

# YOUTH INVOLVEMENT IN THE PEACEFUL AND SUSTAINABLE DEVELOPMENT OF NEPAL

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UNITED NATIONS PEACE  
FUND NEPAL (UNPFN)

31 May 2017



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## Foreword



Globally more than 1 in 4 people are in the 15-26 age bracket – it is the largest youth population the world has ever known. They all have one thing in common – their unlimited potential for learning, growing and making a difference in their individual communities and broader society. The UN Secretary-General has stressed “We want the world our children inherit to be defined by the values enshrined in the United Nations Charter: peace, justice, respect, human rights, tolerance and solidarity.”

But the world they are growing up in is an unpredictable one. There are enormous opportunities that if properly seized would bring about enormous transformation in their lives. Yet, there are also challenges and risks, which if not properly addressed will diminish their potential. The United Nations recognises the enormous capacity of young people, and our role in supporting them to fulfill their promise as agents of change for a better world.

For the UN in Nepal, we are committed to engaging with youth as a key stakeholder in Nepal’s development. The study “*Youth Involvement in the Peaceful and Sustainable Development of Nepal*”, funded through the UN Peace Fund for Nepal, aimed to unbundle the common but differentiated challenges and opportunities that surround the young population of Nepal. A total of 1,377 young people’s voices and thoughts were materialized into a useful analysis of the situation of youth in Nepal. The report includes their perception and aspirations toward their future, issues around youth engagement in decision making and peace promotion processes, together with practical suggestions for the future.

The study highlights a growing ‘youth divide’ that risks marginalization of vulnerable groups: not all young people have access to the opportunities open to their generation, and obstacles tend to accumulate for those who are disadvantaged to start with. This is important for the UN in Nepal to understand if we are to properly strategize on how to respond to young people’s challenges to create the best possible opportunities for them to grow up in an inclusive, open and democratic Nepal.

The UN Secretary-General underscored that “The United Nations must empower young people, increase their participation in society, and their access to education, training and jobs.” The results of the study enable the UN in Nepal to understand how better we can engage with youth in the UN’s overall support to Nepal’s efforts in building a peaceful and prosperous country for all its people. They will surely guide the UN Country Team in Nepal in implementation of the new UN Development Assistance Framework (2018-2022) toward the achievement of Sustainable Development Goals in Nepal.

The United Nations cannot succeed alone. We must work together to ensure that all young people have fair and equal opportunities and leaves no one behind. I hope that this study will be useful for a wider community that strives to promote the inclusion of young people’s skills, dedication and ideas towards sustainable and peaceful development of the country.

I would like to congratulate the team who led this study, and all the youth who were directly or indirectly engaged for the successful launch of the report.

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# Acknowledgements

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The opinions expressed are those of the Research Team, and do not necessarily reflect those of UN Country Team in Nepal. Responsibility for the opinions expressed in this report rests solely with the authors. Publication of this document does not imply endorsement by the UN Country Team of the opinions expressed.

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## Acronyms

<b>CA</b>	Constituent Assembly
<b>CCA</b>	Common Country Analysis
<b>CEQ</b>	Close-ended questionnaire
<b>CFP</b>	Common Feedback Project
<b>FGD</b>	Focus Group Discussion
<b>GDP</b>	Gross Domestic Product
<b>ILO</b>	International Labour Organisation
<b>KII</b>	Key Informant Interview
<b>LGBTIQ</b>	Lesbian Gay Bisexual Transgender Intersex Queer
<b>NGO</b>	Non-Governmental Organisation
<b>SDG</b>	Sustainable Development Goals
<b>SLC</b>	School Leaving Certificate
<b>UN</b>	United Nations
<b>UNCT</b>	United Nations Country Team
<b>UNDAF</b>	United Nations Development Assistance Framework
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNFPA</b>	United Nations Population Fund
<b>UN HABITAT</b>	United Nations Human Settlements Programme
<b>UNICEF</b>	United Nations Children's Fund
<b>UNPFN</b>	United Nations Peace Fund for Nepal
<b>UN RCO</b>	United Nations Resident Coordinator's Office
<b>UNYAP</b>	United Nations Youth Advisory Panel
<b>VDC</b>	Village Development Committee
<b>YWCA</b>	Young Women's Christian Association

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# RESEARCH BACKGROUND





“ Young Nepalese were co-opted, manipulated or forced into political rallies, strikes or military violence. As a result, many are victims who suffered direct violence and lost the opportunity to attend school or vocational training”<sup>1</sup>

The Comprehensive Peace Agreement was signed in 2006 after a decade-long conflict, the effects were far reaching and devastating. Women became widows, children lost their parents, many lost their property and jobs, schools were closed. Youths suffered considerably during the conflict. *“Young Nepalese were co-opted, manipulated or forced into political rallies, strikes or military violence. As a result, many are victims who suffered direct violence and lost the opportunity to attend school or vocational training”*<sup>1</sup>. However, since the end of the conflict, Nepal has successfully held Constituent Assembly elections in 2008 and 2013, and the integration and rehabilitation of the Maoist army was completed in April 2014. Most recently in September 2015, a new Constitution was promulgated. Whilst Nepal has made significant progress, this does not mean they are out of the transition to peace.

