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| Danish organisation | Skoleliv i Nepal |
| Title of the intervention | Mobilising youth in Devdaha to become active and included citizens |
| Partner name(s) | Ujyaalo Lalteen Foundation |
| Amount applied for | 492.739 DKK |
| Country(ies) | Nepal |
| Period (# of months) | 18 |

1. **Objective and relevance (the world around us)**
* **What is the main purpose with the intervention, including challenges that need to be addressed?**

**Does the intervention include new objectives, a new strategic approach or new target groups?**

The overall objective of the intervention is to mobilise marginalised youth to become active citizens who are able to change their own situation, with a particular focus on skills development for stable employment.

Marginalised youth in Devdaha face several challenges. According to themselves the biggest challenges are lack of qualifications and stable employment and lack of network, connections, and voice in society[[1]](#footnote-1).

According to the partners (Skoleliv i Nepal and Ujyaall Lalteen Foundation), the above challenges are rooted in social and economic poverty and cast discrimination. The youth from poor (so-called low cast) families drop out of school at an early age, and consequently take unqualified jobs.  There is currently no data about youth employment in Devdaha, but it is SINs experience from many years of work with the marginalised communities in Devdaha that the poorest youth are challenged by seasonal and unstable employment (ULF shares this view) and that is a key factor in their overall vulnerability.

Unstable employment means that young people's earnings are often irregular, that families are often in debt and that financial decisions are seldomly focussed on long term betterment for the individual youth or young family. As an example young males often spend their free time playing cards and their limited economic resources on alcohol. An additional challenge for youth is early marriage and teenage parenthood. This practice is common in Nepal and Devdaha municipality is no exception. For the young families, male alcoholism is a major destabilising factor, as it leads to domestic violence and deteriorates the livelihood of the family (in severe cases young males have been observed to sell food bought for the family by their teenage wifes in order to buy alcohol). All in all, the lack of skills and subsequent unstable employment among young marginalised males lead to severe instability and impoverishment for their families. Female youth are thus affected by males unable to contribute positively to a family. The young women themselves often drop out of school even earlier than boys and many are challenged by early motherhood, as well as lack of skills to provide a stable earning for themselves.

As it was mentioned in the beginning, youth themselves noted that lack of voice in society is a major challenge in their lives along with lack of skills and stable employment. The partners see these two challenges as closely interlinked.

SIN and ULF have experienced that the marginalised youth lack the network that could give them a voice in society and include them in the societal decisions that affect them (provision for skill training, small scale business loans, sports facilities etc). So-called lower caste families tend to live in relative seclusion in relation to the rest of society which means that they seldomly participate in youth organisations, school management committees, ward committees or other local networks. In recent years public provision has been made to include all social groups in the local decision making bodies and this is of course a positive factor. But it is the experience of the partners that a more active approach to inclusion is needed in order to mobilise marginalised youth to participate actively in their local society.

It is the assumption of the partners that the lack of skills and stable employment and the lack of active citizenship is closely linked. Both are rooted in lack of belief in a better future and lack of tools to change their life situation[[2]](#footnote-2). Hence we assume that the two can and should be approached simultaneously.
The current intervention wants to address the challenges of youth exclusion from society and the lack of skills and stable employment that causes instability, social problems, and lack of future planning.

* **Describe the context of the intervention:**
	+ **Describe the conditions that apply in the area where the intervention will take place, and which are expected to influence the intervention (e.g. social, economic or political conditions, or other projects or activities in the area that can supplement the intervention).**
	+ **Describe whether the intervention takes place in a stable or fragile context. If the intervention takes place in a fragile context, you can find inspiration on CISUs website about** [**nexus**](http://www.cisu.dk/nexus)**.**

Nepal has recently been through a process where decision making power and budgets have been decentralised to municipality and ward level (wards are the smallest entities of public administration in Nepal). As it was mentioned above, special provision for so-called lower casts is included in the laws for local citizens participation. This process opens the possibilities for public participation and active citizenship for all citizens. In Devdaha the decentralisation has so far been a success in terms of including local organisations and groups in decision making. However, no organisation organises marginalised youth or on the challenges of underemployment and social problems of petty crime and alcoholism. It is the experience of the partners that the local authorities are concerned about this and there is an interest in including the youth but the local administration lacks the resources and knowledge about how to do this. Thus there is space for ULF with the support of SIN to take up the role as a facilitator of the youth’s participation in local society vis-a-vis the local administration and elected bodies (ward committees, mayor and vice-mayor).
With regard to the challenges of stable employment the corona pandemic has further challenged the youth in terms of employment opportunities. As business entrepreneurs have had less activities during lockdowns.

