

**SADBHAAV  
PROJECT (2022-2024)  
A LEARNING BOOK**

# **SADBHAAV PROJECT (2022-2024)**

## **A LEARNING BOOK**

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This learning book is the product of work done by several members of the Centre for Social Change (CSC) team in various capacities. The information presented in this report were sourced from various insights and observation made during multiple interventions done in the project districts of CSC.

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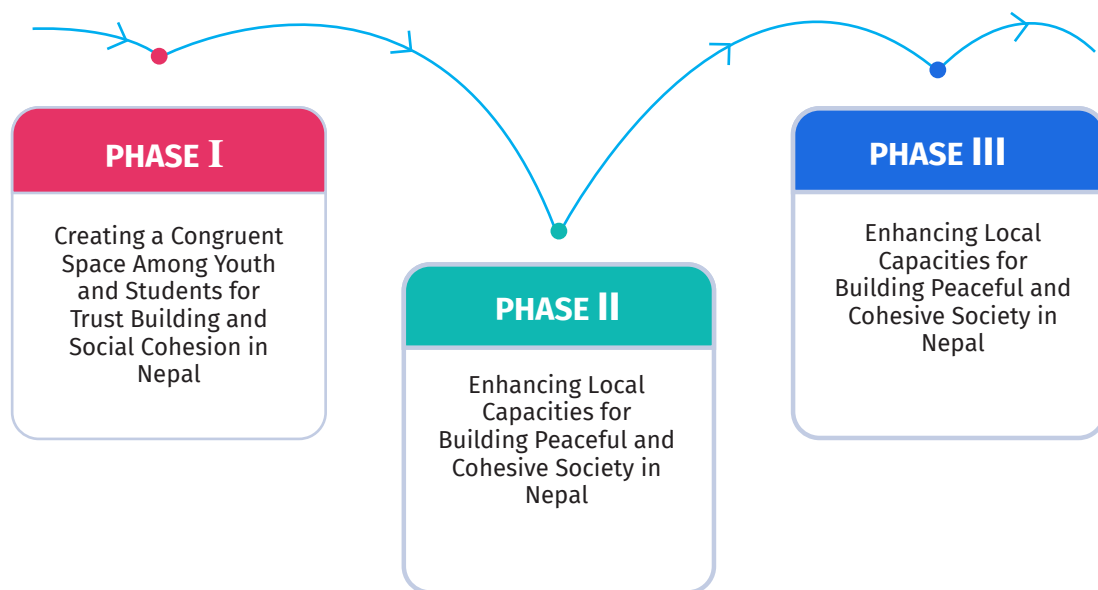
# CHAPTER I

## INTRODUCTION TO THE SADBHAAV PROJECT

# Chapter-I

## Introduction to the Sadbhaav Project

The Sadbhaav Project, implemented by the Centre for Social Change (CSC) from April 2022 to December 2024, exemplifies a comprehensive approach to fostering social cohesion and trust building among diversified communities in Nepal. The overarching aim of the project was to foster social cohesion and build trustful relationships among youths from diverse religious, cultural, ethnic, geographical and political backgrounds. To achieve this objective, existing societal conflicts in the project areas were first identified through ground-based interactions and rigorous study. The project was implemented in three continuous phases, each complementing the previous one in addressing societal conflicts for peaceful coexistence through dialogue, capacity building, civic engagement and art-based interventions.



**Phase I**, project titled *Creating a Congruent Space Among Youth and Students for Trust Building and Social Cohesion in Nepal*, laid the foundation for change by fostering youth and students' participation in peace dialogues, equipping them with trust-building skills, and utilizing art as a medium of dialogue for promoting social cohesion.

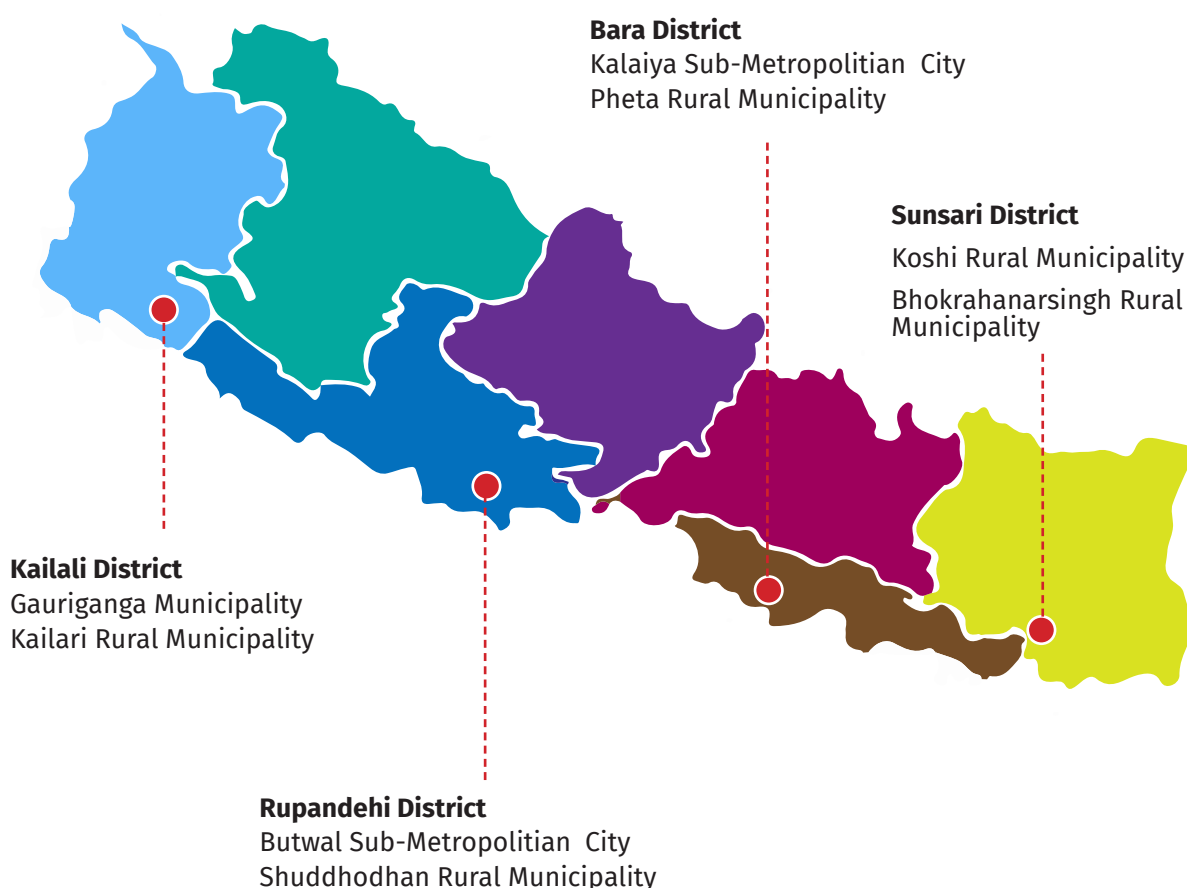
**Phase II**, project titled *Enhancing Local Capacities for Building Peaceful and Cohesive Society in Nepal*, focused on strengthening local capacities through youth-led behavioral change initiatives, engaging community stakeholders to address socio-cultural and political conflicts, and facilitating peaceful resolutions to disputes through dialogue.

**Phase III**, titled *Enhancing Local Capacities for Building Peaceful and Cohesive Society in Nepal*, aimed to institutionalize peacebuilding by enhancing public schools' roles in fostering cohesive communities, increasing the responsiveness of community

institutions, and creating democratic platforms for conflict resolution.

The Sadbhaav Project adopted a multi-layered approach by engaging a cross section of local, provincial, and national stakeholders. It collaborated with a diverse range of actors including school students, elected representatives, public school teachers, local governments, and national stakeholders such as media professionals, civil society organizations (CSOs), peacebuilders, and other related organizations. The project's interventions were designed to be multi-faceted, integrating dialogue facilitation, capacity building, knowledge production, and civic engagement. These activities also tended to encourage cooperation among different groups, address societal conflicts, and promote trust and cohesion across different segments of society. The project placed particular emphasis on the high school-centric intervention recognizing schools as essential platforms for engaging young people in learning while fostering trust-building, peace-building, and social cohesion initiatives.

All three phases of the Sadbhaav Project were implemented across eight municipalities located in four districts of Nepal. In Sunsari district, the project covered Koshi Rural Municipality and Bhokrahanarsingh Rural Municipality, while in Bara district, it was implemented in Kalaiya Sub-Metropolitan City and Pheta Rural Municipality. Similarly, in Kailali district, the project covered Gauriganga Municipality, Kailari Rural Municipality and Dhangadi Sub-Metropolitan City. In Rupandehi district, it covered Butwal Sub-Metropolitan City and Shuddhodhan Rural Municipality. All three phases of the project were funded by ifa/zivik (Institut für Auslandsbeziehungen) under the German Federal Foreign Office.