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<sup>1</sup> ILO (2014). Labour market transitions of young women and men in Nepal, Working4Youth Publication Series No 12, available at [http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms\\_244617.pdf](http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms_244617.pdf)



Experiences elsewhere in the world have demonstrated that pathways to peace are often fragile, non-linear and unpredictable. In Nepal, the root causes of their conflict such as social exclusion and land ownership issues have not been fully resolved. Nepal's overall positive momentum and development gains need to be protected and greater resilience built. Only through addressing the root causes of conflict and vulnerability, adopting a human rights based approach, can development gains be secured and sustainable peace ensured.

This research examines what does this transitioning context mean for adolescents and youth between 15 and

24 who constitute around 28 percent of Nepal's population. The National Youth Policy (2010) describes Nepali youth as pioneers of economic, social, political and cultural transformation; and notes this group are important contributors to the development of Nepal because of their courage, innovativeness, inquisitiveness and high level of self-confidence, which makes them powerful agents of change. The current generation of youth are the most highly educated in Nepal's history<sup>2</sup>. The 2011 census shows that the basic literacy level within the 15-29 age group was 81 percent. However, youth unemployment is at 19 percent, significantly higher than adult unemployment (3 percent). Educated youth find it difficult to find jobs

corresponding to their skills: graduate unemployment is at 26 percent. An analysis of youth and peacebuilding in Nepal shows that Nepali youths face challenges in terms of “lack of economic opportunities and resources, they are underemployed and do not have proper access to education”:<sup>3</sup>

The public education system remains static with huge discrepancies noted among market trends, prospects and actual supply. For those who can afford it, they attend private schools but this accounts for only a select few, who are primarily from major cities and able to afford a private education.<sup>4</sup> Many Nepali youths face the issue of not having soft skills such as: leadership, communication, confidence and other interpersonal skills, which makes it challenging for translating technical skills to acquiring a job. Additionally, there is a mismatch between needs of employers and individual qualifications after completing their high school and college education<sup>5</sup>. The typical graduate of the Nepal education system emerges educated but not skilled. Without a well-rounded set of skills, many youths find it hard to make their voices heard, to start their own businesses, or to translate their technical skills into jobs.

Half the youth population are unemployed or under-employed<sup>6</sup>, under- and unemployed youth are one of 19 identified vulnerable groups<sup>7</sup>. Nepal is supported largely by an agricultural economy, however, many youths are not keen to work in the agriculture sector,

as there is a social stigma attached to it based on the lack of profit, market or resources.<sup>8</sup> Instead, many youths have migrated to urban regions or overseas in search of employment opportunities creating an in-country gap in terms of the physical presence of young people in the country.<sup>9</sup> Socio-cultural stigma and limited access to economic resources mostly marginalized the female youth and women. In Nepal, traditional roles of women and girls are very limited within a patriarchal society that privileges men and boys. The limitations placed on female youths also affect their ability to voice their needs and opinions at the district and national level which is reflected in a pervasive lack of female participation in youth politics. Different traditional and cultural practices make young girls vulnerable to domestic violence, child marriage and other ill-practices. Two in every five girls are married before their 18th birthday, and 1.3 million adolescent girls in Nepal are at risk of early marriage<sup>10</sup>. Young men also feel huge pressures and frustrations

<sup>2</sup>The United Nations Country Team in Nepal Common Country Analysis, 2017

<sup>3</sup>“Youth and Peacebuilding in Nepal: The current context and recommendations”, Search for Common Ground – Nepal program (Jan 2012).“

<sup>4</sup>How can you be marda if you beat your wife?”, Saferworld (July 2014)

<sup>5</sup>Ibid.

<sup>6</sup>The British Council’s “Youth Survey on Nepal” [http://www.youthpolicy.org/national/Nepal\\_2011\\_Youth\\_Survey.pdf](http://www.youthpolicy.org/national/Nepal_2011_Youth_Survey.pdf)

<sup>7</sup>The United Nations Development Assistance Framework (UNDAF) (2013-2018)

<sup>8</sup>“Youth and Peacebuilding in Nepal: The current context and recommendations”, Search for Common Ground – Nepal program (Jan 2012).