However, according to the Devdaha Chamber of Commerce (CC), who organises the local business entrepreneurs, there is at present an unmet demand for “skilled labour”. It is the assumption that ULF with its knowledge about facilitation of youth and its network among local businesses and connection to the local CC could play the role of matching youth and businesses through internships and facilitate a demand for job-focused skill training to the local decision makers..

* **Describe how this intervention will strengthen civil society organisation – including active citizenship, volunteering, and public engagement – that contribute to social justice (realisation of people’s rights, reducing inequality and fighting poverty, participation in decision-making processes, equal access to resources, and just institutions).**

The current intervention will mobilise marginalised youth in a network of groups with the help of local and Danish volunteers. It will contribute to social justice by informing marginalised youth about their human rights and teaching them how to use these rights actively, and by linking them with the local ward and municipality and introducing them to local businesses who need employees and by supporting them in the process of gaining a more stable access to the labour market and a stronger belief that they are capable of creating a better future for themselves. Through a series of group-projects the youth will gain self-confidence and new skills (including pocket film and social media-campaigning) and the groups will be introduced to local level decision-making processes at ward and municipality level so that they will take a step towards more equal access to resources with a focus on skills and stable employment and in this way teach the youth to fight poverty as active citizens.

* **What climate- and environmental conditions do the partnership and/or the intervention need to respond to? And how have the partners responded to it? This could be in relation to the conditions of the target groups, the number of flights or the activities of the intervention, and how these affect the environment or climate in the area.**

The current intervention will minimise project visits as much as possible and strengthen the connection between the partners and the volunteers by using internet communication platforms like Zoom and messenger.

1. **The partnership/collaborators (our starting point)**
* **Describe the experiences, capacities and resources of participant partners (including the Danish organisation) as well as other actors (e.g. their experiences with the subject matter concerned, knowledge of the context in which the intervention will take place, networks and relationships).**

Skoleliv Nepal has worked with marginalised families and mobilisation for public participation through projects in Devdaha since 2013. In 2018 SIN created a film about marginalised youth in Devdaha and in
2021 SIN carried out a 1-year public engagement project that focused on social justice (Global Girls) where youth from Devdaha were mobilised as volunteers running girls’ groups in local schools and communicating with Danish girls through short videos (so-called “pocket films”) and TikTok.

In December – February 2021/22 SIN led a youth conference with the participation of ULF and youth from Rupandehi and Mugu districts discussing challenges and opportunities for youth. Thus, Skoleliv Nepal has good connections and practical knowledge about the youth and the challenges and the context. Skoleliv Nepal has a programme manager who has studied international development and has a long track record from development work in Nepal, and several board members who are working with youth in a development context in their professional life. Adding to this SIN has a group of young volunteers with experience in the field of volunteering and facilitation, a rights based approach to development and the tools that will be used in the current intervention.

Skoleliv i Nepal came across Ujyaalo Lalteen as some of the staff members of SINs existing partner spent their free time volunteering in ULF. Ujyaalo Lalteen Foundation (ULF) is a 6-year-old local youth organisation formed with the purpose of making positive social change in society. ULF has a good network among public administration and with other organisations in Devdaha and it has managed to conduct a series of social projects and programmes entirely through its own members' support. ULF was started by a group of young resourceful males, but it has an interest in inclusion and is gradually able to attract more women and youth from different casts. ULF now has 4 women in its board and 2 dalits (three new board members from Global Girls volunteer group). ULF has a group of dedicated core members who are willing to support youth and share their own networks with them. It is ULFs first independent partnership intervention, but ULF board and volunteers from Global Girls (who are now members of ULF) have shown a keen interest in learning how to undertake a development intervention. SIN and ULF held a TOC workshop in November 2021 and in the process of writing the current application ULF has been very active and able to adopt the formats and reasoning of a development intervention (LFA, the civil society orientation, a rights based approach etc). Last but not least the Global Girls’ project nepalese coordinator will most likely lead the current project.

