is problematic in the Kathmandu context. Since the programme aims to work in the area of violence in colleges, a more likely Beneficiary Community would be politically involved students of the colleges from which the GFP Target Group has been selected.

163 Focus group interview with Laxmi Thapamagar, Mahesh Simkhada, Aishwarya Sunwar, Saleena Thakuri, Nikisha (*surname unknown*), Shaky Shruti, Nitesh (*surname unknown*), and Lumanti Maharjan (ADPP participants – Target Group), Kathmandu, Nepal. 30 August 2013.

164 Participatory Video session with Laxmi Thapamagar and Mahesh Simkhada (Members of the ADPP Target Group), Newa Chen, Kathmandu, Nepal. 2 September 2013; Participatory Video session Aishwarya Sunwar, Saleena Thakuri, and Nikisha (*surname unknown*) (Members of the ADPP Target Group), Newa Chen, Kathmandu, Nepal. 3 September 2013; Participatory Video session with Sabin Thapa, Govinda Lama, Dinanath Sapkota, and Dhansur Shahi (Members of the ADPP Target Group), Newa Chen, Kathmandu, Nepal. 4 September 2013.

165 Focus group interview with Anjana Adhikari, Shruti Shaky, and Nitisha (*surname unknown*) (ADPP participants – Target Group), Kathmandu, Nepal. 5 September 2013.

166 Focus group interview with Laxmi Thapamagar, Mahesh Simkhada, Aishwarya Sunwar, Saleena Thakuri, Nikisha (*surname unknown*), Shaky Shruti, Nitesh (*surname unknown*), and Lumanti Maharjan (ADPP participants – Target Group), Kathmandu, Nepal. 30 August 2013.

167 Sujan Lal Shrestha, “M&E Grid: Nepal,” Generations For Peace (2013).

Cost Effectiveness, Sustainability and Causal Relationship with GFP Activities

The weekly programme was taking place on Saturdays in a local school in Kathmandu, which let out its classroom over the weekend. Participants came regularly to the programmes, and no obvious large-scale cost appeared to the observer.¹⁶⁸ The consistent attendance rates, and the absence of any major costs of the programme, suggests that the programme is cost effective and sustainable.

However, identifying the casual relationship with GFP activities was difficult for two reasons: first, the confusion as to what the aims of the programme were; second, as school students they were involved in a wide variety of activities and changes in their behaviour that could be causally linked to these other activities. Some of the other extracurricular activities that students were involved in included after-school social work clubs¹⁶⁹ and volunteering for local NGOs around the city¹⁷⁰ – participating in these non-GFP extracurricular activities is likely to increase social awareness, team work and knowledge about problems in the community among the Target Group. Therefore, in the absence of controlled testing, attributing any observed changes solely to GFP's intervention is difficult.

¹⁶⁸ Observation based on visit to ADPP session, 30 August 2013.

¹⁶⁹ Focus group interview with Laxmi Thapamagar, Mahesh Simkhada, Aishwarya Sunwar, Saleena Thakuri, Nikisha (*surname unknown*), Shakya Shruti, Nitesh (*surname unknown*), and Lumanti Maharjan (ADPP participants – Target Group), Kathmandu, Nepal. 30 August 2013.

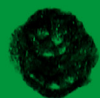
¹⁷⁰ Focus group interview with Laxmi Thapamagar, Mahesh Simkhada, Aishwarya Sunwar, Saleena Thakuri, Nikisha (*surname unknown*), Shakya Shruti, Nitesh (*surname unknown*), and Lumanti Maharjan (ADPP participants – Target Group), Kathmandu, Nepal. 30 August 2013.



7.

Summary and

Recommendations



“ In Sri Lanka, the Delegates were able to provide a clear and focused articulation of the specific local conflict context of their community, and were able to hypothesise ways they could measure the change brought about by the upcoming programme. The causal relation between GFP programmes and programme impact was however identified as an area of concern. ”

“ In Nepal, the Delegates had good grasp of the community conflict context and the validity of the problem addressed by GFP activities; there was however lack of clarity in both the expression of the theory of change as well as regarding corresponding methods of monitoring and evaluation. ”



This report has presented the findings of a field research visit carried out to assess Generations For Peace programmes in Sri Lanka and Nepal, from 16 August to 7 September 2013. GFP programmes in Sri Lanka and Nepal were evaluated to understand the impact the programmes had had on the ground, The monitoring and evaluation capability of GFP Pioneers and Delegates, and the local understanding of the conflict context and GFP's activities. Using a mix of focus groups, semi-structured interviews, and Participatory Video techniques with a total of 49 respondents (29 in Sri Lanka and 20 in Nepal), this report presents the conclusions that can be drawn regarding each of the main areas of exploration.

In Sri Lanka, newly trained Delegates were asked questions to ascertain their understanding of the conflict context. These Delegates were able to provide a clear, precise and focused articulation of the specific local context of their community. They also had a clear and detailed response to questions asking them how they would measure change. While regular sessions had not started at the time of this visit, the fact that Delegates already had a useful understanding of the conflict context and the theory of change that would inform the programme was a very good sign. In addition, Delegates were able to hypothesise ways they could measure the change brought about by the upcoming programme, showing that their M&E capacity was reasonable. However, it must be noted that the causal relation between GFP programmes and programme impact was identified as an area of concern; it was difficult to identify whether the outcomes and impacts in the future would be caused by GFP programme intervention or by other factors, as Delegates in Sri Lanka were engaged with multiple NGO programmes.