<sup>9,10</sup> Ibid.

negotiating their position in the society, in-part due to the tensions between expectations and what is achievable as they live lives in the uncertain and changing context<sup>11</sup>.

Whilst this analysis is useful to understand the broad challenges Nepali youth are facing, it homogenises youth and does not consider the diverse population of Nepal that has over 50 ethnic groups. There has also been little to no gender disaggregation of data or gender analysis to help understand the dynamics of youth engagement from the perspective of identity politics that impacts their contribution to the development outcomes of Nepal.

To encourage and support Nepali youths, the Government of Nepal, has developed several policies and programs: The Industrial Policy of 2011 envisages launching “capacity enhancement activities for the development of industrial skills and entrepreneurship” and establishing employment-generation programmes through a Business Incubation Centre. The policy also provides for income tax exemption for industries that employ large numbers of people from marginalized groups<sup>12</sup>. The 2004 agricultural policy states that “arrangements shall be made to train educated but unemployed youths in the establishment and operation of agricultural enterprises”<sup>13</sup>. Other policies that address youth employment include the draft National Employment Policy which was endorsed in October 2014, the 2006 Labour and Employment

Policy, the 2010 National Youth Policy and its 2016 revision, National Youth Vision 2025, and the 2012 Immediate Action Plan on Economic Development and Prosperity<sup>14</sup>.

In 2009, the government set up the Ministry of Youth and Sports, which has undertaken several initiatives including the Local Youth Partnership Programme of 2009-10. The Government of Nepal has also launched a Youth Self-Employment Programme, the Grant Youth Sports Competition and the Youth Mobilization Programme. Since 2015 the Ministry of Youth and Sports (MoYS) has been implementing ‘Youth vision-2025’ and a ten-year strategic planning for the overall development of youth in the country. The youth vision-2025 and ten year long strategic planning stresses on unity, equity, justice, harmony and inclusion for the overall development of the young generation. It also stresses the need for investing in youths for the economic progress of the country. The ten-year strategy for youth development mainly focuses on areas of education, employment, health and social security, leadership development and sports and entertainment.

However, in its review of existing policies and programmes to support youth the United Nations Country Team in Nepal Common Country Analysis (2017) noted that the following gaps:

**Policy implementation:** The youth policy provides directive principles but lacks concrete planning and

implementation measures. Other policies are similarly broad in nature, and require further elaboration of priorities. Policy documents lack the development of targets<sup>15</sup>.

**Training and Education:** Higher education and vocational training are more driven by supply than demand, and not adequately linked to the private sector or attuned to the labour market. Vocational training is undervalued in Nepal, as compared to formal education. An expansion of the vocational training sector and improvement in its quality are necessary. There is a need to better match employer needs with skills provided through technical and vocational training<sup>16</sup>.

**Public employment services:** Labour market information systems are very weak and most unemployed youth rely on informal networks to search for jobs. This has meant that skills providers are often out of touch with market needs and lack awareness of current and future market trends. One survey found that 16.3 percent of youth had registered at an unemployment centre, but only 1 percent had found a job through a centre<sup>17</sup>.

The above gaps raises the questions of whether Nepali youths were consulted and actively involved in the planning process for these policies developed by the Government? What is the research that informs these policies? Are they based on context-specific identified needs? Are they socially inclusive,



considering the diversity of the youth population?

Based on the current understanding of the youth situation in Nepal, and for the UN to understand how better to engage with youth in an inclusive and participatory manner, a country-level, context-specific study was undertaken to examine the engagement, inclusion and partnership with youth towards the promotion of a peaceful and inclusive society for sustainable development in Nepal. The objective of this study was to assess the status of youth's participation in the decision making, and challenges and opportunities, risks and incentives different groups of Nepali youth face when participating in and engaging with decision makers<sup>18</sup> and decision-making processes<sup>19</sup> at all levels.

<sup>11</sup> Ibid.

<sup>12</sup> ILO 2015a, 36

<sup>13</sup> ILO 2015a, 37-38

<sup>14</sup> The United Nations Country Team in Nepal Common Country Analysis, 2017

<sup>15</sup> ILO 2015a, viii

<sup>16</sup> Yadav 2016, 26

<sup>17</sup> ILO 2015a, ix

<sup>18</sup> In the context of this research proposal, Decision-makers refers to those within the government and relevant UN agencies.

<sup>19</sup> In the context of this research proposal, Decision-making processes refers to processes at all levels within the government and the relevant UN agencies.