Skoleliv Nepal’s long term partner the women’s organisation Soiya Mahila Swabalambi Sanstha will participate with advice for ULF as they have experience in partnership interventions and in working with marginalised youth. Lastly, Skoleliv i Nepal will appoint an experienced local professional (with experience in youth work), Mr. Sushil Giri, who will advise ULF in the process.

* **Describe any previous acquaintance or cooperation between the partners, and how these experiences have fed into the development of the proposed intervention.**

The partners have worked together in a one-year Civil Engagement project named “Global Girls”. In this project the partners have gained experience in working with volunteers and many of the volunteers from this project will continue to be part of the current intervention. Through this project and the subsequent youth seminar mentioned above the partners have discussed and increased their knowledge about social injustice for youth. Practically it has also taught the partners (staff, board and volunteers) how to use pocket films and social media to mobilise groups. It has also given the partners experience in being guided through a project manual providing a framework with a continuously rising degree of independence.
* **Describe the contributions, roles, and responsibilities of the partners and other actors. Justify substantial payroll costs, and if payroll costs are included for the Danish organisation, describe the tasks and why Danish personnel are best positioned to undertake these tasks.**

Skoleliv Nepal will have a team of volunteers who contribute with their knowledge about pocket films and use of social media and cooperate with the Nepalese volunteer group about the use of films.
The Danish volunteers’ main task is to coordinate with and support the local volunteers. The two groups know each other from “Global Girls” and share the experience of having been facilitators for girls’ groups in this project, learning and teaching pocket films and TikTok videos about social justice and exchanging these with each other.

The danish manager of Skoleliv Nepal will coordinate the project closely with the local staff and board to assure that ULF staff, volunteers and board become capacitated into taking care of their first independent “development intervention”. ULF needs to be supported and encouraged when challenges occur. Skoleliv Nepal’s leader has broad knowledge about International Development and the local context, so she is able to guide ULF and strengthen their capacity for networking and encourage them to strive for further social inclusion. This will entail frequent planning and update sessions, as well as joint online monitoring to document success and support the need for changes along the way.

In the same way, SINs manager will be responsible for following up with the volunteer group in Denmark in this their first development project. SINs manager will also be overall responsible for producing a mini-project manual and lead the team (ULF coordinator+volunteers) when the structure of the mini-project is set-up. She will also take part in the hiring session for staff in Nepal.

In the beginning of the intervention the above will require a relatively higher amount of working hours to get the all stakeholder off to a good start. Later in the process weekly online meetings with support to budgeting and work plans will be sufficient. It is the experience of SIN that initial focus on setting up project structures, makes it possible to spend less hours fixing confusions later in the process. SINs leader will visit the partner one time during the project period together with a volunteer. At this time she will conduct a MSC and experience sharing workshop for the volunteers, mentors and groups in the project.

ULF staff will run the project on a daily basis, coordinate volunteers and strengthen the contact with public administration and elected members. ULF will have a full-time coordinator and a part time assistant who takes care of budget and finance and helps the coordinator. ULF board and core members will also be active as mentors and support the progress of the project.

Skoleliv Nepal’s board members, particularly Vibeke Munk Petersen, has vast experience in youth projects and will be supporting the project as well. Last but not least the partners have gotten to know each other in the process and this has been a positive experience.

* **Describe how the intervention will contribute to developing the relationship and collaboration between the partners.**

Through the intervention the partners will get a deeper mutual understanding of the target group. They will also gain more trust in each other and an understanding of each other’s organisation. The two volunteer groups will learn a lot about each other’s culture and life situation. And ultimately both partners will get a mutually deepened understanding of how marginalised youth may be capacitated and how they can be motivated to be active citizens.