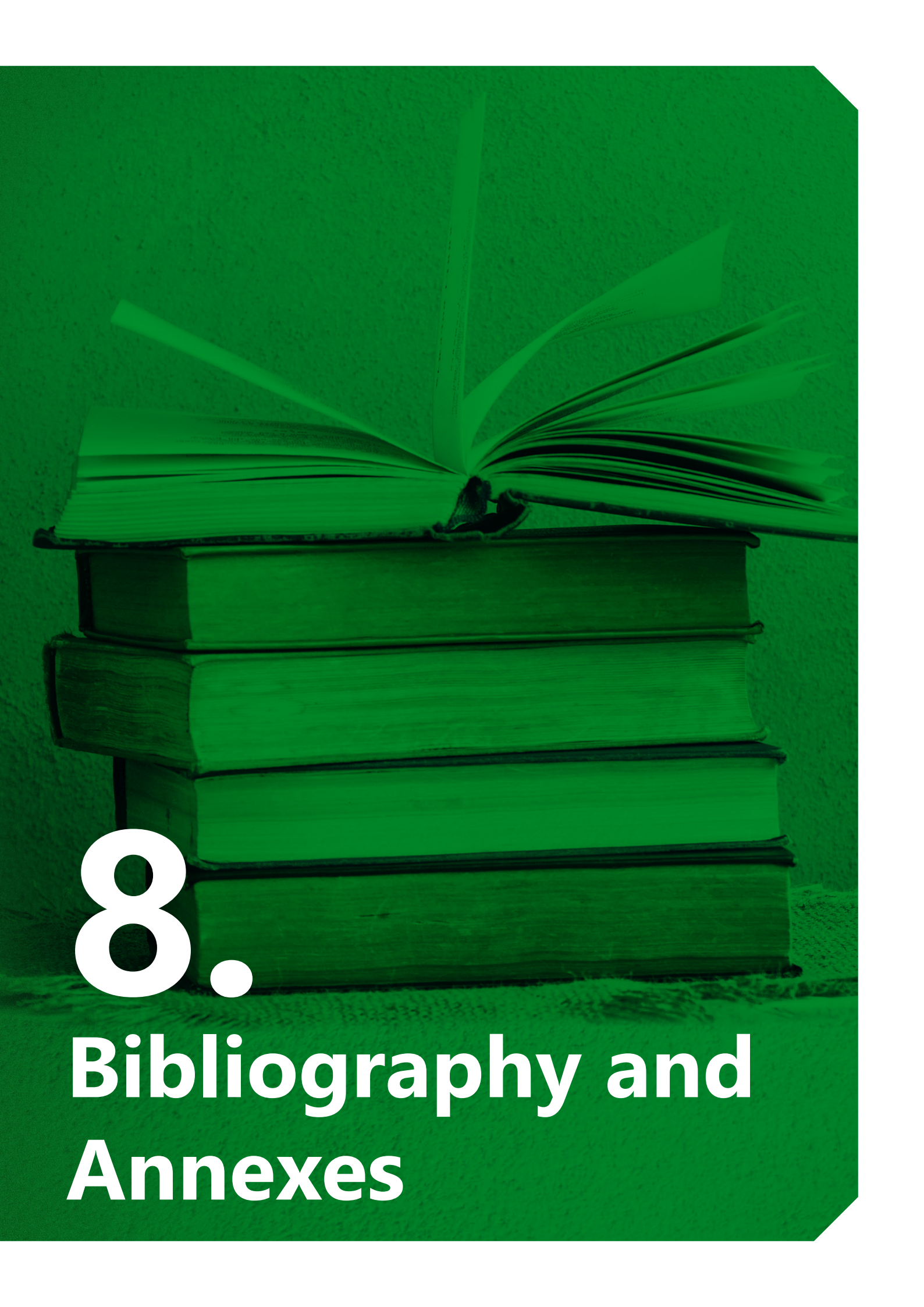
In Nepal, the research showed that both Delegates and the Target Group of the programme had a good grasp of the conflict context and the validity of the problem that was being addressed by GFP's activities. There had also been a positive impact in terms of the Delegates' awareness of GFP and Delegates' desire to conduct further programmes in Kathmandu and other, rural locations. It was interesting to note that this change did not directly reflect the theory of change available in the "M&E Grid: Nepal." That meant that there was lack of clarity in both the expression of the theory of change by the Delegates, as well as regarding corresponding methods of monitoring and evaluation. Delegates were not clear

about techniques they could use to measure changes brought about through their programme, and they did not refer to CREAM or SMART indicators in use. This does not suggest that the ADPP in Kathmandu would not have meaningful outcomes and impacts, only that the M&E capacity of Delegates is lower than expected.

This area of opportunity refers to the possibility of developing a specific “Participatory Video for M&E” methodology, including a curriculum design for PV sessions. As part of the field visit, the use of PV as a qualitative data collection tool was experimented with. The experimentation generated a degree of nuance in understanding themes that would have been impossible to grasp otherwise. For example, the PV video made in Sri Lanka helped capture the deep impact of conflict at the individual level that is often missed out when considering the post-conflict environment at a societal level. The PV videos in Nepal contained a brainstorming session that was valuable in understanding the Target Group’s categorisation of important problems in their community. Developing the PV methodology as an M&E tool, through a more focused curriculum and longer periods of contact, can generate valuable data – as well as proving useful in developing a relatively novel M&E methodology.

In conclusion, despite the very different conflict contexts in both countries, there appear to be positive changes in the respective Target Groups and Beneficiary Communities of both countries. At the same time, there are certain areas of GFP planning and programme implementation in both these countries that potentially complicate the observed and expected positive outcomes. These can be explored further to improve GFP programming in these countries in the years to come.





8.

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- Chandran, P. 2nd generation Delegate. Interview part 1. Seva Lanka, Vavuniya, Sri Lanka. 20 August 2013.
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- Father Joy. Parish priest and member of Beneficiary Community. Welioya, Northern Province, Sri Lanka. 20 August 2013.
- Jayasalee M. Member of Tamil Beneficiary Community. Mullaitivu, Northern Province, Sri Lanka. 17 August 2013.