## Purpose and Research Questions

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The need to engage, include and partner with youth to realize their full participation at all levels, cuts across youth related research and policies both in the Nepal context and internationally. The results of this assessment will be used to inform relevant members of the UN Country Team on how they can better engage and partner with youth and promote their inclusion for the implementation of SDG 16<sup>20</sup> and the drafting of the next UN Development Assistance Framework (2018-2022) in Nepal.

Based on the identified need of a context-specific study of the situation of youth in Nepal and the gaps identified in the existing literature and policies, this research utilises both qualitative and quantitative data to examine the following questions:

- How and to what extent are Nepali Youth actively and equitably participating in decision-making related to the promotion of a peaceful and inclusive society for sustainable development in Nepal?
- What are the current opportunities and challenges, risks and incentives faced by Nepali Youth when participating in and engaging with decision-makers and decision-making processes?
- What are the perceptions of Nepali Youth on how to overcome challenges and risks to better engage with and actively and equitably participate in decision-making processes?



## Structure of the report

To respond to the research questions, this report is divided into four sections. The Introduction provides an overview of the Nepal context post-conflict, the situation of youth in Nepal including their challenges and how the GoN is providing support to improve their status, a detailed outline of the research objectives, aim and questions, all to give the reader a better understanding of the evolving context and logic behind the research. The Methodology section presents a detailed account to the methodologies, sampling rationale and tools used in this research. The Key Findings section presents the

results of the research. Although a significant portion of the analysis is based on the quantitative data, the qualitative data plays a very important role in triangulating the information as well as strengthening the analysis with qualitative experience of youth. Therefore, the information from Focus Group Discussions and Key Informant Interviews are embedded into the results section. The Key Findings are followed by the Conclusion and the Appendix.

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<sup>20</sup>SDG #16 - Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

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# RESEARCH METHODOLOGY

This research consisted of three phases<sup>21</sup> research / planning, field work, and analysis and reporting.

## Research Planning

After a detailed literature review and a total of 25 consultations<sup>22</sup>, the research team drafted an inception report. The inception report included an overview of the country's situation in regards to youth, research objectives and research questions, research tools, quality assurance guidance note, sites for field work, and a timeline. YUWA, an NGO led by youth, was contracted for data collection through a call for proposals under micro-capital grant.

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<sup>21</sup> See Annex 1 for research methodology diagram

<sup>22</sup> See Annex 2 for the full details of the stakeholders consultation



## Sampling

**Selection of sample districts:** The number of study sites was increased from 4 to 6 to strengthen the credibility and reliability of the study considering several criteria and results of the consultations with relevant stakeholders. While purposive selection of sample districts limited the national representativeness of this study, consideration of important criteria like social inclusion, peace and conflict, distribution of study age groups, youth related interventions, etc. to select the districts would be effective to provide a better picture of the actual situation including findings on diversified experiences of Nepali youth.

### Key criteria used to select districts were:

1. Districts should represent a range of Nepal's ecological zones and development regions,
2. Districts should represent both the United Nations Peace Fund for Nepal project districts and non-project districts
3. Sample districts should include both urban<sup>23</sup> and rural areas
4. Sample districts should include both conflict affected and earthquake affected districts, and
5. Sample districts should have NGOs working on youth and/or peace building issues.

**Sample size:** The total sample size was 1,377 out of cumulative population of these 6 districts considering 95% confidence level and 2.55% confidence interval. Considering the ethnicity, social status, and distribution of youth, stratified purposive sampling was used to identify study population, and then the snowball sampling technique<sup>24</sup> was used to identify research participants in respect of predefined criteria for selection.

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<sup>23</sup> "Urban" areas in Nepal refer only to municipalities or larger areas; as of September 2015, there is one metropolitan city (Kathmandu), four sub-metropolitan cities, 217 municipalities. VDCs, of which there are over 3,900, are defined as rural.

<sup>24</sup> Snowballing sampling technique, which is also called chain sampling, is a non-probability sampling where existing research participants are used to identify other research participants.

Ecological Zone	Development Region	Selected district	Reasons for Selection
Terai	Far Western	Kailali	<ul style="list-style-type: none"> <li>• 9 UNPFN funded projects were implemented here.</li> <li>• This district experienced political instability in 2015.</li> <li>• It is a contested district in terms of new constitutional borders.</li> </ul>
	Eastern	Sunsari	<ul style="list-style-type: none"> <li>• 2 UNPFN funded projects were implemented here.</li> <li>• A town bordering India.</li> <li>• This district was affected by the blockade and political instability in 2015.</li> </ul>
Hill	Central	Kathmandu	<ul style="list-style-type: none"> <li>• The capital city - where more than half of the Nepal's youths reside.</li> <li>• Youth from all parts of the country live in this city. It is an education and business hub. Many main offices (both UN and Government) are located here where key development decisions are made including policy making and national planning</li> </ul>
	Central	Ramechhap	<ul style="list-style-type: none"> <li>• No UNPFN project was implemented here. It was severely damaged by 2015 earthquakes</li> </ul>
	Central	Sindhuli	<ul style="list-style-type: none"> <li>• No UNPFN project was implemented here, but a good presence of youth networks. It was also impacted by 2015 earthquakes</li> </ul>
	Mid Western	Rolpa	<ul style="list-style-type: none"> <li>• UNPFN worked intensively in Rolpa, a conflict affected district with a high rate of youth migration.</li> </ul>