**The danish volunteers’ contribution to the intervention**

Ronja, Katrine, Anne Kathrine and Karen have all volunteered as facilitators in the Global Girls civil engagement project. This gives them a special understanding for the nepalse volunteers and their role in the current project, they will be responsible for the contact to the facilitators (who were also volunteering in Global Girls) as they have knowledge about what is necessary for a volunteer to feel confident in the facilitating role. Further, Karen has a bachelor degree in educational science, which gives her experience and pedagogical tools regarding learning processes, which will be useful in the present intervention. An example is the use of personal “goal setting” as a tool to reflect on the youths’ and the volunteers’ development in the project. Ronja has a bachelor in “Techno-Anthropology”which gives her a basis for generalising the learnings from using pocket film and social media in the project and using the experiences gained in a later context. Katrine studies international development which contributes broadly to the theme of social injustice and she can be the mediator in a fruitful discussion about development tools with the nepalese volunteers. Lastly, Anne-Katrine comes from Social Science (Statskundskab) and contributes with her knowledge to the focus on connecting youth to the local authorities.

1. **Target groups, objectives, and expected results (our intervention)**
* Describe the composition of the target groups: specify approximate number of people in primary (the persons who will participate in the activities of the intervention) and secondary (persons who will be affected by the activities of the intervention without having participated in them) target groups disaggregated by e.g. gender, social groups or other relevant factors.

The intervention will target 100 youth. Approximately 50 females and 50 males.

The intervention targets youth who have dropped out of school and/or come from a marginalised community. Eg. the main focus will be on youth from so-called lower casts, but drop-outs from other casts will also be considered, in order to create a mix of casts and thus encourage “inter caste bonding and networking”. The age group is approximately 18-24 years of age, as this is a relatively homogeneous group.

* **Describe how the target groups will participate in- and benefit from the intervention.**

Youth from the target group has initially been consulted to discuss the focus of the current intervention. As the intervention starts up the target group will be mobilised in youth groups. The groups will be supported by 2 volunteer facilitators from ULF but the goal is that they can run their groups independently. The groups will be connected to each other, to ULF and to the local public authorities. They will learn about their rights as citizens and how the municipality is regulated, e.g. how they as a group can become part of the decision making, how they can apply for funds for the group or network. As a network they will be invited for public hearings and other public sessions, and they will be assisted to hold their own public hearing. This way, they will extend their network and self-confidence simultaneously. The groups will meet weekly and meet other groups for joint events approximately every 4-6 weeks. In that way they will gain a broader network and they will be able to gain more voice with the ward/municipality. As “skill development, youth employment and lack of network” were amont the primary challenges that the target group identified during initial discussions, this has been chosen as the primary focus.
The groups’ learning activities will be based on “mini-projects” where the volunteer facilitator proposes a topic within the intervention's focus area and where the group actively decides how to carry out the project. The idea is to teach the groups to define a goal and bow to organise to reach that goal.
30% of the youth will be offered an internship or job training with a local business through a matchmaking session during the intervention period. Internships will run alongside the group meetings and mini-projects. Youth who do an internship or job training will have a mentor from ULF who will guide him or her in the process and bridge the potential gap to the businesses.
* **Describe the objectives and expected results.**

**The overall objective is to mobilise marginalised youth to become active citizens who are able to change their own situation, with a particular focus on skills development for stable employment.**