*Credited : CSC & Pooja Rai*

## CHAPTER II

# INTERVENTION APPROACH ADOPTED BY THE SADBHAAV PROJECT



# Chapter II

## Intervention Approach Adopted by the Sadbhaav Project

Throughout the three phases, the project implemented a diverse range of sophisticated intervention strategies, meticulously crafted to be multi-layered and comprehensive. These strategies encompassed fostering dialogue, enhancing capacity, generating knowledge, promoting civic engagement, and organizing campaigns. The overarching objective of these strategies was to address societal conflicts, foster collaboration among diverse groups, and cultivate social cohesion and trust across the heterogeneous sectors of society.

### Dialogue Approach



Art-based dialogue is an innovative approach that allows students to explore their identities, understand their communities, and engage with local issues. By creating and exhibiting art-based educational materials, youth and students were encouraged to participate in dialogues process, where they shared their personal experiences and the socio-cultural challenges they faced. This method promoted a more accessible and personal understanding of issues at the family and community level. Art-based dialogues created a safe space for the students to express themselves openly, share their thoughts and ideas, and propose actionable solutions. This form of intervention would equip them with essential life skills, enhance their understanding of cultural diversity, and increase religious tolerance, all of which ultimately contribute to building a more inclusive and cohesive community.

Schools consisted of a diverse group of students from various ethnic, cultural and religious backgrounds, hence offering a complicated web of interplaying factors that affect peace, harmony, and trust. While the school environment may

outwardly appear peaceful, internal tensions arise from disparities in expectations and understandings among students, teachers, and parents. Challenges such as inadequate feedback mechanisms between parents and teachers, teachers and school principals, competitive teacher engagement during recruitment, and limited skill development opportunities, along with external factors such as drug abuse among students, exacerbate broader challenges within the school environment. Issues such as tensions between the School Management Committee (SMC) and administration, frequent teacher transfers, overburdened teachers, poor infrastructure, gender disparity among teachers, and mismatched qualifications for teaching roles further hinder the establishment of an inclusive school environment.

To tackle these obstacles, art-based dialogues have emerged as an effective strategy to cultivate a nurturing and inclusive school atmosphere. Center for Social Change (CSC) adopted this methodology to involve high school students, ranging from 14 to 18 years old. The initiative prioritized social cohesion, establishment of trust, and promotion of peace through the utilization of art-based educational resources that raised awareness on socio-cultural issues. Students engaged in dialogues that enabled them to delve into meaningful conversations in diverse art-based educational materials addressing social discord and potential reconciliation methods.

This initiative not only showcased the transformative influence of art in fostering inclusiveness and peace within educational institutions but also established a platform for acknowledging and confronting communal challenges. By prompting students to creatively interact with their surroundings and peers, art-based dialogues facilitated profound conversations that stir up positive transformations in personal lives and the wider community alike.

### Actors

The success of the art-based dialogue initiative depended heavily on the involvement of key actors, each contributing uniquely to its goals:



- 1. Artists:** Artists played an important role by providing creative expressions through art-based educational materials that formed the foundation for dialogue. Their artwork allowed participants to visualize and connect with socio-cultural issues and conflict resolution mechanisms, making abstract concepts more tangible and relatable.



## 2. Students and Youth:

As primary beneficiaries, students and youth were at the core of the initiative. They openly discussed complex social issues, discovering and expressing thoughts, ideas, and solutions to address societal problems through artworks. Students learned, unlearned, and relearned about social issues impacting social cohesion and trust. Coming from diverse backgrounds, their sharing of perspectives and experiences enhanced dialogue quality. Active participation deepened understanding of community-level issues and bridged the gap between school and community concerns. This involvement highlighted their potential as change agents and emphasized their role in resolving societal conflicts.

### 3. Local Dialogue Facilitators:



The local dialogue facilitators, during Phases I and II of the Sadbhaav Project, played a crucial role in making the dialogue session more engaging, constructive, and inclusive. They created a platform for all participants to share their diverse opinions, helping to engage them meaningfully and at deeper levels. CSC had provided comprehensive training for preparing skilled art-based dialogue facilitators at the community level.



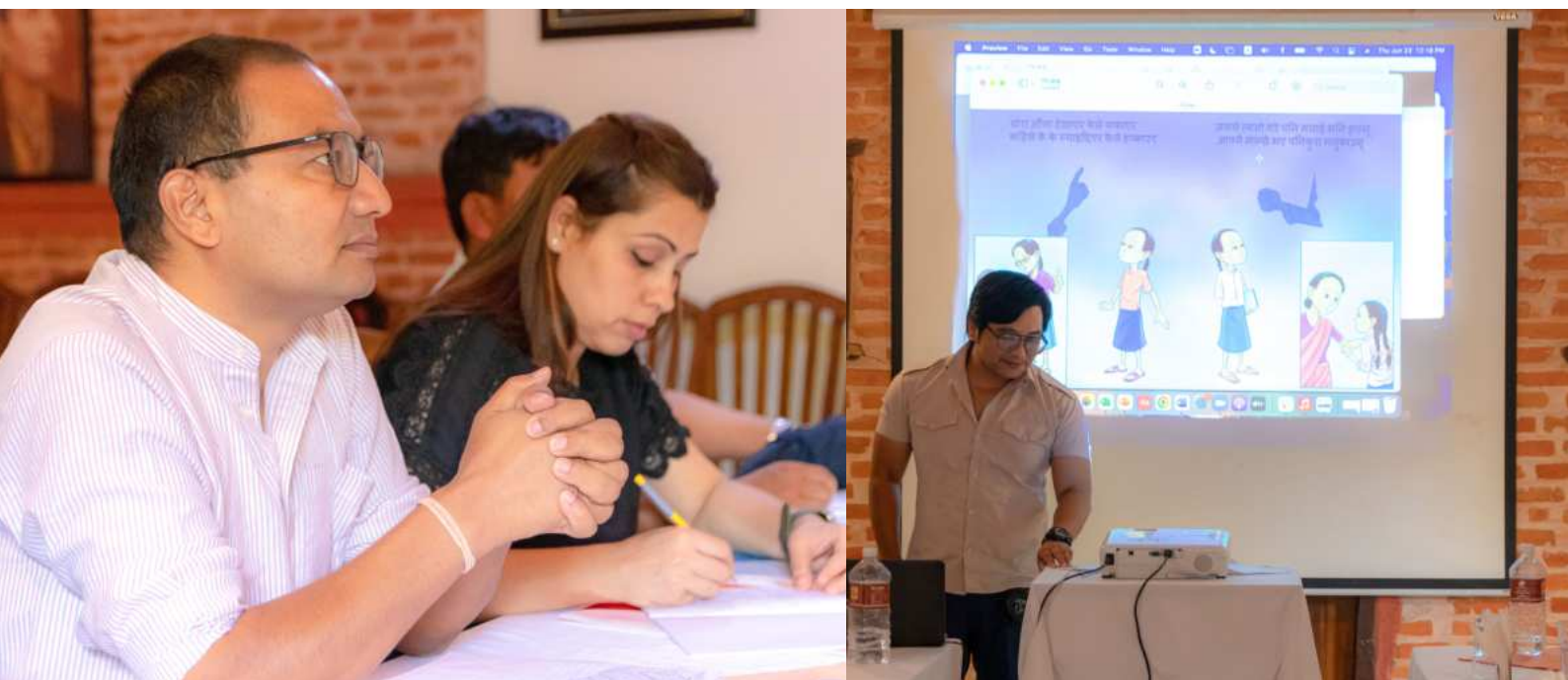
**4. School Teachers:** Teachers were instrumental in sustaining the momentum of the initiative. The workshops provided a space where teachers were more willing to join conversations and collaborate in efforts toward conflict resolution. They also helped sustain the process by implementing knowledge gained from the workshops in the school environment, allowing students to understand the concept of cohesion. This ensured that the lessons extended beyond the workshop setting.



These actors collectively contributed to the project's success, demonstrating the power of collaboration in addressing societal issues and fostering a culture of peace and inclusivity within schools. By engaging these diverse groups, the project achieved its objective of transforming schools into more inclusive and harmonious spaces within the community.

## Methods/Process

- a. Need Assessment:** As a part of the need assessment of creating a congruent space among youth and students for trust building and social cohesion in Nepal, CSC conducted a quantitative survey among 120 respondents across four working districts (Kailali, Bara, Rupandehi, and Sunsari). Each district contributed 30 respondents, with 15 from each of the eight working local government units. The survey targeted key actors of the project, including apolitical/political youth and students, ethnic and indigenous association youth leaders, and CSO youth leaders. The main purpose of this survey was to investigate the existing status of social cohesion, trust-building, and the practice of dialogue for reconciliation and conflict resolution in Nepal. A similar process was implemented in Phase II and Phase III at the beginning of the project.
- b. Artist Workshop:** In Phase I of the Sadbhaav Project, CSC issued an open call specifically targeting professional artists to contribute their ideas aligned with the findings from the scoping studies. These findings served as a foundation for the artists to develop impactful art-based educational materials, aligning their creative efforts with the project's goals.