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8.2 Annexes

Annex 1: Timeline of Events

*Timeline of Events in Sri Lanka*¹⁷¹

- 1948:** Sri Lanka, then known as Ceylon, gains independence from British rule. Ethnic Tamils feel disenfranchised by the so-called "Citizenship Act" which denied citizenship to the Tamils and their descendants brought from India by the British to work on tea plantations
- 1956:** Solomon Bandaranayake, then prime minister, enacts a law making Sinhala the only official language of Sri Lanka, alienating the Tamils. Peaceful protests by Tamils are broken up by a Sinhala mob and riots follow.
- 1957/65:** Pacts are signed between the government and the Tamils giving them a measure of regional autonomy and freedoms in language and education, but the agreements remain largely on paper.
- 1970:** New constitution enshrines earlier law making Sinhala Sri Lanka's official language and makes Buddhism the country's official religion, further alienating Tamils who are mainly Hindus and Christians.
- 1972:** Ceylon becomes a Republic and is officially renamed the Republic of Sri Lanka. Velupillai Prabhakaran forms the Tamil New Tigers group to set up a separate homeland - the Tamil Eelam.
- 1975:** Tamil New Tigers re-named Liberation Tigers of Tamil Eelam (LTTE).
- 1978:** LTTE proscribed as an illegal organisation.
- 1981:** Riots in Jaffna. A state of emergency is declared.
- 1983:** First guerrilla-style ambush by LTTE kills 13 soldiers. Rioting erupts, killing hundreds of people. About 150,000 Tamil refugees flee to India where Tamil military training camps are established.
- 1987:** The Indian government cracks down on armed Tamil groups in India. First suicide attack by LTTE kills 40. Indo-Sri Lanka Peace Accord signed and India agrees to deploy peacekeepers - the Indian Peace Keeping Force (IPKF), which quickly gets drawn into the civil war.
- 1990:** IPKF withdraws from Sri Lanka. LTTE becomes the prominent Tamil armed group. Over 100,000 Muslims are expelled from LTTE dominated areas, many with just two hours notice.
- 1991:** Rajiv Gandhi, then Indian prime minister, is assassinated by a female LTTE suicide bomber.
- 1993:** Ranasinghe Premadasa, then president of Sri Lanka, is killed in a LTTE suicide bomb attack.

¹⁷¹ Directly reproduced from: Al-Jazeera, "History of Conflict in Sri Lanka." Last modified 19 May 2009. Retrieved 13 September 2013. <http://www.aljazeera.com/focus/blanktemplate/2008/11/2008111061193133.html>.

- 1999:** Chandrika Kumaratunge, a former prime minister and later the first female president of Sri Lanka, is wounded in an assassination attempt during an election rally.
- 2002:** Norway-brokered ceasefire between the LTTE and the Sri Lankan government comes into effect. It holds for five years despite many incursions from both sides. A road linking Jaffna peninsula and the rest of Sri Lanka opens after 12 years.
- 2004:** The LTTE splits. Vinayagamoorthis Muralitharan, also known as Colonel Karuna, commander for the Batticaloa-Amparai, breaks from the LTTE forming a pro-government outfit.
- 2005:** The government of Sri Lanka and LTTE sign Post-Tsunami Operational Management Structure (P-TOMS) by which the two entities agreed to work together to offer relief to the communities devastated by the Asian Tsunami. Lakshman Kadirgamar, Sri Lankan foreign minister, is assassinated by the LTTE.
- 2007:** After weeks of heavy fighting, the Sri Lankan army takes back the LTTE-held town of Vakarai. LTTE air force attacks various Sri Lankan targets including Colombo airport. SP Thamilselvan, leader of the LTTE's political wing, is killed in an air raid.
- 2008:** The Sri Lankan government formally withdraws from the ceasefire with the LTTE and renewed fighting erupts. Amid attacks and counter-attacks, Sri Lankan forces seem to gradually gain the upper hand.
- 2009:** After months of the military consistently advancing against the LTTE, the government declares victory

Timeline of Events in Nepal¹⁷²

- 1994:** The Communist Party of Nepal (Maoist) is founded by Pushpa Kamal Dahal, known by his nom de guerre Prachanda.
- Feb 1996:** Maoists, who oppose the Himalayan country's constitutional monarchy, launch a "people's war" to establish a single-party communist republic.
- Feb 2005:** King Gyanendra takes absolute power vowing to crush the Maoists.
- Sept 2005:** Maoist rebels announce a unilateral ceasefire but the royalist government rejects it.
- Nov 2005:** Maoists join a loose alliance with the seven main political parties to end royal rule.
- Jan 2006:** Rebels end the ceasefire.
- Apr 2006:** King Gyanendra gives up absolute power after widespread protests. Veteran politician Girija Prasad Koirala is sworn in as prime minister and invites rebels for talks.
- Jun 2006:** The new government agrees with Maoists to dissolve parliament and form an interim administration that includes rebels.
- Nov 2006:** Prime Minister Koirala and rebel chief Prachanda sign a peace deal, ending a civil war which killed more than 13,000 people.
- Jan 2007:** Parliament scraps old constitution and adopts a new interim constitution. Maoists control 84 seats in the 329-member interim legislature.
- Dec 2007:** The ruling alliance and the Maoists agree to abolish the monarchy after the elections.
- Feb 2008:** Ethnic Madheshi groups call a strike demanding autonomy which brings much of the economy to a standstill.
- Feb 2008:** The government seals a deal with most Madheshi groups to end the protests.

¹⁷² Directly reproduced from: Al-Jazeera, "Timeline of Nepal's Civil War: A Chronology of how the Maoist War Began and the March Towards Peace." Last modified 8 April 2008. Retrieved 6 November 2013.
<http://www.aljazeera.com/news/asia/2008/04/2008525184425908471.html>



Annex 2: M&E Grids

Nepal (Part 1 - without 'During' and 'After' sections, filled at the end)