**LFA:**

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| **Outcomes:** | **Outputs:** | **Activities:** |
| **Outcome 1:**The youth have formed a sustainable network of groups,who are committed to work for active citizenship and thepromotion of youth employment. | **Output 1.1:**6 groups have been formed and meet on a regular basis. Individual groups interact with other groups on a regular basis. | Conduct baseline and endline/main goal and sub-goals. |
| Accounting training support from CISU partner organization to ULF |
| Select and train volunteers, staff, and mentors. |
| Organize orientation meetings with ward/ municipality officials and other relevant stakeholders |
| Produce a mini-project and group facilitation manual. |
| Mobilize youth for groups interviews, home visit, social media advertisement, partner cooperations |
| Carry out orientation and motivational meetings for parents and youth. |
| **Output 1.2**Groups have conducted 6 "mini-projects"with a rising degree of independence in theprocess. | TOT workshop for volunteers to learn how to facilitate mini-projects. |
| Workshop for future plan to youth groups |
| Weekly meeting for volunteers and group members to follow up on their project. |
| Monthly joint workshops and presentation events for all groups. |
| **Output 1.3:**Youth have knowledge about human rights and local rules and regulations, with a focus on skills acquisition and youth employment.Coordination between youth, local authorities and media has been initiated. | Training of volunteers in human rights, TOT (training of Trainers)with a focus on employment, entrepreneurship, and skills development |
| Workshop (in human rights, employment, entrepreneurship etc for all groups (with trainer + Volunteers) |
| Fieldtrips to local municipality and ward |
| Orientation meeting, follow up meetings with ward and municipality |
| Proposal writing training for group members |
| Mini-project about rights to employment and skills. Public hearing arranged by the groups.  |
| **Output 1.4:** Groups are able to use Social Media and "pocket films"to promote active citizenship, skill development and youth employment  | Sharing workshop for volunteers about using Social Media and video to promote the voice of marginalised and to disseminate information to youth. |
| Workshop about the use of social media to promote social justice for groups by volunteers. |
| Pocket film production workshop for groups by volunteers |
|  |  | **Activities**  |
| **Outcome 2:** At the end of the project the youth have increased their access to skills development and stable employment. | **Output 2.1:** All youth have improved their network and started actively improving their own situation with regard to skills and employment. | Workshop for group members in making a plan for their own skills improvement and future job wishes. |
| Visits to relevant stakeholders and exchange sessions for groups  |
| Weekly group meetings and execution of "mini-projects". |
| Presentation and discussion sessions regarding skills and employment between youth and municipality.Sharing session by interns for all youth and for municipality officials |
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| **Output 2.2** ULF has created a network of local businesses who offer internships to the youth. | Information and expectation meetings for business entrepreneurs. |
| Visit to different businesses (2-3 different areas of work). |
| Matchmaking event: pairing businesses and youth |
| **Output 2.3:**ULF has mobilised a group of mentors who support the youth in their internship | Information meeting for future mentors |
| Weekly mentor dialogue for youth, business contact person and mentor. |
| Follow up meetings in "mentor support group" |
| **output 2.4:** At least 80% of the youth who started internships have successfully completed them. And ULF has tested business development with one groups of youth. | Selection process to identify 20 youth who are motivated, capable and in need of an internship. |
| Meetings for monitoring and self-monitoring of plans |
| Weekly dialogue for youth, business contact person and mentor. |
| **Creation of business plans and follow up plans** |
|  |  | **Activities**  |
| **Outcome 3:** In the end of the project, ULF has a clear view of its direction and how it wants to support active citizenship of youth in the future. | **Output 3.1**: All members of Ujyaalo Lalteen knows the overall goals of the organisation and are able to name the most important activities. | Monthly meetings with Ujyaalo Lalteen PMU and board to discuss progress and challenges with the youth groups |
| Regular Facebook posts and blog posts on ULF’s homepage regarding the project. |
| 2 sharing sessions where all members are invited. |
| **Output 3.2** Core members of ULF support the activities actively through mentoring, networking or volunteering. | Inclusion of core members in the planning and carrying out the workshops with group members |
| Inviting core members to all major events. |
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| **output 3.3:** Ujyaalo Lalteen has started to plan an inclusive strategy development process. | PMU and board have discussed this |
| Core members have had a meeting where they discussed this. |
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* **What is the strategy of the intervention? Describe the planned activities and how these will lead to the desired outputs and achievement of the objectives.**

The project is planned in three phases. A six months start up and initial connection phase, a seven months gradual learning and independence as well as internship phase and a five months consolidation and learning phase.

The mobilisation of youth in groups and creating a network of groups facilitated by two ULF volunteers form an important part of the strategy. Another part of the strategy is that the groups **“will be learning through mini-projects and with the help of pocket film and social media”.** Youth will initially be trained in making short films (90 sec “pocket films”) on mobile phones and taught how this can help them to raise their voice and document their situation. **They will also receive training in human rights and the sustainable development goals with a focus on skills development and stable employment and they will use this knowledge in a mini-project formulated by themselves and facilitated by the ULF volunteer.** **The groups will also be taught how the rules and regulations of the local municipality works and how they can take active part.** This will be done through visits to the municipality and ward office, and through information meetings - and the learning will be captured in a mini-project. The intervention will also include a sharing session between municipality and youth about the need for skills and network development (to create stable employment for youth). The group structure and the exposure of the groups to the local municipality and ward will enhance the ability of the target groups to be active citizens and to understand their role as right holders vis-à-vis the local authorities. The exposure to the group, network of groups and authorities as well as the new skills that the group members acquire will make them more capable and give them a network that will improve their ability to enhance their personal situation and the groups to become a permanent discussion partner for the local authorities in question of skills development and youth employment.