As a part of the project, CSC developed, piloted, and finalized 15 art-based educational materials on dialogue, trust-building, and social cohesion to be used by the local facilitators during art-based dialogue among the school students. Furthermore, five audio-video materials were also created that illustrated social unity.

In phase II, the approach expanded further by creating an additional 15 art-based educational materials. These new materials were built on the experiences, insights and learning from the first phase and were also designed to address issues identified in the scoping study. Overall, these additions aimed to enhance the project's impact and outreach.



- c. **Dialogue Facilitation Workshop:** A total of 20 participants were trained in the “Training on Dialogue Facilitation” workshop in phase I, including 16 local facilitators and 4 CSC staff. A similar number of facilitators were trained in Phase II. Local youth leaders and activists were selected as facilitators at the school level. The workshop aimed to equip participants with skills for art-based dialogues. The workshop was carried out from phase I to phase II to gradually apply facilitation skills.

#### d. Teachers' Training on Art-based Dialogue:



During phase II review, it was clear that training school teachers as art-based dialogue facilitators is crucial for intervention sustainability. 96 teachers were trained on art-based dialogue facilitation, enabling them to use art in teaching and facilitate art-based dialogues in schools. 48 schools received sets of art kits to support continued art-based dialogues.

- e. **High School Art-based Dialogue:** The art-based dialogues conducted in the schools at project locations included meaningful arts and audio-video materials which triggered discussions on various social issues and conflicts existing within their communities. Through different genres of art used during the dialogues, students were actively encouraged to use all the art-based educational materials. This workshop was carried out from Phase I to Phase III where the students' participation was made continuous, inclusive and dynamic.
- f. **Regular Monitoring of the Project Activities:** Regular field-level monitoring was conducted in different stages of the project, and the impact evaluation was carried out at the end of the project period. The dedicated Monitoring and Evaluation Officer and Multimedia Consultant monitored the project's progress in all project sites. Also, they provided feedback and suggestions regarding implementation procedures, progress tracking methods, and outcomes. These insights were then shared with the in-house and field-level project team members to enhance effectiveness and ensure smooth execution of activities.
- g. **Follow-up Teachers' Workshop:** Follow-up teachers' workshop was conducted at the end of the project period in Phase III in all four project districts to track the progress of art-based dialogue workshops implemented in respective schools. During the follow-up workshop, teachers shared their reflections, problems, and challenges along with their learning. Besides that, teachers also provided suggestions for future improvements and the effectiveness of art-based dialogue.



## Community Engagement Approach

While school-based initiatives were important, they were not enough to address trust building challenges. Community engagement elements were added for a holistic strategy involving community actors. Community engagement aimed to promote local solutions and decision-making through dialogue and gatherings. Actionable recommendations for peace were suggested through these forums.

There is an expanding concern about national efforts to foster peace and justice in Nepal, yet a large gap persists in the local context especially in the Terai region of Nepal. As lack of common platforms for open discussions at the community level contributes to social tensions, conflicts, and distrust of local authorities. This diverse region, home to communities such as Tharu, Dalits, Madhesis, and Pahadis, faces social tensions due to historical grievances, migration, land disputes, caste-based discrimination, and gender-based violence, particularly against marginalized women and girls. Local governance struggles with corruption, inefficiencies, and political interference have further contributed to heighten the community tensions. While legal frameworks for inclusion exist, their implementation is obstructed by socio-economic barriers, political biases, and cultural norms, often excluding marginalized groups like women, Dalits, and ethnic minorities from governance and decision-making, thus reinforcing social hierarchies and perpetuating cycles of poverty and injustice.



In this context, community engagement initiatives addressed caste-based discrimination, conflicts, and gender-based violence in local communities through participatory dialogues. Events like assemblies and dialogues involved a broad spectrum of community members to discuss local conflict issues and make recommendations to decision-makers for practical solutions.

## Actors

The key actors involved in community-based initiatives are civil society activists, youth leaders, youth club members, political youth and student leaders (aged 19-35), school teachers, peace-builders, social change leaders, and justice movement leaders. Media professionals, local political leaders, elected local and provincial government representatives also participated in events under the community engagement initiatives.

## Methods/Process

**Phase I:** In Phase I of the Sadbhaav Project, community engagement initiatives were implemented with the involvement of key actor such as media professionals, youth leaders from CSOs, student and political youth leaders, and representatives from ethnic and indigenous associations. These participants played an instrumental role in facilitating dialogue, fostering social cohesion, and addressing community concerns through proactive leadership in various project activities.



- a. **District Youth Workshop:** Four district-level dialogue workshops were held to inform youth members about local and provincial conflicts. Over 100 youth participated, expressing concerns and providing recommendations for peaceful solutions. Some participants later engaged in conflict resolution initiatives.
- b. **National Youth Workshop:** One Youth Workshop in Kathmandu engaged 15 youth and political leaders to discuss social cohesion and trust-building among frontline youth leaders in political parties. Participants identified pressing agendas and strategies for advancing social cohesion.

**Phase II:** The Sadbhaav Project Phase II focused on engaging a broader range of actors, such as parliamentarians, political party representatives, academicians, peace experts, and practitioners, along with youth from different political backgrounds. This helped to ensure diverse participation in fostering a more inclusive and comprehensive approach towards the resolution of societal issues and promoting peace and social cohesion across different sectors of the community.



- a. **Provincial Level Cross-Party Youth Dialogue:** During Phase II, four provincial level cross-party youth dialogues were conducted in four project districts. These dialogues focused on 'Conflict Prevention, Trust Building and Social Cohesion' bringing together 100 youth participants from various political backgrounds.
- b. **Sadbhaav Summit 2023:** With the theme of "Building Peaceful and Cohesive Society,' Sadbhaav Summit 2023 was held as a national-level multi-stakeholder conference. The summit provided a platform for interactive dialogue among 80 participants, addressing issues related to injustice, discrimination, policymaking, and digital inclusion. Participants include members of parliament, representatives from political parties, academicians, peace experts, and practitioners.

**Phase III:** In its last phase, the Sadbhaav project emphasized the involvement of major stakeholders from the grassroots to the national level. This inclusive strategy ensured that the bold voices and genuine concerns of the local communities had an important place in bringing project outcomes while fostering collaboration with a national-level stakeholder engagement toward a more cohesive and peaceful society.



- a. Community Assembly:** A total of eight community assemblies were conducted in eight municipalities across four project districts. The theme ‘Peace, Justice, and Inclusive Society,’ engaged a total of 400 participants. By facilitating these assemblies, the initiative aimed to empower local communities, promote inclusive governance, and contribute to building a peaceful and just society in the Terai region and beyond.
- b. Provincial Assembly:** In this phase, four provincial assemblies on the theme ‘Peace, Justice, and Inclusion in Federalism’ were organized, with 200 participants, including elected representatives from provinces, political youth student leaders, and leaders of ethnic and indigenous associations, as well as disability associations. These participants contributed to discussions on critical issues concerning peace, justice and inclusion in their respective provinces.
- c. National Assembly:** A national-level multi-stakeholder summit titled ‘Sadbhaav Summit 2024: Advancing a Just, Inclusive, and Cohesive Society’ was organized, with 82 participants. The summit critically reviewed the roles of public institutions, which play crucial roles in policymaking, program implementation, and are responsible for taking the agendas for justice, inclusion, and social cohesion at the core of planning and development of strategies.

These activities represent a multi-layered, multi-stakeholder approach to promoting peace, justice, and inclusion through dialogue, art, and collaboration at the national, provincial, district, and community levels.

## Capacity Enhancement Approach



Capacity enhancement initiatives are crucial for improving societal, organizational, and personal capacities by providing knowledge, resources, and skills to address challenges effectively. These initiatives also help in managing difficult situations. Changing social, economic, legal, and political landscapes, influenced by internal and external factors, have significantly impacted traditional conflict resolution mechanisms. These changes often lead to unresolved conflicts or new ones. Society faces structural issues like resource disputes, ethnic tensions, and discrimination, requiring nuanced conflict resolution strategies. Despite appearing peaceful, communities experience internal tensions due to differences in expectations and misunderstandings among ethnic and religious groups, highlighting the need for better communication and collaboration to rebuild social trust.