## Rationale for age range

Youth is best understood as a 'period of transition from the dependence of childhood to adulthood independence'<sup>25</sup>. In 1981 the UN Secretary General's report to the General Assembly noted that for "statistical purposes we should define those persons between the ages of 15 and 24 as youth without prejudice to other definitions by Member States (UN Youth)". There are varying definitions within the UN agencies and member states that include different age categories, for example: UNICEF defines children up to 18 years, WHO defines young people as 10 to 24 while adolescents are between the ages of 10 to 19. ILO defines young people as 15-29 and UN Habitat extends the definition of youth up to 32 years, whereas the government of Nepal defines young people as 16 to 40 years.

Since this study is for the use of the UN, it was important to find a middle ground to gain a meaningful outcome for the research grounded in the local reality and at the same time, statistically relevant. It was also discussed within the research team as well as with the concerned stakeholders to exclude those under 18 years because of the sensitivities associated with including minors and to avoid the complexities of seeking permission from their guardians. Taking into the account the above, parameters of the youth age range for this research is those aged between 18 and 30 years.

## Research Tools

This research applied a mixed method where both qualitative and quantitative research tools were used. The research tools included a close ended questionnaire survey, Focus Group Discussion and Key Informant Interview. The survey was conducted using the KoBo Toolbox mobile data collection software. The enumerators used mobile phones to enter the interview data directly into the KoBo app<sup>26</sup>. Checklists for KIIs and FDGs were designed to guide the facilitators on qualitative data collection and quality assurance.

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<sup>25</sup> Fact Sheet prepared by the UN Department of Economic and Social Affairs (UNDESA).

<sup>26</sup> KoBo Collect Toolbox is free and open software consisting of a set of tools for field data collection developed by the Harvard Humanitarian Initiative. It was developed especially for humanitarian actors in emergencies and difficult field environments, in support of needs assessments, monitoring and other data collection activities. It allows us to collect data using mobile devices such as mobile phones or tablets, as well as with paper or computers. The software captured the CEQ's information in an Excel, CSV, SPSS formats for analysis.

The selected districts were stratified into urban (population within municipalities) and rural (population outside the municipality) areas. Given the limited availability of time and human resource, two KIIs and one to three FGDs were conducted in each study district based on sample size, except Kathmandu where six KIIs and eight FGDs were conducted. The research tools were pre-tested prior to the fieldwork.

### Field work

Thirteen enumerators were divided into few small groups to collect data from six districts. A three-day training was given to them by the research team and external trainers before deployed in the field. This three-day training mainly focused on the know-how of conducting qualitative and quantitative interviews, and research ethics. The enumerators also developed their knowledge on research relevant topics like gender,

conflict sensitivity, basic operating guidelines, power dynamics between researcher and participants, leadership and decision-making.



Twenty FGDs were carried out in six districts with eleven in urban and nine in rural areas. A total of 198 youth participated in the FGDs who represented different sections of the Nepalese society such as youth from different caste, religious minorities and ethnic groups, LGBTI, single women<sup>27</sup>, youth with disabilities, etc. The highest number of FGDs (8) was conducted in

Kathmandu whereas the lowest number of FGDs was in Rolpa (1). The FGD participants were sampled by YUWA team with the help of local coordinators. Separate FGD groups (male, female, and mixed) were formed based on gender, age, social status, education and vulnerability.

UN Peace Fund for Nepal research team carried out the KIIs with representatives from various governmental, non-governmental, civil society organizations and UN agencies. Based on the sample size, two KIIs per district were conducted, except Kathmandu and Rolpa where respectively eight and zero KIIs were conducted mainly to find out the role of service providers and/or policy makers to promote youth participation in the decision-making. Key informants were selected considering their roles for youth programmes in their respective organisations. Findings from KIIs were also helpful to triangulate the information received through FGDs and CEQs.



The research team assumed a do-no-harm, conflict sensitive, and gender equality and socially inclusive stance in entire interactions with all research participants.