PROGRAMME INFO:		Country: Nepal	City/Town: Kathmandu
BEFORE	CONFLICT ANALYSIS	Conflict Context: <ul style="list-style-type: none"> What is the issue of conflict/ violence that you want to address? <i>Violence between and among students and students union in colleges.</i> Who are the different "sides" to the conflict? <i>Students from different colleges namely, St. Xavier college, Shankar Dev College, Padma Kanya College, United College, Tribhuwan University in different Unions as All Nepal National Free Students Union (ANNFSU), All Nepal National Independent Students Union (ANNISU), Nepal Student Union (NSU), Nepal Student Federation (NSF) and Rastriya Prajatantra Party (RPP) and Students not involve in any union.</i> 	What dimension(s) of conflict Is your focus on Personal dimension? (Consider individual feelings of weakness or empowerment, attitudes and individual behaviour)
		If: (we do something...) (eg: if we bring youth from these two communities together for ongoing SPPY activities each week over six months...) <i>If we use GFP Advocacy for Peace programmes and sports based games to bring them together</i>	Then: (something will change...) (eg: then we will see reduction in violence between youths from these communities...) <i>Then there will be space for interactions and build good relationship and mutual understanding which lead to minimise the violence</i>
	PROGRAMME LOGIC	Key Stakeholders and the Inputs they will provide: <i>Generations For Peace – Financial and technical support</i> <i>NOC – Human resources</i> <i>Sports council - venue</i> <i>5 College and unions – Administration support/ Venue</i> <i>Experts from Peace building programmes – Resource persons</i> <i>Media – Awareness</i> <i>Volunteers - HR</i>	Planned Activities and Dates: (Events: SPE; ADPE; Training: SPT, ARPT, EPT, ADPT, DPT, TTT; Ongoing Activities: SPPC, SPPY, ARPP, EPP, ADPP, DPP) July to December 2013 <i>ADPE</i> <i>27th July 2013</i> <i>ADPP</i> <i>3rd August to December 2013</i>
		Risks and Assumptions: <i>Financial constrains</i> <i>Political influence</i> <i>Continues participation of the students</i>	Risks and Assumptions: <i>Gender balance - Equal participation</i> <i>Exams & vacations schedules during the programme</i> <i>Political influence</i>

Lead Delegate / Pioneer name: Sujan LAL SHRESTHA	Programme Name: Youth in Action	Baseline Date: July 2013
		Evaluation Date: March 2014
are you focused on in this programme?		
Is your focus on Relational dimension? (Consider quality of relationships, interactions, cooperation, and conflict management between people and groups) Our focus will be on fixing the broken relationship among students from different ideology. Programme focuses on the relationship building among the youths of different unions and encourages interactions. It is expected that the participants will coordinate and cooperate in building healthy relationship and participate in advocacy campaigns. Further the programme target to build the capacity of the participants on conflict management and peace building.	Is your focus on Structural dimension? (Consider inequality, unfairness, exclusion, discrimination, lack of transparency or access, or restrictions of rights)	Is your focus on Cultural dimension? (Consider values promoted and demonstrated in a community; what behaviour and language are acceptable or not, what labels are used, what is celebrated, who are role models)
Because: (of something...) (eg: because the SPPY activities will allow them to gain new perspectives of each other, break down stereotypes, build greater understanding a Because the programme activities provide the entry point to interact to each other and understand, respect, build trust and change behaviour and tolerance among them.	Target Group: (the people you want to involve directly in as participants in the Training and the regular Ongoing Activities) 5 youth from 5 union + non-union from 5 different colleges. Gender ratio (60:40% M,F)	Beneficiary Community: (the people you want to benefit from the change created by the programme) Friends & family of the target group, teachers, students and other staff of college and local community.
Planned Outputs: (number of people trained and levels of participation in on going regular activities) 30 college students are regularly attending on ADPP one session three hours per week and receiving awareness and skills to minimise violence in college.	Expected Outcomes in the Target Group: (describe expected changes in frequency and quality of interactions: for example, changes in attitude or behaviour) Increased trust, mutual understanding, tolerance, less desire for political violence against students. Participants' perception towards other union has changed positively. Participants established good inter relationship among Participants initiated advocacy for policy change.	Expected Impacts in the Beneficiary Community: (describe expected changes in broader community: for example, improved relations or reduced violence) Positive changes on the perceptions towards the other unions. Reduced level of violence and involvement in conflict.
	Evidence Indicator of Outcomes: (What <u>one</u> thing will you measure to show Outcomes and <u>how</u> will get that information?) # of students build good relationship among other students unions.	Evidence Indicator of Impacts: (What <u>one</u> thing will you measure to show Impacts, and <u>how</u> will get that information?) # of violence incidents reduces in collage through the year.



Sri Lanka (Part 1 - without 'During' and 'After' sections, filled at the end)

PROGRAMME INFO:		Country: Sri Lanka	City/Town: Mullaitivu, Kilinochichi, Vavuniya
BEFORE	CONFLICT ANALYSIS	<p>Conflict Context:</p> <ul style="list-style-type: none"> What is the issue of conflict/ violence that you want to address? After more than 25 years thnic conflict ended in May 2009, when government forces seized the last area controlled by Tamil Tiger rebels. But it has been scarred by a long and bitter civil war arising out of ethnic tensions between the majority Sinhalese and the Tamil minority in the northeast. Most of the fighting took place in the north. This ethnic conflict, during the battle, many witnessed atrocities, saw dead bodies of friends and strangers and lost family members. The prolonged conflict made a big gap among the ethnicities in Sri Lanka. Each perceived the others as their enemies. Irrespective of the direct participation in the war the communities have highly negative perception on the other communities. In order to reconcile the Sinhala, Tamil and Muslims who were directly or indirectly affected due to the civil war in Sri Lanka, this project has chosen sports as a tool to reconnect the communities. Who are the different "sides" to the conflict? Sinhala, Tamil and Muslims communities living in Mullativitu and Kilionochchi districts 	<p>What dimension(s) of conflict</p> <p>Is your focus on Personal dimension? (Consider individual feelings of weakness or empowerment, attitudes and individual behaviour)</p>
	THEORY OF CHANGE	<p>If: (we do something...) (eg: if we bring youth from these two communities together for ongoing SPPY activities each week over six months...)</p> <p>If we implement SPPY programme for six months involving three different ethnicity namely Tamils, Sinhalese and Muslims from Mullaitivu and Kilinochchi districts of Northern part of Sri Lanka.</p>	<p>Then: (something will change...) (eg: then we will see reduction in violence between youths from these communities...)</p> <p>Then the inter group dialogues will increase which will facilitate the social transformation; the language barriers will be broken and the mutual understanding among the groups will be increased which will contribute to sustainable peace building.</p>