In this backdrop, CSC, in all three phases of Sadbhaav project incorporated capacity development initiatives targeting different stakeholders such as elected representatives, political leaders, civil society leaders, media persons, school teachers, community leaders, and youth and student leaders from project locations. Bringing together community members to enhance their conflict transformation and dialogue knowledge and skills not only sensitize the key stakeholders to analyze the conflicts they confronted, but also helped them to take action in the respective field.

### Actors

Local elected representatives from local and provincial governments, political leaders, CSO leaders, media professionals, teachers, and youth and student leaders were the key actors participating in various capacity-building trainings and workshops. Through different workshops and training sessions, participants

not only learned to analyze conflicts in a systematic manner, but also gained conflict resolution skills such as dialogue, mediation and negotiation, and effective communication. Several of these actors have built confidence and capacity in resolving long-standing disputes and promoting sustainable peace at community levels.

### Methods/Process

- a. **Media Workshop:** Four provincial-level media workshops on the theme, “Role of Media in Addressing Violence and Conflicts” were conducted across the four project districts in Phase II. These workshops included 80 media professionals focused on exploring how media can contribute to conflict resolution and violence prevention. Topics covered included socio-political conflicts, media ethics, conflict sensitive journalism, theoretical knowledge about conflict mapping and analysis, the role of media in conflict affected societies, as well as peacebuilding and social cohesion processes.



- b. **Teachers Workshop:** In Phase II, four district-level teacher workshops under the theme, “Role of Educational Institutions in Building a Peaceful and Cohesive Society” were organized in project districts. These workshops involved 100 teachers and emphasized the significant role of educational institutions in fostering peace and social harmony. The primary objective was to bring school teachers from various schools together to discuss on the potential role of educational institutions in building a peaceful and cohesive society and to advocate for the integration of art-based education into the formal school curriculum.

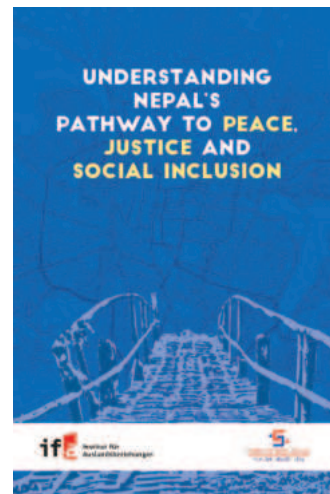
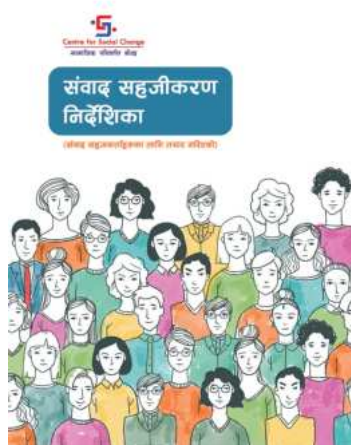
**c. Conflict Transformation Training:** In Phase II, a three-days long non-residential training titled “Conflict Transformation through Dialogue” was conducted in four project districts. Altogether 100 participants attended these district-level sessions, which focused on transforming conflicts through constructive dialogue. The primary objective of the training was to raise awareness, educate stakeholders, and empower them in the topics of peacebuilding, trust-building, and the transformation, prevention, and management of conflicts.



Similarly, in Phase III, a two-days residential training program under the same title, “Conflict Transformation through Dialogue” training was organized in the same four districts. A new cohort of 100 participants, including elected local government representatives and political leaders from the district and provinces attended these workshops. The training continued to emphasize dialogue-based conflict resolution and transformation techniques.

## Knowledge Production Approach

The Sadbhaav Project has produced a variety of knowledge resources aimed at enhancing peacebuilding efforts at the local, provincial, and national levels. These resources include written blogs, recorded podcasts, printed handbooks, manuals, infographics, photo books, and both a learning book and knowledge book, all of which are publicly accessible through the CSC official website and social media platforms.



### PEACE & SOCIAL COHESION BLOG SERIES



Student Unions Collective Actions for Social Support and Political Transition

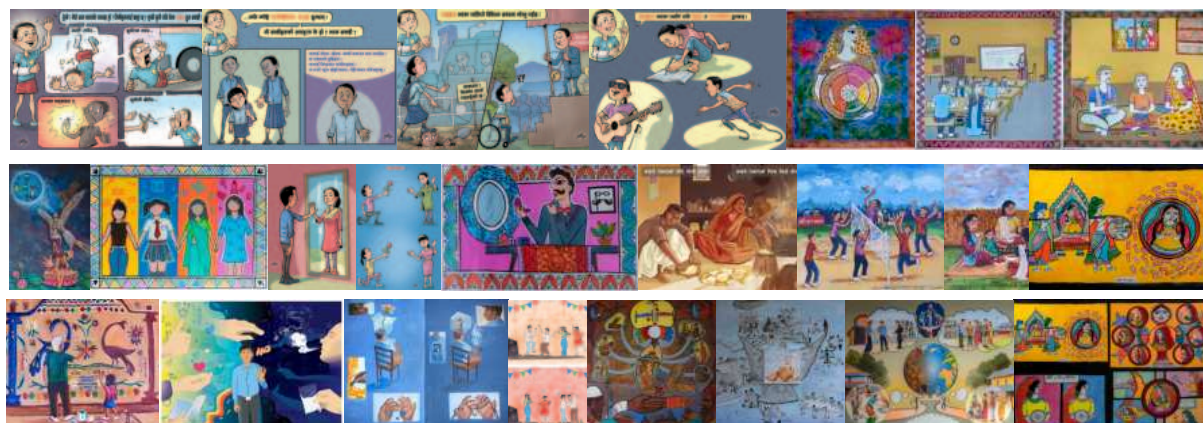
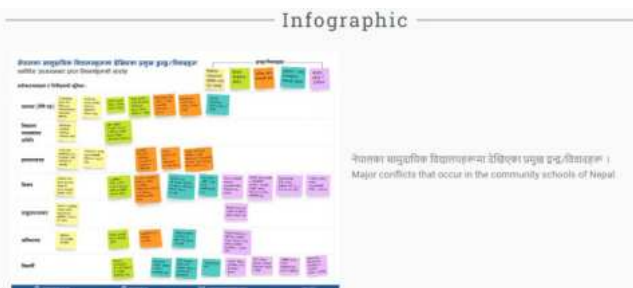


Social Justice and Rights of Dalit in Present Scenario of Nepal



Happiness through Nonviolence: A Path to Well-being and Fulfillment

### Videos





- a. **Dialogue Manual:** In the first phase, a Dialogue Manual was published and later revised to include additional art based educational materials. This manual served as a guiding document for all district based local facilitators and school-based facilitators, enabling them to effectively conduct the art-based dialogues at schools.
- b. **Art-Based Educational Materials:** A total of 30 art-based educational materials were developed, focusing on the themes of trust, inclusion and cohesion. These arts based educational materials were centered around themes such as classroom and community-based exclusion, injustice, and discrimination to promote awareness and inclusivity.
- c. **Conflict Transformation and Peacebuilding Handbook:** One of the major outputs of the Sadbhaav project was the Conflict Transformation and Peacebuilding Handbook, printed in 500 copies for wider use during the training, workshops, and national level summits. Written in Nepali, this comprehensive handbook covered essential topics such as sociopolitical conflicts, violence at the local level, and traditional and legal methods of conflict transformation and peacebuilding. It also provided valuable insights into dialogue facilitation techniques and tools for fostering sustainable peace.
- d. **Infographics:** A total of four infographics were developed throughout the project period. These infographics focused on topics such as multilayered conflicts in public schools, conflict-sensitive journalism, the role of art in peacebuilding, and effective communication for fostering cohesion. These resources effectively showcased the visual knowledge products in a succinct manner.
- e. **Blogs:** During Phase I of the Sadbhaav project, three blogs were written by the primary beneficiary groups. In Phase II, five insightful blogs were contributed by project team members. Similarly, in Phase III, 11 blogs were authored by individuals who participated through open calls. These blogs offered insights on experiences related to social cohesion, the intersection of media and cohesion, leveraging art for social change, and contemporary landscape of conflict resolution.
- f. **Podcasts:** The Sadbhaav project introduced a podcast series in Phase II, featuring expert discussion on topics related to conflict, peace, and social cohesion. During Phase II, five podcast episodes were produced, while 12 additional episodes were produced in phase III. These episodes provided in-depth discussions on various issues related to peace, cohesion, justice, and inclusion. Tolerance among the multicultural and multiethnic societies are discussed with national level actors and grassroot changemakers and peacebuilders. These podcasts served as an additional resource for the public to engage in discussion that provided insights on the most pressing issues of communities and societies.
- g. **Knowledge Book on 'Understanding Nepal's Pathway to Peace, Justice and Social Inclusion':** A comprehensive knowledge book on 'Understanding Nepal's Pathway to Peace, Justice and Social Inclusion' was compiled through the Sadbhaav Project. This resource integrates theoretical concepts with the status of peace, justice, and inclusion in Nepal, and related policies and mechanisms. It also encompasses insights and knowledge generated during the three-year implementation of the project and offers a holistic perspective into these critical areas.