## Data Analysis and Reporting

The quantitative data cleaning and coding were done after exporting it from KoBo to Microsoft Excel. The qualitative data were first translated and transcribed and coded as necessary. The data gathered from various sources were then analysed and interpreted with special attention to age, gender and locations of participants (notably urban municipalities or rural Village District Committees). The structure of the Key Findings provides context specific information in response to the research questions. The final report was prepared after addressing feedback on the draft report.

<sup>27</sup>The term 'single women' is an outcome of women's revolution to fight against discrimination based on marital status. It was introduced during the civil when thousands of young women became widows. The term single women represent widows, divorced and separated women.

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## Demographic and Socio-Economic Background

A total of 1,377 structured interviews were carried out with youth, out of which 61% were male, 38% female and nearly 1% identified themselves as third gender. Likewise, 67% were from urban area and 33% from rural areas.<sup>28</sup> Most of the respondents (67 %) were aged between 18 and 24 years and a third were aged between 25 and 30 years. Moreover, two third of the respondents (67%) were single, nearly a third (32%) were married and less than 1% were either separated, widows and divorced. It was interesting to note that among those married youth, 11% got married before they reached 20 years and of them 67% were female.

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<sup>28</sup> See Annex 2 for all Charts and Tables referred to in this section.

<sup>29</sup> Chart 1 provides a district-wise sample distribution of youth interviewed.





# RESEARCH FINDINGS<sup>28</sup>

The sample represents a mix of different castes and ethnics groups. Out of 1377, 41% were from higher caste Brahmin/Chhetri, 24% from marginalized groups, 13% from indigenous groups with 6 participants from endangered indigenous tribes and 9% from Dalits with represented both Hill Dalits (6%) and Terai Dalits (3%). In addition, 4% were from other Madhesi caste groups and 7% from marginally poor communities, which included mostly hill Janajatis, Muslims and Christians.<sup>30</sup>

Despite having several programmes to support the education of children in Nepal (such as free primary and secondary education, education for all programme and so on), nearly 6% of the total sample had never been to school<sup>31</sup>. Around 40% of those who do not have a formal education are from marginalized groups with a fifth (20%) from Dalit communities. Although it is often assumed that high caste people

are educated, it was interesting to note that nine per cent of youth from the high caste (Brahmin/Chhetri/Dasnami) did not have a formal education. Among those who had never been to school, 71% were aged between 25 and 30 years, which suggests increasing literacy rate among the younger generation (for details about increasing literacy among youth in Nepal, see UNESCO and Government of Nepal, 2015)<sup>32</sup>

### Main Source of Income and Contribution of Youth to the Family

The main source of income for almost one third of families was farming which is in line with the approximately one third of Nepal's GDP that is from agriculture.<sup>33</sup> When respondents were asked if they contribute to their household expenses, over half (55%) of the youth responded with a 'No' answer. A large majority of those who said 'No' (87%) were below 25 years of age, which suggests that younger people had less responsibility around the household, whereas those 25 years and above were expected to take care of or contribute to their household expenses.

For those that did contribute to household income, only 7% of youth were engaged in agriculture which is surprisingly low as it is one of the main source of income for nearly a third of responding families. One of the reasons why youth are not interested in agriculture is because agriculture is not



valued as much as other jobs and there is less respect for this occupation. It is seen as the work to be done by uneducated people, who have never been to school and cannot do anything else. One FGD participant said which also agreed by majority participants,

*“Farming is seen as the work to be done by illiterate and older people, not by youth. People don't respect this occupation. Therefore, youth are discouraged from being involved in agriculture”* (Female only FGD group from Dalit community, Sindhuli district)

Aside from agriculture, nearly a fifth (18%) of the respondents said they are running their own businesses and twelve per cent said they were doing wage labour. More than half of the respondents were involved in other activities such as civil service, lawyer, nursing, journalist, students and so on.<sup>34</sup>

## Future Aspirations

When youths were asked what they wanted their financial means to be when they were older or what their future aspirations were, their responses were diverse. Nearly a quarter of the youth (24%) wanted to start a business, 74% of which were males and a further 61% were from urban areas. As stated earlier, although over 5% of youths' family income was dependent on remittance, only half of them (2.4%) expressed their desire to become migrant workers and a majority of them were male youth (84%).

In addition, a significant number (15%) did not state that they have any goals for the future, which was equally applicable to both male and female youth.

Given the dependency on agriculture of more than a third of the families, a very small number (less than 2%) of youth said they wanted to become a farmer. A significant number of respondents had 'other' future aspirations, such as they wanted to become a government officer, a lawyer, a social worker, an actor, a singer, an air hostess, a national level player and so on.<sup>35</sup>

<sup>30</sup> Table 1 provides detailed caste/ethnic distribution of the research participants.