Lead Delegate / Pioneer name: Vijayakumar NAVANEETHAN	Programme Name: Youth as Change Agents	Baseline Date: October 2013
		Evaluation Date: September 2014
are you focused on in this programme?		
Is your focus on Relational dimension? (Consider quality of relationships, interactions, cooperation, and conflict management between people and groups) The programme focuses on relational dimension. Due to the long conflict, inter-group relations were badly affected, and while the conflict has ended, there is still a degree of hostility and mistrust between groups, and many persons don't yet have the opportunities to interact with persons from different regions and groups. Therefore it highly focuses on the relationship building among the youths of different ethnicities and encourages interactions. It is expected that the participants will coordinate and cooperate in reconciliation process and participate in advocacy campaigns. Further the project focus to build the capacity of the participants on conflict management and peace building.	Is your focus on Structural dimension? (Consider inequality, unfairness, exclusion, discrimination, lack of transparency or access, or restrictions of rights)	Is your focus on Cultural dimension? (Consider values promoted and demonstrated in a community; what behaviour and language are acceptable or not, what labels are used, what is celebrated, who are role models)
Because: (of something...) (eg: because the SPPY activities will allow them to gain new perspectives of each other, break down stereotypes, build greater understanding a Because the programme will provide entry-points and meeting opportunities for bringing communities together both at the local level, but also across regions which will develop the interpersonal relationship among the groups. The personality and the self-image will be developed. The way of communication and the attitude of the individuals will be improved and the team spirit will be increased.	Target Group: (the people you want to involve directly in as participants in the Training and the regular Ongoing Activities) 96 youths (boys and girls) from 24 youth clubs consisting Tamils, Sinhalese and Muslims from Mullaitivu and Kilinochchi districts.	Beneficiary Community: (the people you want to benefit from the change created by the programme) The other members of the youth clubs, family members, neighbouring households, community leaders who receive the message of peace through programme activities. It is expected that the message will spread throughout the communities where the participants come from through their behavioural change, experience sharing (formal & informal), and visibilities and by their positive actions the respective community.

Sri Lanka (Part 1 - without 'During' and 'After' sections, filled at the end)

PROGRAMME INFO:		Country: Sri Lanka	City/Town: Mullaitivu, Kilinochichi, Vavuniya
PROGRAMME LOGIC		Key Stakeholders and the Inputs they will provide: GFP – Technical and Financial support Community Development organization – Mullaitivu (partnership) – Implementation and overall coordination District Sports office – Approvals, Mobilization & Resource persons for sport activities Youth clubs – Coordination & implementation Media – Publication UNDP – Facilitation	Planned Activities and Dates: (Events: SPE; ADPE; Training: SPT, ARPT, EPT, ADPT, DPT, TTT; Ongoing Activities: SPPC, SPPY, ARPP, EPP, ADPP, DPP) ADPE – End of July 2013 SPT – 22 -25 August 2013 SPPY – 1 st week of Sep – January 2014
		Risks and Assumptions: Approval for the programme on time. Community understand the programme objectives and contribute to the successful implementation in the community.	Risks and Assumptions: The target youth will participate in all activity series continually (setting the event dates) The participants are open minded and willing to allow the changes in stereotype perceptions.



Lead Delegate / Pioneer name: Vijayakumar NAVANEETHAN	Programme Name: Youth as Change Agents	Baseline Date: October 2013
		Evaluation Date: September 2014
Planned Outputs: (number of people trained and levels of participation in on going regular activities) 24 youth of 4 groups weekly interacted and exchanged learning process in peace building. 48 youth monthly interacted and exchanged learning process in peace building. 96 youth bi monthly interacted and exchanged learning process in peace building. Ultimately 96 youths attended regular weekly sessions in; Strategies to sustain the peace through sport, Leadership, Image/personality Development, Nonviolent communication and Team Building, Cultural Norms and Values. 96 youth will be facilitated to improve their skills in Football and Netball every week for five months and participated in inter group tournaments. (30 participants trained on SPT and they trained 96 youths representing sports clubs from Mullaitivu and Kilinochchi districts).	Expected Outcomes in the Target Group: (describe expected changes in frequency and quality of interactions: for example, changes in attitude or behaviour) Participants' perception towards other ethnicities has changed positively. Participants established good inter and intra relationship and network. Participants initiated advocacy for policy change.	Expected Impacts in the Beneficiary Community: (describe expected changes in broader community: for example, improved relations or reduced violence) Positive changes on the perceptions towards the other ethnic communities
	Evidence Indicator of Outcomes: <i>(What <u>one</u> thing will you measure to show Outcomes and <u>how</u> will get that information?)</i> At least % of the participants has positive perception towards the other ethnicities. At least % of participants has established friendships and close contacts with cross communities even 3/6 (depend on evaluation period) months after the project. # of 2GD participated in the advocacy campaigns in their respective community. (pre & post questionnaire survey, FGD, case studies)	Evidence Indicator of Impacts: <i>(What <u>one</u> thing will you measure to show Impacts, and <u>how</u> will get that information?)</i> % of parents and community leaders willing to accept the friendship and network with other ethnic communities % of community leaders supported the participants in advocacy campaign (FGD, Key informant interview, case studies)

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DURING	MONITORING Gathering evidence of what's happening	Learning and Reflection Process: <ul style="list-style-type: none">In what ways is learning and reflection happening:<ul style="list-style-type: none">Amongst the Delegates/ Pioneers?Amongst the Target Group?What is the process to ensure lessons-learned are being used? <p>In regular intervals having FGDs, progress reviews and documenting the successes, failures and innovative solutions adopted to solve the problems and share lesson learned and recommendations with all stakeholders.</p>		Total # of volunteers (Delegates & Pioneers) active this year:		Total # of hours this spent volunteering:			
		Male 1		Female		96 hours			
		Ongoing Activities in programme cycle:		# of Participants in On going Activities this					
		Total # of sessions 80 (4 groups x 4 weeks x 5 months)		Total # of hours 480		Age 6-15		Age 16-24	
						M	F	M	F
						50	30		