- h. Learning Book:** The learning book titled 'Sadbhaav Project (2022-2024): A Learning book' serves as a cumulative summary of the overall activities, accomplishments and lessons learned from the three-year project. It is designed to serve as an evaluation resource, capturing the scope and impact of the Sadbhaav Project altogether.
- i. Photo Book:** The photo book is a visual collection of the activities of the project in the first year, documenting important moments, events, and milestones in pictures. It encapsulates the essence of the Sadbhaav project's journey through imagery.
- j. Short Videos:** Three short videos (one in each phase) were produced to quickly and engagingly convey information about the project's launch, summary, and various activities, events, and workshops. In addition, videos addressing different societal issues, such as gender roles, the responsibility of the citizens, social cohesion were created to foster trust and harmony.

## Campaign Approach

- a. **Social Media Campaign:** A major activity of the Sadbhaav Project was conducting a social media campaign for the wider dissemination of interventions, audio-visual and art-based educational materials on trust-building and social cohesion. Various art-based educational materials, infographics, blogs, short videos, glimpses of activities, and podcasts were posted and shared on different social media platforms such as Facebook, LinkedIn, YouTube, Instagram, and Twitter for public consumption.



**b. National Art Competition (Peace Through My Eyes):** The national-level art competition, “Peace Through My Eyes”, collected art works representing the public’s commitment to peace. Paintings and photographs were submitted through various channels. The competition celebrated artistic expression of peace. Nine outstanding entries were awarded certificates and prizes by CSC.

**Sub-Category ‘Painting’: Winner**



**Sub-Category 'Photography': Winner**



**Artworks**



k.

**c. Exposure and Visits :** In addition to digital platforms, Sadbhaav project reached a broader audience through workshops and training sessions. CSC introduced art-based dialogue globally at various conferences such as annual Martin Chautari Conference- 2023, Kathmandu; World Forum for Democracy-2023, Strasburg, France; the 2024 Stockholm Forum on Peace and Development, SIPRI; 15th International Conference on Conflict Prevention and Peace Management, ABBS School of Management, India and '17th Global Youth Peace Fest', YUVSATTA in Chandigarh, India. Engagements at different events like; United Nations Regional Centre for Peace and Disarmament (UNRCPD), UNESCO Nepal, and Plan International country office through CSC team members' participation in different events and meetings allowed sharing methodology on social cohesion, conflict resolution, and peacebuilding. These exposures amplified the project's visibility and impact.





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## Chapter III

### Sadbhaav Project in Numbers

# Chapter III

## Sadbhaav Project in Numbers

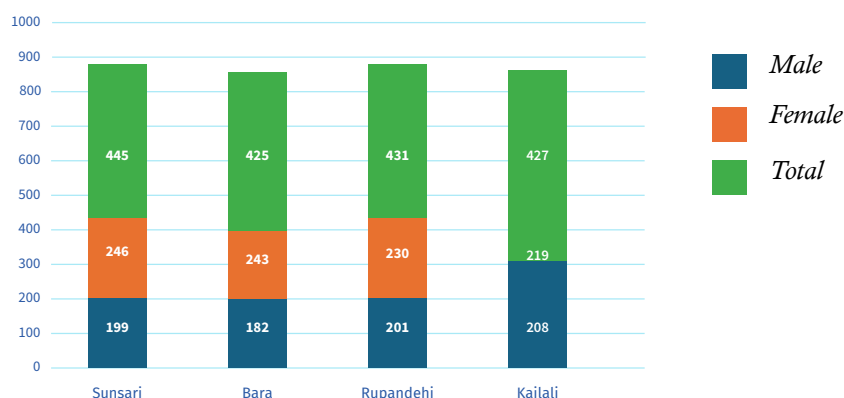
The project directly reached among 7,623 persons in three years through dialogue, capacity building, and community engagement initiatives. This number includes persons who involved in different project initiatives at least once during the project years. The total number of people indirectly benefited from the project is estimated to be around 300,000 through campaigns, knowledge dissemination, and other initiatives. The table presented below provides an overview of the people's participation in different project activities.

### a) Achieved numbers in Phase I

Table 1. Number of participants in the project activities

Project site	Activities	Frequency	Participants
National level- Kathmandu	Dialogue Facilitation Training	1	20 (Male=14, Female=6)
	Artist Workshop (Concept presentation, development of artwork, piloting and finalization workshop)	3	10 (Male=5, Female=5)
	National Youth Dialogue Workshop	1	15 (Male=9, Female=6)
Field level- Sunsari, Bara, Rupandehi & Kailali	High School Art-Based Dialogue Workshop	32 (8 municipalities)	1628 (Male=727, Female=901)
	Youth District Dialogue Workshop	4	100 (Male=63, Female=37)
<b>Total</b>			<b>1773</b>

Figure 1 : Districtwise Participation in Numbers





*b) Achieved numbers in Phase II*

Table 2. Number of participants in the project activities

Project site	Activities	Frequency	Participants
National level- Kathmandu	Artist Workshop (Concept presentation, development of artwork, piloting and finalization workshop)	3	5 (Male=2, Female=3)
	Dialogue Facilitation Training	1	20 (Male=13, Female=7)
	National Level Multistakeholder Sadbhaav Summit 2023	1	80 (Male=54, Female=26)
	Podcast	5	5 (Male=3, Female=2)
Field level -Sunsari, Bara, Rupandehi & Kailali	High School Art-Based Dialogue Workshop	48 (12 in each project district)	1440 (Male= 619, Female=821)
	Role of Educational Institutions for Building a Peaceful and Cohesive Society	4	100 (Male= 51 Female=49)
	Role of Media in Addressing Violent and Conflict	4	80 (Male=45, Female=35)
	Conflict Transformation Training	4	100 (Male= 49, Female=51)
	Provincial Level Cross-Party Youth Dialogue	4	100 (Male=62, Female=38)
<b>Total</b>			<b>1930</b>

*Figure 2. Districtwise Participation in Numbers*

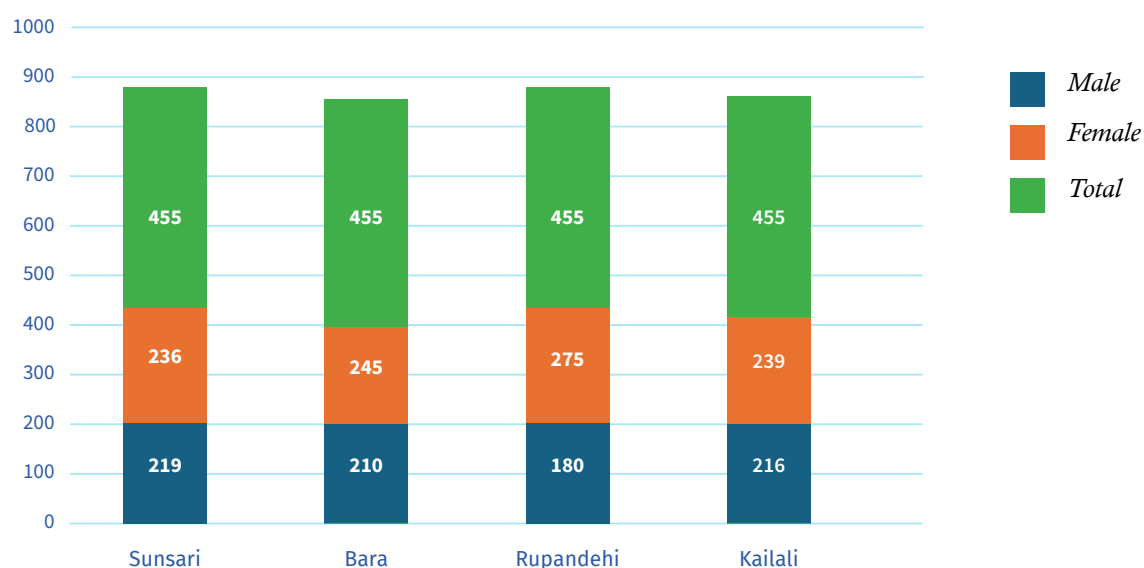
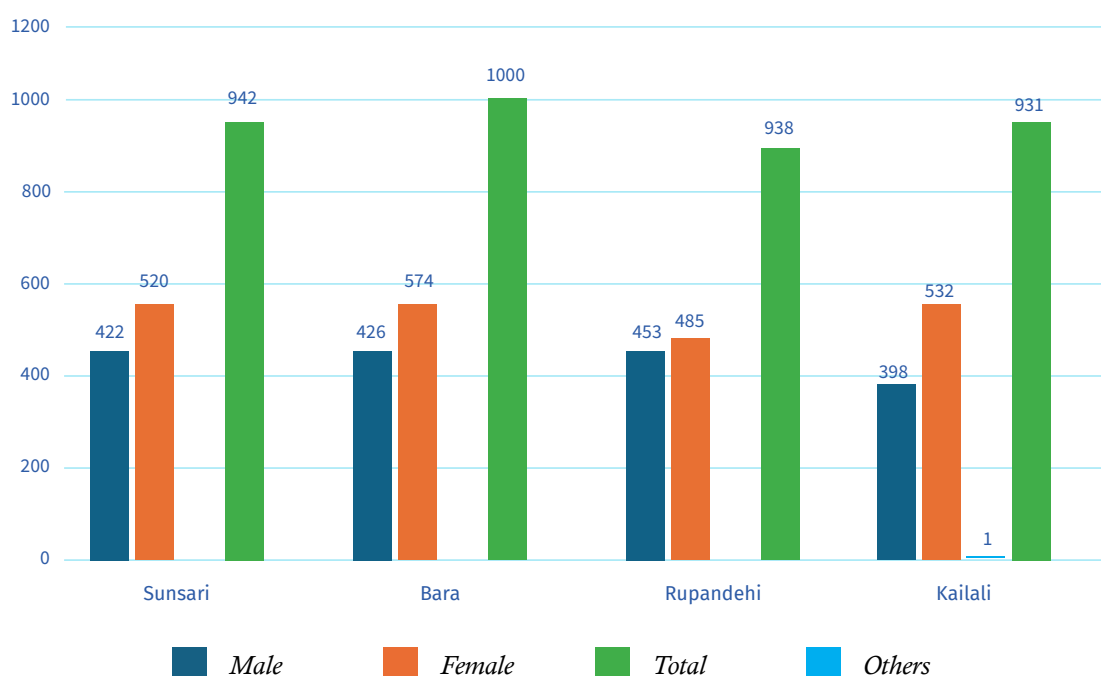