<sup>31</sup> Table 2 provides details on the Highest Educational Attainment of the Research Participants

<sup>32</sup> See UNESCO and Government of Nepal (2015, p. 27). The National Review Report 2001-2015: Education for All programme, which suggests that increasing literacy rate among youth in Nepal, available at <http://unesdoc.unesco.org/images/0023/002327/232769E.pdf>

<sup>33</sup> Table 3 provides details on the Main Sources of Income of research participants

<sup>34</sup> Table 4 gives details of the activities in which youth were engaged.

<sup>35</sup> Table 5 shows diversity in their responses for Future Aspirations as listed by participants.

### Access to Decision-Making

This section analyses the responses received from youth in regards to their access to decision-making at various levels.

#### Decision Making at Household Level

*"I think that young people should be involved especially in decisions that affect them such as education and fashion [what cloths they should wear]. I come from a supportive family but we live in a culture where young people are taught to ask elderly for guidance and directions... When I was in the school until my SLC [School Leaving Certificate], most of the decisions were made by my parents but after that it was me who decided what I wanted to do. I wanted to go to the American embassy and study. I was criticized... why did I have to go there and couldn't I stay home and use the internet and study... but for me, it was the ambiance and meeting other young people which was encouraging and therefore, I wanted to go"* (Sophia Maharjan, United Nations Youth Advisory Panel (UNYAP), Kathmandu).

When respondents were asked, who was the head of the household in their family, around twothird (62%) of the respondents said their fathers. Only 12% said their mother and 9% said they themselves were the head of the household. 80% of those who said they themselves were the head of the household were aged 25 years and above, with majority male

(67%). This is indicative of the patriarchal social structure at large in Nepal. Such a division also suggests that it is not common practice for youth to become heads of households. For instance, they can only become head of the household if there are no elder men in the family or the person had lost both of his/her parents.

As noted by the researchers during the data collection, similar logic applies to women head of the household as well. For instance, if there were no adult men in the family then women were more likely to become head of their household. Otherwise, this role is often occupied by their sons, brother in-laws, or other male family members. The practice of considering male as the head of the household is changing in 'urban educated nuclear families', where women are more frequently becoming head of households in absence of their husband.<sup>36</sup>

Similar to members of the family that represent heads of households, when youth were asked who makes the important decision in their house, more than half (51%) said their father, 15% said their mother and only 11% said they themselves. Likewise, 4% said their husband and almost equal number of respondents (4%) said their brother. It was interesting to note that around 10% said they make decisions in consultation with their family members such as, husband or wife, father and/or brother. A very small percentage said that their sisters make import family decisions.<sup>37</sup>

Although important decisions tend to be made by fathers, mothers or elders in the family, many youth (79%) said they do get a chance to take part in the decision-making process at some level.

The possibility for participating in the decision-making process, however, was higher for male youth (60%) than female youth (40%) and linked to income earning, 54% of those who contribute to household expenses, also participated in decision making. This is reflective of the inequalities that exist within patriarchal structures that assigns decision-making power to those who financially contribute (often the man) to the household and disregards other forms of contribution, such as care-giving, which is traditionally the woman's role.

For those who said they do not participate in the decision-making (12%), the majority (38%) said it is because of their age, but this was more a barrier for male youth than female youth. A quarter of them said no one asks for their opinion (25%) while close to one fifth (17%) said they do not want to participate in the decision-making. Gender was a barrier mostly for female respondents (8%). A participant from a woman's group in Khimti said,



**“Though we are asked for our opinions while making decisions, we are not in a position to take a decision”**  
(Paurakhi women's group, Ramechap)

When they were asked what can be done to address the challenge that they are facing in terms of having say in the decision making at the household level, out of 146 respondents who said they do not take part in the decision making, more than one third (36%) said they should be consulted for their opinion, nearly a third (32%) said they need more education to be able to contribute to the decision making, nearly a fifth (19%) said they need to be financially contributing to their family expenses to be able to have say in the decision making, and 18% said their family need to respect their opinion, whilst 7% said females needed to be more respected in the household. When they were asked whether they should have a role in decision-making at the household level, out of 146, the majority (84%) said yes, and they would like to make decisions regarding their education, buying and selling household items, business activities and decisions about family investments.<sup>38</sup>

<sup>36</sup> Table 6 provides responses from the respondents regarding whom occupies the head of their household..

<sup>37</sup> Table 7 gives details of decision-making practice within the family.

<sup>38</sup> Table 8 provides details on the kinds of decisions youths' desire to be involved in.