AFTER	EVALUATION Understanding what happened and why, then learning and planning improvements	(1) Understanding what happened and why: <ul style="list-style-type: none">What worked well and why?What didn't work well and why not?What evidence is there to show outcomes/ impacts?	(2) Most Significant Changes: <ul style="list-style-type: none">What do people in the Target Group and Beneficiary Community, consider the most important changes over the last year, and why? (<i>note their first response, then prompt to consider personal, relational, structural, cultural dimensions</i>)What do they believe caused these changes?Why are these changes considered the most important?	(3) Unexpected, unwanted, and unconnected changes: <ul style="list-style-type: none">Were there any unexpected or unintended outcomes/ impacts?Have there been any negative outcomes/impact?What else was happening that could have caused the changes?
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year		# of people Trained in this year's programme cycle:		Outcomes Indicator Baseline situation and Date measured: <i>(how the indicator looks when you start, and the date you measured it)</i> Change from Baseline at the end of the year, and Date measured: <i>(how the indicator looks at the end of the programme year, and the date you measured it)</i>	Impacts Indicator Baseline situation and Date measured: <i>(how the indicator looks when you start, and the date you measured it)</i> Change from Baseline at the end of the year, and Date measured: <i>(how the indicator looks at the end of the programme year, and the date you measured it)</i>
		Male 3	Female 2		
regular year:	Do participants come from all "sides" of the conflict?				
Age 24+					
M 16	F	YES / NO Yes			

(4) Looking Forward: <ul style="list-style-type: none"> Are the changes sustainable? (will the changes be lasting or will things return to the way they were) Is the programme cost-effective? (consider time, effort, and resources put in) Should this programme be replicated or scaled-up? (should it be continued, or increased in size, or taken to a new place, or not?) 	(5) Action Points: <ul style="list-style-type: none"> What changes should we make to update our understanding of the Conflict Context? What changes should we make to our Theory of Change? What changes should we make to our Programme Logic or Activities? <i>For Pioneers/Delegates:</i> What changes should we make to improve our indicators and our processes for M&E and Learning?
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Annex 3: Interview and Coding Guides

A. Interview Guide for Sri Lanka

1. Note

The interviews with the Target Group and Beneficiary Community were conducted in Tamil with the aid of a translator. The interviews with Pioneers, Delegates, NGO/INGO officials were conducted in English. The Participatory Video session was conducted primarily in English with occasional Tamil translation (with the aid of a translator)

2. Semi-structured Interview Guide for GFP Second Generation Delegates

These questions are aimed at assessing impact of the Sri Lanka Sport For Peace Training 2013 by examining changes in:

- i. Analytical ability regarding conflict context and conflict transformation process
- ii. M&E.

The questions were asked for the first time a day prior to the commencement of training, and then again immediately after completion of training.

Analytical Ability of Conflict Context and Conflict Transformation Process

- Can you begin by telling me your name?
- What are the top three issues you want to address in your community?
- What do you think causes these issues?
- In what ways do you want to address these issues?
- What changes do you expect to see after you try to address these issues/ you run your activities?
- Can you describe the people who will be part of your activities? (age/ background /gender etc)
- What are some of the difficulties you think might come across when working with youth?
- What do you think will keep the people you work with motivated/ excited?

M&E Ability

- How will you know things are changing?
 - a. What kind of information would you collect if you wanted measure this change?
 - b. Have you ever been involved in a development or peacebuilding program before? If so how did you know whether your activities had an impact then?

3. Semi-structured Interview Guide for GFP Pioneers and Delegates

The aim of these questions was to examine the conflict context, conflict transformation process, and M&E ability of Pioneers and Delegates. This interview guide was kept brief because the Pioneers and Delegates interviewed were not part of ongoing activities. A similar but more detailed set of questions was also administered to Dinesha Suppiah in an informal discussion. The aim of this discussion was to understand the conflict context, from the viewpoint of someone at GFP HQ as well as someone who has previously worked in the field location.

- Can you begin by telling me your name?
- How did you get involved with GFP?
- What did you learn as part of this programme?
- Can you tell me how what you learnt in GFP was used in your activities in the UNDP programme in Sri Lanka?
- How did you know things were changing through that programme?
- What kind of information did you collect to measure this change?
- Did you ever implement a GFP programme independently? If not, why?
- What do you think are the biggest problems facing youth in northern Sri Lanka?
- In what ways do you think these problems can be addressed?
- In your opinion, what are some of the struggles participants might face in implementing GFP programmes in this region?

4. Semi-structured Focus Group Guide for Target Group (Members of Sport Clubs)

These questions are aimed at understanding the conflict context for the Target Group before the start of GFP programmes. Since the Target Group had not been selected yet, these questions were administered to the larger pool of members of sports clubs from which the Target Group would come. The names of interviewees were taken down and will be matched against the list of names in the Target Group, once it has been determined. It would also be interesting to see if there is any pattern in responses of individuals who become part of the Target Group and those who do not.

- Can you begin by telling me your name?
- What sport club do you belong to?
- What sports do people play in this club?
- What is your favourite sport?
- How often do you play as part of the club?
- Why did you join this club?
- What do you think are big problems facing your community?
- What do you think is the cause of these problems?
- How do you think things have changed since the war ended?
- Do you think things are getting better?
 - a. If so, how?
 - b. If not, why?
- What changes do you expect to see in five years?
- Do you think Sinhalese and Tamil people can be friends?
- Are you friends with any Tamil people? (for Sinhala majority areas)
- Are you friends with any Sinhala people (for Tamil majority areas)
 - a. If so, how many and how did you meet them?
 - b. If not, why?

5. Unstructured Interview Guide for NGO and INGO Officials in Kilinochchi and Mullaitivu

These are areas of interest regarding the conflict situation that the researcher examined through an informal discussion with NGO and INGO officials operating in Kilinochchi and Mullaitivu.

- What are the biggest problems in the community?
- Who are the most vulnerable groups?

- What administrative struggles are participants likely to face in administering a volunteer based program?
- How were things here during the war?
- What have changed since the war?
- What role does sport have in people's lives?
- What changes do you expect to see in five years?

6. Semi-structured Interview Guide for Members of the Beneficiary Community

The aim of these questions was to understand the conflict context before the programme began

- Can you tell me your name?
- What are the biggest problems facing your community?
- Why do you think these problems exist?
- Who do you know that is a part of a sports club?
- In what ways do you think being part of a sports club has helped him/her/you?
- How were things like during the war?
- How have things changed since the war ended?
- Are you friends with any Sinhalese people? (Tamil majority areas)
- Are you friends with any Tamil people? (Sinhala majority areas)
 - a. If yes, how many? How did you meet?
 - b. If not, why? Do you think you could ever be friends?