Table 3. Number of participants in the project activities

Project site	Activities	Frequency	Participants
Field level- Sunsari, Bara, Rupandehi, Kailali	Training on Art-Based Dialogue Facilitation	4	96(Male=43, Female=53)
	School Principal Workshop	4	48 (Male= 44, Female=4)
	High School Art-Based Dialogue Workshop	96 (24 in each project district)	2967 (Male=1190, Female=1777)
	Conflict Transformation Through Dialogue Training	4	100 (Male=61, Female=39)
	Community Assembly	8 (2 in each district)	400 (Male= 227, Female=173)
	Provincial Assembly	4	200 (Male=124, Female=75, Other=1)
National level- Kathmandu	National Level Sadbhaav Summit 2024 and Art Exhibition	1	104(Male=65, Female=39)
	National Art Competition	1	30 (Male= 9, Female=21)
	Podcast	12	12 (Male=8, Female=4)
	Blogs	11	11 (Male=9, Female=2)
<b>Total</b>			<b>3920</b>

Figure 3 : Districtwise Participation in Numbers





*Credited : CSC & Deepsara Gurung*

## Chapter IV

### Key Achievements of the Sadbhaav Project

# Chapter IV

## Key Achievements of the Sadbhaav Project

This chapter provides a summary of key achievements of the Sadbhaav Project.

- a. **Strengthened the peacebuilding efforts in Nepal:** The project continued and strengthened CSC's effort on peacebuilding as well as Nepal's Sustainable Goal No. 16 and National Youth Policy. The project scaled up various project interventions such as dialogue initiative, assemblies and Sadbhaav Summit across the layer (local, provincial and central) to shape a more peaceful, inclusive, cohesive and just future in post-conflict settings.
- b. **Engagement with multiple stakeholders:** The Sadbhaav Project engaged a wide range of stakeholders, including students, youth, teachers, elected representatives, community leaders, media persons, and local government officials. The diverse involvement generated a multilayered effort toward the resolution of societal conflicts and developing a common understanding to promote social cohesion. In particular, young participants from various backgrounds provided their unique perspectives during art-based dialogue sessions and workshops. This inclusivity encouraged a collective learning and problem-solving approach and amplified the impact of the project across sectors. Likewise, the active participation of marginalized groups, including women and youth in different project activities, also reflected the project's commitment to inclusivity and equal representation in building a cohesive society.
- c. **Established space for dialogue:** The project developed inclusive spaces for dialogue that allowed participants to discuss and address complex social issues from community levels to national levels. Art-based dialogues made it possible for different groups to reflect on shared challenges regarding societal problems. These forums allowed an easy flow of communication, collaborative problem-solving and mutual understanding, serving as a bridge between individuals and communities. Moreover, conducting discussions in local languages further enhanced the dialogues' relevance and accessibility.
- d. **Institutional engagement for advancing trustbuilding and social cohesion:** The project identified institutional involvement as key for trust and social cohesion. Schools became inclusive hubs for dialogue and conflict resolution, supported by local governments. Media extended project reach by raising awareness of social issues. Collaboration built trust and laid the foundation for sustainable peacebuilding at grassroots and institutional levels. Likewise, teachers, integrated as school-based dialogue facilitators, ensured continuity of art-based dialogues as co-curricular and extra-curricular activities. Their involvement helped in the institutionalization of this approach within educational frameworks, reaching a wider audience of students and communities. Sadbhaav project shows how engaging institutions creates meaningful dialogue for social change.
- e. **Strengthened social cohesion:** The evaluation studies by CSC in project districts showed that art-based dialogues enhanced social interactions among youth. Students shared experiences and listened to others, understanding each other's struggles and stories. Their discussions resonated on problem-solving measures against prejudices and biases. Participants found dialogues interactive and

engaging, showing enthusiasm to interpret art-based materials. Conflict transformation training emphasized positive conflict for societal harmony. This enhanced their ability to engage constructively within diverse communities, laying a solid foundation for cohesive social interactions. It built confidence and better relationships within communities. The project united various groups for dialogue on critical social issues such as gender discrimination, dowry practices, cyber-crime, and violence against women. Discussions were conducted in local languages for accessibility and community bonding. Teachers facilitated to promote cohesion within schools and communities.

- f. Improved peoples' attitude and behavior:** The Sadbbaav project improved attitudes and behaviors in diverse communities. Participants gained skills for building a peaceful society through dialogue. The project enhanced empathy and compassion, leading to behavioral changes. Art-based educational materials raise awareness of social issues. Trainings equipped participants with conflict transformation skills. For example, a ward chairperson from Kailali district, attending his first dispute resolution course, gained profound insights into conflict resolution and dialogue facilitation. Participants learned conflict resolution and dialogue facilitation through role-play scenarios. They adopted constructive conflict resolution techniques in their communities contributing to improved behavioral dynamics in their communities.
- g. Enhanced cross-cultural understanding and strengthened peacebuilding efforts:** The Sadbhaav Project promoted peacebuilding through empathy, trust, and mutual respect, crucial for sustainable development and social cohesion. Art-based dialogues foster cross-cultural understanding and respect for other cultures among students. Students engaged in group discussions to understand issues in art, promoting effective communication and acceptance of diversity. Workshops addressed societal issues, cultivating mutual understanding and ownership of problems. The project bridged cross-cultural differences through safe dialogue and collaborative efforts on societal tensions. Youth gained insight into different religious festivals and activities, strengthening bonds within communities. Training enhanced participants' awareness and equipped them to handle conflicts inclusively. Activities built trust and facilitated peacebuilding progress, creating opportunities for collaboration across cultures. The project emphasized dialogue in fostering cross-cultural understanding, involving women, youth, and marginalized individuals in open discussions and explored various perspectives.
- h. Enhanced coordination with local government authorities:** The project improved coordination between local officials and community stakeholders, enhancing inclusive development planning. Challenges remain in communication, but training boosted confidence in cohesive planning. Participants are confident in handling challenges through collaboration and engagement. Effective coordination with local governments addressed local challenges and involved elected representatives. Support from the project team ensured smooth implementation and program effectiveness.