The mini-project framework and resource material will be described in a mini-project manual. Each mini-project will conclude with an interaction programme/event where the groups present their learning and conclusions to each other. This way individual self confidence to “speak” is encouraged together with mutual learning. The sessions are also meant as a way for the groups to build themselves as a network. Another important tool is pocket films. The volunteers are already trained in this and will teach the groups to use these short mobile videos as part of the mini-projects, to document the voice of the group for others and to become more clear about the challenges facing the group members as well as possible solutions. Similarly, social media will be used as a tool for information and campaigning to like minded youth. The volunteers have experience using TikTok to promote social justice and it is assumed that this social platform and similar platforms can be used to spread the messages of youth employment and active citizenship.

The mini-projects will be conducted throughout the project period with a rising degree of independence. They are a way of teaching the groups to handle issues and carry out actions to address those issues. In the last phase of the intervention the group members will be encouraged to apply for membership of ULF, but ULF will also support the youth in establishing their own organisation if they wish to do so. A mini-project is a short (1 month) process. Groups start by formulating a goal that they want to reach and are assisted in the planning process by the facilitator. The first project will be predefined to teach youth how the project logic works. It will regard “employment and skills in our ward,” the youth will collect data (questionnaire and interviews), decide a way to present this and SDG 8 to the other groups, and document with video and pictures. The groups will make a mini-budget that covers the expenses of presentation to the other groups.

In the second phase of the project some youth will be offered an internship or a job training. Youth and business entrepreneurs will be matched through a matchmaking session. It is anticipated that ULF may initially be able to identify 20 business entrepreneurs who are interested in offering internships and that the internships will be most relevant for a limited section of the target group. The internships will be carried out in coordination with the local Chamber of Commerce. Youth who do an internship or job training will be connected to a mentor. A mentor is a senior member of ULF who has the personal maturity, interpersonal skills and social engagement and wishes to contribute to his/her society. Mentors will receive an initial training and meet regularly to share their experiences as mentors. As a learning experiment for ULF a group of youth will be selected to start their own business project where a local bank has agreed to give the group a loan of ULF and the municipality will support the group in terms of planning and follow up. The partners acknowledge that business planning and connection with banks is complicated but as it is closely linked with youth employment and as the opportunity to explore connecting a local bank, a small group of youth and the municipality could become very valuable for youth in the future, this activity has been included.

Further development and close linkage with ULFs existing member base and board has been included in the strategy as it is assumed that it is the structure and identity of ULF as a youth organisation with good connections to the rest of society that gives the organisation a unique chance of becoming an important change agent with regard to connecting youth, businesses and local government. It is also important to include ULF’s members in order to assure that the organisation stays integrated and becomes strengthened by the intervention (and able to undertake further youth development work).

* **What are the plans for systematising experiences along the way and at the end of the intervention?**

After each phase of the project the volunteers will evaluate with their group and collect lessons learned (it is important that the group members realise their own progress).

Towards the end of the project the joint volunteer group and project staff will conduct a most significant change workshop where all group members write MSCs. MSCs will be used to discuss future intervention. The videos from the mini-projects will also be used as part of the learning process. They will also be used in ULFs and SINs website to document and share how pocket films can be used. The internships and business matchmaking process and mentorship will be evaluated for a possible larger intervention and the results will be shared with the chamber of commerce and the local municipality.

1. These views were collected by the applicants during 3 workshops with the target group in Winter 2022, a number of interviews with marginalised youth and it matches the views collected in the Mugu youth conference that the applicants held in November 2021. [↑](#footnote-ref-1)
2. In a TOC workshop for ULF board members and volunteers in November 2021 it was discussed that “lack of hope and low self-esteem” were factors that hampered marginalised youth in pursuing a better future for themselves. [↑](#footnote-ref-2)