7. Participatory Video Session

Below is a list of the activities incorporated in the Participatory Video sessions targeted at members of sport clubs in Kilinochchi and Mullaitivu and members of the local partner organisation (CDO) in Mullaitivu. The Introductory Icebreaker and Camera and Video Recording Skills are used for all sessions, after which different combinations of Activities are conducted.

Introductory Icebreaker

We all sit in a circle, I teach the person next to me how to use the camera, he/ or she then teaches the person beside him/her. We all introduce ourselves following this format.

My name is "name" and I am like a "insert name of a food dish/fruit" because "give reason why"

Ex: My name is Dia and I am like a coconut because I am hard on the outside but nice on the inside.

Each person takes a turn in recording another person's introduction.

Video Recording Skills

- Participants are asked to frame objects at the centre of the screen using the zoom function.
- They are taught how to use microphones, and then encouraged to modulate other participant's voices through hand signals.
- The recordings are self-reviewed and analysed for positives and negatives.

Activity 1

To walk around and take five second clips of five pairs of objects that are:

Option 1: Opposites of each other

Option 2: Interesting

Option 3: Beautiful

When they come back they explain why they chose those objects and then are guided through editing the clips together to form a very short movie.

Activity 2

To develop interviewing skills: one person pretends to be a celebrity/anyone famous. The others have to film an interview of him/her and guess his or her identity by asking a maximum of fifteen questions.

Activity 3

Important dates: this activity explores the individuals understanding of conflict using video as a tool. This helps the researcher to get a better grasp of conflict context. Participants are asked to write down four important dates in their lives on slips of paper. They are then asked to line those dates up in chronological order, and they are then asked to state what happened on those dates. After this, they are asked to go outside and film a scene/object that captures how they feel about that date. While doing so they are asked to record what happened on that date and how they felt. When they return, we review the clips and their feelings about it. They then edit the clips together to make a short film.

B. Interview Guide for Nepal

1. Note

The interviews in Kathmandu were conducted primarily in Hindi. The questions in the interview guides below are approximate English translations of the questions administered in Hindi/Hindi with Nepali translation.

2. Semi -structured Interview Guide for GFP Delegates of Kathmandu Programme

Programme Dynamics

- Can you begin by telling me your name?
- How did you become involved with GFP activities?
- Who conceptualised this programme?
- How was the curriculum of the programme decided upon?
- What is your role and responsibility in this programme?

Impact

- What is the problem that your programme is trying to address?
- What is the attendance of the programme usually like?
- What activities are taking place in your programme?
- What are the effects you have seen as a result of these activities?
- What has been the MSC change that you have seen as a result of this activity?
- When you started working with GFP activities here what changes did you expect to see?
- How much of those changes have actually taken place?

Causality and Reflexivity

- Apart from GFP activities, what are other important factors that affect the target group?
- Were there any surprising changes – changes you didn't expect – as a result of these activities? These can be good changes; they can also be bad changes.
- IF YES: What do you think these surprising effects were caused by?
- Do you collect any feedback from participants?
- What do you do with the feedback you collect?
- What do you do/would you do when participants come with concerns or recommendations about the programme?
- How does the feedback you get affect the programme?

M&E

- How do you know things are changing?
- Have you collected any information/data from participants?
 - a. Before the programme?
 - b. During the programme?
 - c. What kind of information was collected?
 - d. How was it collected?

3. Focus Group Guide for Kathmandu Programme Target Group**Selection Process and Session Structure**

- How did you hear about the programme?
- What was the selection process like?
- What is the focus of these sessions generally like (how sport-oriented are they?)
- How do you think sport merges with the aims of advocacy?

Conflict Context

- What are some of the biggest challenges that youth like you in Nepal face?
- What issues do you think that this programme addresses?
- How common is violence between youth groups in colleges?

Impact

- What is the attendance generally like?
- Why did you choose to attend the programme?
- Did you know each other before?
- How did you meet?
- How long have you known each other for?
- Do you think you have experienced a change as a result of attending this programme?
- What is the MSC you experienced as a result of this programme?

Below are a set of more sensitive questions, to only be asked if it seems appropriate

- What political parties (or student unions) are you affiliated with?
- Do you feel like your political affiliations (or student union membership) affects how you interact with other youth?

- Are you friends with members from other political parties (or student unions)?
- Do you discuss politics with them?
- Do you feel that you interact more/are open to people of other political parties (or student unions) as a result of this programme?

M&E

- Was any data collected from you:
 - a. Before the programme?
 - b. During the programme?
 - c. After the programme?
 If so, what kind of data?

4. Participatory Video Guide for Participants of Kathmandu ADPP

Below is a list of the activities incorporated in the Participatory Video sessions. The Introductory Icebreaker and Camera and Video Recording Skills are used for all sessions, after which different combinations of activities are conducted.

Introductory Icebreaker

We all sit in a circle, I teach the person next to me how to use the camera, he/ or she then teaches the person beside him/her. We all introduce ourselves following this format.

My name is "name" and I am like a "insert name of a food dish/fruit" because "give reason why"

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Activity 1

Participants are asked to walk around and take five second clips of five pairs of objects that are:

Option 1: Opposites of each other

Option 2: Interesting

Option 3: Beautiful

When they come back they explain why they chose those objects and then are guided through editing the clips together to form a very short movie.

Activity 2: Important Dates

Participants are asked to write down four important dates in their lives on slips of paper. They are then asked to line those dates up in chronological order, and they are then asked to state what happened on those dates. After this, they are asked to go outside and film a scene/object that captures how they feel about that date. While doing so they are asked to record what happened on that

date and how they felt. When they return, we review the clips and their feelings about it. They then edit the clips together to make a short film. This activity is aimed at understanding the conflict context.

Activity 3: Problems in their Community, A Storyboard Challenge

Participants are asked to come up with different problems that youth in Nepal face. They then discuss these problems and rank them in order of importance. After identifying the most important problem they create a storyboard that explains the problem and identifies possible solutions. They also think of ways in which the GFP programme running addresses the issues they have identified. This helps assess their understanding of Theory of change and how GFP works. They film the storyboard and edit the clips together to form a short movie. This activity is aimed at exploring participants' understanding of conflict context, conflict transformation and theory of change.