*Credited : CSC & Liza Shrestha*

## **Chapter V**

### **Challenges Encountered During the Implementation of Sadbhaav Project**

# Chapter V

## Challenges Encountered During the Implementation of Sadbhaav Project

The Sadbhaav Project faced several challenges that impacted its implementation and effectiveness. Some of them are listed below:

- a. The brief duration of the project (9 months in the initial phase and 11 months in the subsequent phases) posed challenges for follow-ups, thereby hindering effectiveness and complicating the assessment of outcomes within the same year.
- b. Faith-based educational establishments like Madarasas required rigorous approvals from religious authorities, intensifying the bureaucratic process and prolonging implementation timelines.
- c. The coordination of art-centered workshops in educational institutions met with obstacles due to coincide in the academic calendar. The scheduling of school examinations, summer breaks, public holidays, new academic sessions, festivals holidays and extreme weather events diminished the available working days for local and school-based facilitators to conduct art-based dialogues at school.
- d. The logistical challenges encountered in art-based dialogue workshops were primarily attributed to the large size of student groups and poor infrastructure of classroom in numerous public schools, making it difficult to facilitate meaningful interaction and engagement, consequently affecting the efficacy of these sessions.
- e. Time commitment from the elected local representatives staying full time at the training was challenging because of limited human resources at ward and municipal offices.
- f. The timing of the activity coincided with the plantation and harvesting season which impacted the availability and full-time commitment of participants in the assemblies.
- g. Heavy rainfall, dense fog and haze affected the regular flight operations in the project district during the rainy and winter season respectively. Thus, it hampered activity implementation schedule as per activity planning
- h. Project staff's turnover in the middle of the project implementation also disrupted the continuity of follow-ups and monitoring visits, necessitating additional efforts to re-establish connections with stakeholders, thereby hindering progress.



*Credited : CSC & Amulya Acharya*

# Chapter VI

Lesson Learned from the Sadbhaav Project



# Chapter VI

## Lesson Learned from the Sadbhaav Project

### A. Overall Learning

The Sadbhaav Project has generated valuable insights and lessons that underscore the significance of art-based dialogue, multi-stakeholder engagement, and community participation in fostering social cohesion and conflict resolution as listed below:

**Art-based dialogue for conflict resolution:** Art-based dialogue with visual arts effectively taught conflict resolution and violence prevention to young adolescents. Visual art products helped students grasp concepts related to conflict resolution for a harmonious environment. Art-based dialogue intensified the understanding of conflict resolution principles like communication, self-expression, and decision-making. It allowed youth to practice problem solving, group interaction, and critical thinking.



*“From the dialogue-based workshop, I learned that a dialogue can be used for solving issues, especially within families. Issues need to be addressed promptly, and if anyone does not understand, that should be explained to them in a way they understand. When a problem arises between two parties, it is essential to hear both sides of their argument and to dialogue with one another.”*

*-Participant of the high school art-based dialogue workshop, Sunsari district*



**Shifting social norms:** The art-based dialogue addressed social norms. Workshops encouraged open discussions, bringing together individuals with diverse values. Change occurs when people reflect on societal divisions. Art acted as a mirror and catalyst for change addressing social norms, influencing behavior and preventing conflict.

*“The art-based dialogue workshops not only contributed to individual well-being but also nurtured a more cohesive and resilient social relations.”*

*– Field Officer, Rupandehi District*

**Integration of art-based dialogue into curriculum:** Incorporating art-based dialogue into the curriculum served as a visual complement to textual content, strengthened students' understanding of social conflicts and issues, as well as underscoring the significance of social cohesion and peacebuilding. This approach assisted in firmly embedding these concepts in students' minds and elevating their level of sensitivity. Moreover, amalgamating art into the co-curriculum by involving students in creating art and engaging them in dialogue fosters learning and positive social development. This approach supports and expands nonviolent conflict resolution skills. Over time, it taught students about violence prevention and enhanced their ability to resolve conflicts peacefully. Their art-based educational materials become a powerful tool for advocating peace and educating their peers about the importance of handling any form of violence.



*“I teach Health and Social Studies at the school, where I used ICT materials into the co-curriculum. These resources help students better understand social issues such as gender inequality, social injustice, caste and ethnic discrimination, and drug addiction. Our school faces challenges with drug addiction among the students, since it is located in close proximity to the border of India. But with the help of ICT tools, students are now far more aware of the risks of drug use, and many have managed to stay away from it. Parents have expressed their happiness and gratitude for these positive changes. The program has played a role in improving the community.”*

*- Teacher from Teachers Workshop, Sunsari District*



**Creating a platform and a safe space:** Creating a platform and a safe space is indeed the first and foremost necessity to bring together multifaceted actors to achieve the shared goal of promoting social cohesion and building a harmonious society. Establishing a dialogue platform among students, peacebuilders, government agencies, community leaders, media, CSOs, and teachers has proven to be highly effective. These initiatives encouraged the multisectoral actors to share their insights and experiences openly. The exchange of ideas enabled them to better understand the situation and develop effective solutions.

*“This dialogue workshop provided a safe space to reflect and introspect on our own experiences and emotions. Art-based educational materials used by the teachers in the classroom gave us a deeper understanding of social issues that prevail in our society. Moreover, it guided us in recognizing our perspective, which had been shaped by our socio-cultural norms and practices.”*

*- Participants of high school art-based dialogue, Sunsari district*

**Multistakeholder engagement for conflict resolution:** In theory, conflict can only be transformed through the collaborative effort of diverse stakeholders. Bringing together the skills, knowledge, resources, and perspectives of these community stakeholders leads to collective actions needed for sustainable peace. Lesson from needs assessment: key stakeholders should unite to address conflicts, strengthen social cohesion, and promote peacebuilding. Project provided platform for capacity development of key stakeholders. Multi-stakeholder engagement enabled a system-based approach to conflict resolution, improving inclusivity and ownership of strategies.

“

*The project has not only addressed existing conflicts but also played a crucial role in promoting awareness to minimize emerging societal issues. This has led to the establishment of pre-alert systems for conflict in the communities through the participation of students, teachers, religious leaders, community leaders, and peacemakers.*

*-Field Officer, Sunsari District*

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**Ensuring sustainability through engaging local stakeholders and collaborative mechanism:** Training teachers to facilitate art-based dialogue within their respective school has ensured the sustainability of the intervention. This allowed teachers to retain their skills while acquiring additional knowledge imperative for classroom teaching, supported by the art-based educational materials. This collaboration with schools ensured that the core idea of maintaining and promoting social cohesion and trust-building through art-based dialogue within the classrooms and school premises can contribute to building a strong network of young peacebuilders. This idea ensured sustainability and collaboration to continue the art-based dialogue in future.

*“We prioritized sustainability by collaborating with community leaders, teachers, and government officials. Teachers played a pivotal role as dialogue facilitators, while art was seamlessly integrated into co-curricular and extra-curricular activities. The art-based educational materials were carefully aligned with topics from social and health studies, making them valuable and practical tools for teachers to incorporate into classroom instruction.”*

*-Field Officer, Bara District*

## **B. Lesson Learned from Specific Interventions**

### **High school art-based dialogue**

◇ All the art-based dialogue workshops have illustrated that art-based educational

materials serve as a platform for cultivating a shared comprehension of socio-cultural issues.

- ◇ The utilization of art-based educational resources has effectively nurtured in-depth conversations among participants, notwithstanding their diverse backgrounds.
- ◇ The art-based dialogues have sparked a sense of initiative in students, propelling them to move beyond self-awareness towards attaining clarity of thought and embracing social diversity.
- ◇ The integration of art-based educational materials into the curriculum enriches students' capacity to grasp the intricacies of school course curriculum and to implement those learning in their daily lives.

*“Being a son of my family, I never thought of doing household chores and helping my mother. I never realized that it is necessary to be a helping hand in the kitchen. But today’s discussion on helping family members to maintain a happy and cohesive family made me think of my action and want to work on that.”s*

*–Student from High School Art-based Dialogue, Bara District*

### **Role of educational institutions in building a peaceful and cohesive society / teacher’s training**

- ◇ Through teacher workshops, educators from various schools were able to immerse themselves in real-life conflict situations within school settings. This enabled them to identify the sources of prevalent conflict and critically analyze relevant measures to land on win-win situations.
- ◇ Teachers played a role in connecting students, parents and the community, fostering an understanding of the need for students’ active roles in building peaceful environments with their families and communities.
- ◇ The training enabled trainers to learn the art of active listening, which involves giving full attention to participants, understanding their perspectives, and incorporating their experiences into knowledge products.
- ◇ The training promoted a culture of continuous improvement and adaptation within the organization. Participants learned to reflect on their facilitation skills and adapt their approaches based on feedback and changing circumstances. This lesson encourages organizations to embrace a growth mindset, fostering agility, in the face of evolving challenges.

*“We rarely have the opportunity to attend such training sessions. Most of the training we receive focuses on coursework, curriculum development, and teaching methodologies. However, this training was a completely new and valuable experience for us. It introduced me to the power of images and visuals as teaching tools. I learned how concepts that are difficult to explain to students can be effectively conveyed through pictures, making complex ideas much easier to understand. Visual tools not only enhance student engagement but also make the learning process more interactive and motivating.”*

*-Teacher from Teachers Workshop, Rupandehi District*

### Conflict transformation training:

- ◇ Conflict transformation training adopted a unique and innovative approach during the implementation as it instills both theoretical concepts and practical skills side by side. This combination encouraged participants into critical thinking and reflective process. The necessity for knowledge and capacity enhancement training of this nature becomes evident, particularly with the appointment of newly elected bodies to ensure effective service delivery and conflict resolution.
- ◇ The training enabled participants representing diverse sectors to identify potential sources of conflict and take proactive steps to minimize or avoid such situations from spurring further.
- ◇ The training enabled participants to communicate effectively and resolve disagreements using a win-win approach.
- ◇ The training helped to find a common ground, reducing misunderstandings, and strengthening emotional connections. Furthermore, it enhanced problem-solving skills, allowing individuals to tackle challenges with a rational and strategic mindset.