C. Coding Guide for Interviews and Participatory Video

Information	Code
Obstacles	OBS
Aims to Accomplish	ATA
Methods of Achieving	MEA
Modes of Implementation	MOI
Reasons for Involvement	PRI
Evidence of Success	EVS
Indicators	ITR
Data Collection	DAC
Negative Outcomes	NEG
Positive Outcomes	POS
Unexpected Outcomes	UXO
Other Factors of Change	OFC
Lessons Learnt Effectiveness	LSL
Relationship with Conflict Context	RCC
Double loop/Single loop learning	DSL
Understanding of Purpose of M&E	UPM
Understanding of GFP	UGF
Change in Body Language	BOD
Change in Lens Angle/Visual Imagery	LAV

A. Problem definition and theory of change

A.1. Do the Pioneers, Delegates, and partners/stakeholders have a clear, shared, precise and focused articulation of:

A.1.1 the specific local context of their community?

A.1.2 the issues of structural and cultural violence in the community?

A.1.3 the precise specific changes they want to see in their community?

A.1.4 precisely how their proposed programme will lead to desired changes? i.e. their "theory of change":

If (we do something) -> then (something will change) -> because (of something...)*

***NOTE** this is not a single activity model nor a linear model of planned change: for sustained behaviour change it requires regular repeated activities and a spiral model of adaptive change with adjustments to activities and target groups (the "if" part), outcomes and impacts (the "then" part), and the link between these (the "because" section).

A.2 Upon reflection, what are their (and an independent researcher's own) thoughts on:

A.2.1 the validity of the "presenting problem"?

A.2.2 the utility of the espoused "theory of change"?

A.2.3 the match/gap between the espoused theory of change and the actual theory-in-use in the programme intervention?

B. Results-based approach: focus on outcomes, impact, and sustainability

B.1 Do the desired outcomes and impacts (addressing structural and cultural violence) have "CREAM" (clear, relevant, economic, adequate, and monitorable) and "SMART" (simple, measurable, achievable & agreed by all, relevant and time-bound) indicators?

B.2 Has baseline data been gathered? Are the data gathering processes working? What's not working?

B.3 Have Most Significant Change stories been gathered, assessed, and feedback given?

B.4 Is the programme demonstrating proven outcomes and impacts?

B.5 What are the unintended or unexpected outcomes and impacts (positive and negative)?

B.6 To what extent is it clear that the demonstrated outcomes and impacts were caused by the programme intervention as opposed to other factors?

B.7 Are the positive outcomes and impacts cost-effective?

B.8 Will the positive outcomes and impacts be sustained?

B.9 Can the programme be replicated and scaled-up?

C. Single and double-loop learning

C.1 What are the current mechanisms for reflection and learning by the stakeholders?

C.2 Is there double-loop learning (reflecting on and adjusting goals and objectives and the theory of change itself) rather than just single-loop

learning (reflecting on and adjusting inputs to produce the outputs, and so improving the efficiency of the programmes)?

C.3 Are those mechanisms effective? Are reflections and lessons-learned actually leading to programme adjustment and improvement?

C.4 How could the mechanisms for reflection and learning be more effective in leading to programme adjustment and improvement?

The questions outlined above are a guideline for the kinds of issues GFP is interested in in the programmes running on the ground. Not all of them will be relevant for every project (for example, assessing GFP trainings held in a certain country may require a different approach from addressing ongoing activities). However, it would be very helpful for all research projects to address the following core issues:

1. GFP Pioneers and Delegates' understanding of the Conflict Context.
2. Pioneers and Delegates' espoused and practised theories of change.
3. Tracing mechanisms of learning, reflection, and adaptation on the ground: is there evidence of redoing the theory or just improving the efficiency of programmes?
4. Assessing use of baseline studies and indicators (and any tools used to monitor and evaluate progress more broadly).
5. Impact of programme on target groups and beneficiary communities (using any of the tools in 4, including Most Significant Change stories).
6. Unintended outcomes of the programme.
7. Causal attribution: are impacts caused by the GFP intervention or driven by some other factor?

It can be useful to split these questions into those that deal with Pioneers and Delegates' M&E abilities and those that deal directly with programme impacts. Some also serve both purposes – in the detailed framework, the questions in part B can be delivered in two ways: 1) to assess M&E capabilities and 2) to assess programme impact.

However, the way these questions are addressed and presented is entirely the prerogative of the researcher; there is considerable room to shape comparative projects around specific research tools used (for example, new technologies such as participatory video, SMS mapping) or trends and themes of particular interest (e.g. learning mechanisms, partnership-building). These areas of interest can form the main thrust of the report, and the 7 core concerns listed above can be addressed through these.

About the Summer Field Research Intern

Vishnupriya Das

Vishnupriya Das is post-graduate student at the University of Oxford studying Contemporary India. She holds a Bachelors degree in Human Sciences from St. Catherine's College Oxford. Vishnupriya has conducted research in a wide range of topics from the relationship between mobile-phone technology and empowerment in the global South to the ways in which the internet is influencing the biological basis of empathy. Growing up near the Bangladesh border in India, she has always been fascinated with the practical and ideological struggles that come with experiencing life in a divided land. This has led Vishnupriya to embark on projects that use film and new media as a tool to give a voice to people in conflict-ridden zones and developing countries. In her spare time, Vishnupriya enjoys taking long walks and trying out new food.

About the Summer Field Research

Generations For Peace awards two research grants annually to selected postgraduate students pursuing Masters or Doctorate studies at the University of Oxford. The awardees conduct a field research which takes place during the University's summer vacations. The multi-disciplinary field research is focused on an activity or programme implemented in one or more countries in which Generations For Peace volunteers operate. In terms of outputs, each awardee is expected to provide a full research report focused on the local activity/programme, including a detailed write-up of the research conducted and any practical recommendations for the activity/programme organisers; and a supplementary report with further meta analysis and recommendations for Generations For Peace regarding activity/programme adjustment and opportunities for further research. A key objective of Generations For Peace in supporting research grants is to support knowledge transfer and capacity development therefore, it is also expected that the awardees will use their best endeavours to demonstrate (within the limits of practical context of their particular research situation) some knowledge transfer to and capacity development of the local actors.



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