*“Before the training, I had always relied on law and force to deal with conflicts that arose in my neighborhood. Unfortunately, that meant that the relationship became strained. However, this training has helped me to realize that I could have approached it with more empathy. After realizing this, I opened up to him about the basis of my decision. This open dialogue cleared up the misunderstanding and, incidentally, cemented our relationship. Today, I maintain a close bond with him and his family, such that they even consider me a guardian.”*

*-Participants from conflict transformation training, Rupandehi District*



### Role of media in addressing violence and conflict

- ◇ The training provided journalists with an opportunity to engage in self-reflection about their professions, reporting practices, social responsibility, and possible ways forward in the context of conflict sensitive journalism and peace journalism.

*“It’s been only a few years since I started working as a media person. Despite the brief duration of the workshop, I found it to be effective in enhancing my knowledge regarding our constructive role in transforming conflicts and eventually bringing peace. Our reporting should be mostly about minimizing the conflict and not fueling the conflict in society. Therefore, we can contribute by defining or reframing conflicts, initiating consensus- building and building trust within and between different communities.”*

*- Participants of Media Workshop, Rupandehi District*

## Community assembly and provincial assembly

- ◇ The agenda of strengthening social cohesion and trust building is a common agenda for all youth regardless of differences in the political ideologies. Platforms for inter-party dialogue allowed the political youth leaders to confront each other and vent their feelings, which helped to maintain healthy and trustful relationships among youth leaders from different political affiliations.
- ◇ Assemblies, both at community and provincial levels, provided a common platform for multi-stakeholders to bring dialogue agendas into discussion so that a common consensus could be made while addressing the socio-cultural and political issues.

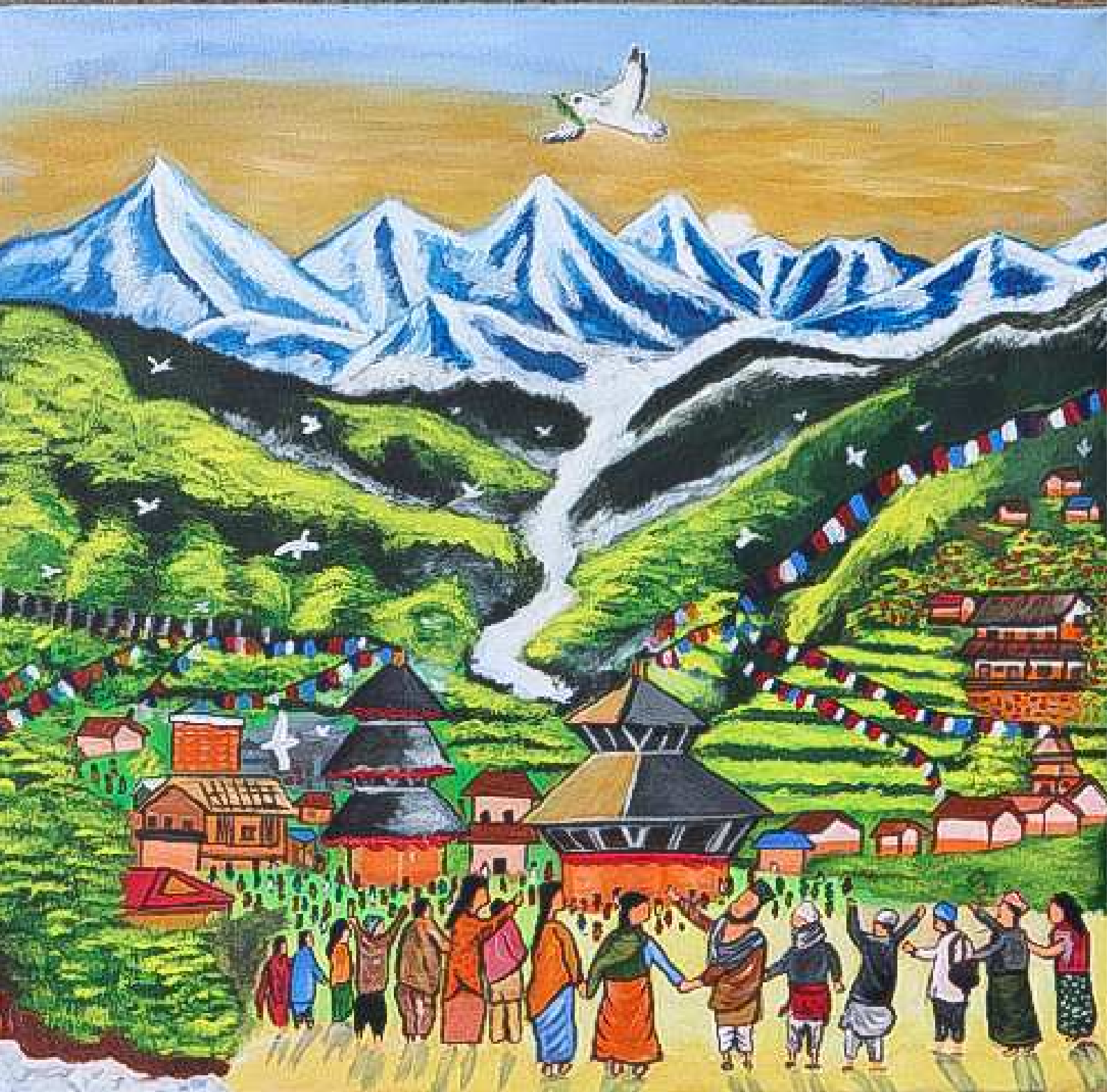
*“As a member of the youth club, we have resolved many issues in our community. Initially, we only focused on big issues, but after participating in the assembly, our perspective on conflict changed. Now, we pay attention to smaller issues as well.”*

*-Participants of Community Assembly, Kailali District*

## National assembly ‘Sadbhaav Summit’

- ◇ The urgent need for addressing structural inequalities and injustices in conflicts requires a systematic mechanism and equitable access to resources. Prioritize policies to address all forms of inequality and promote social justice.
- ◇ Inclusive dialogue involving various stakeholders ensures all concerns are heard, promoting ownership and commitment to peacebuilding.
- ◇ Multisectoral cooperation can allocate resources collaboratively to address conflicts.
- ◇ The Sadbhaav summit highlighted the importance of sustainability and long-term commitment in peace-building efforts.





*Credited : CSC & Gangaram Saud*

# Chapter VII

Way Forward

# Chapter VII

## Way Forward

- ◇ It is important to continue orienting and capacitating the key actors in conflict resolution and dialogue, so that they understand the concepts and apply them during the implementation of the intervention.
- ◇ Local government, CSOs, and other stakeholders are an incredible pool of knowledge and technical resources. Therefore, facilitating collaboration and coordination among these groups for cross-learning and knowledge-sharing needs to be encouraged.
- ◇ Evidence-generation and research-oriented interventions need to be prioritized to enhance the impact of the project. Continue to engage diverse stakeholders across various sectors, including political leaders, educators, media, and the general community, to broaden the scope and inclusivity of the interventions.
- ◇ It is essential to advocate for the integration of art-based dialogue into educational system and expand collaboration with government agencies, including the Curriculum Development Committee at local municipalities and the Ministry of Education at the federal level, as well as line ministries at the provincial level. Collaborating with and following up with local authorities is crucial for introducing art-based dialogue as a pedagogical approach in the teaching and learning process, both within the project areas and beyond.
- ◇ It is evident that one-day events are generally less effective than three-day residential workshops. While the provincial and community assemblies played a role in the project, the three-day workshop on conflict transformation through dialogue received highly positive feedback during the evaluation study. However, follow-up training or workshops, ideally at least once a year, are essential to maintain the flow and balance of inputs and outcomes throughout the project cycle.



### *About Centre for Social Change*

Centre for Social Change (CSC) is a non-profit making social think-tank based in Kathmandu, Nepal.

Since its establishment in 2015, CSC has been actively working to bring positive transformation in the socio-political dynamics of Nepali society through involvements in the fields of research, development practice, education, advocacy, and community mobilization. CSC's current works are focused on issues surround conflict transformation, peacebuilding, democracy and governance, migration, labor and employment, civic space, civil society development, public policy, climate change, and social development.

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