### Decision Making at Organizational Level

*“Being a daughter in-law, I have to do all the housework. Our families don’t want us to go out and get involved in any social work”* (FGD participants from women’s group, Ramechap district).

When youth were asked if they were members of any group, club, committee or an organization, nearly two fifths (38%) said they are associated with organizations as general members (55%), board members (11%), President (10%) and 14% said they were holding other posts such as secretary, volunteer, finance officer, communication officer, etc.<sup>39</sup>

The desire for marginalised youth to express themselves extends beyond just family life and also into decision making roles in local organisations. When respondents were asked if they make decisions in their organization, 24% responded that they do not make decisions. When prompted further on if they wanted to be part of the decision-making process, 86% of these respondents said that they would in fact desire a decision-making role because they want their voice to be heard. They also said that they have great ideas that will improve their organizations. Some of them wanted to be involved in decision making to build their confidence. A small number of people (18 respondents) who said they do not want to be involved in the decision-making said they have no time, or they lack the confidence or they do not know much about the issue.

### Decision Making at Community Level and National Level

*“Youth should not be seen or judged by their age and their physical appearance. Youth have innovative ideas, who can bring positive change in society and nation. But in our country youth are only limited to politically motivated programs”* (FGD participants, male only group, Dhangadhi district).

Although many youths were consulted at household level decision-making, this trend does not seem to extend to community and national levels. More than half (56%) of the respondents said that they do not participate in any community or national level meetings, whilst nearly



two fifths (39%) said that they do get the opportunity to participate at the community level decision making. Continuing to the national level, only 5% of youth said they had the opportunity to participate in decision making.<sup>40</sup> Of those who said they participate in the decision-making, many of them were involved in organizing events and community development projects. Likewise, others said they were involved in supervision of different activities at the community level and they helped people during the natural disaster<sup>41</sup>.



Although many respondents stated they were involved in decision-making at the community and/or national level, some still faced challenges in being able to effectively express themselves to make decisions. Most of these challenges stemmed from criticism from their peers and non-cooperation from others. Some respondents also said that not having enough time and a lack of confidence were a challenge. Nearly one fifth (18%) of the respondents stated other challenges, such as conservative society, lack of information about the plans and lack of money. Most importantly female respondents noted that gender discrimination was a challenge and others said youths were not taken seriously by elders.

Those who said they do not participate in decision-making had various reasons. Some said they do not have time, others said they were not in a decision-making position and therefore did not have the opportunity to participate in the decision-making. For some, there is the fear of confrontation that prevents them from participating in the decision-making process. Lack of education, opportunity or information were also other

reasons given by respondents who did not participate in decision making. Additionally, some respondents said they faced decimation simply based on their age and some women with small children said they could not participate because of their children.<sup>42</sup>

<sup>39</sup> Table 9 provides details on the role of youths in the organization they are involved.

<sup>40</sup> Chart 2 provides details on participation in decision making at community/national level

<sup>41</sup> Table 10 provides details on involvement of youth in different activities

<sup>42</sup> Table 11 provides details on reasons for not participating in the decision-making

## Challenges Faced by Youth

When youth were asked about the challenges they face, their response varied depending on their gender, age, caste, class, religion and individual circumstances. For example, Muslim youth noted the perception of society towards them and social acceptance was a challenge as they are seen as terrorists. Youth from slum areas had a challenge finding work because they were not formally educated or had low education level (eg: primary school level). Similarly, youth who received higher education and were from financially well-off families also mentioned unemployment as a major challenge because there were no job opportunities that matched their skill set. Female youths experience of discrimination was intersectional, based on their gender, caste, class and religion. Although their struggles were dependant on their circumstances, economic instability, Nepal's patriarchal culture and perception of youth were noted by majority youths as challenges they faced.

### Economic Instability

*"We, youth from poor and middle class families always have dilemma to choose between career or job. We have to leave one for another" (FGD participants, mixed group, Kailali district).*



**Unemployment is causing the high migration of youth to the gulf countries. Young women are also migrating from rural areas into Kathmandu or urban areas and tend to be exploited. Lack of jobs means young people don't have space ... to increase their productivity" (Draupadi Rokaya, General Secretary, YWCA)**

When youth were asked about the challenges they face in achieving their future goals or their future aspirations, nearly half of the respondents (45%) mentioned their economic situation. They identified lack of employment and not having a good education as a contributor to a poor economic situation, which impacts many areas of their lives. Youths noted the lack of job opportunities and access to higher education in Nepal resulted in many youths migrating to other countries for education and work. Some families who are financially well-off are able to send their children to countries like USA, Australia, UK, Canada and other European countries for higher education. However, families who are unable to afford to pay for their children's education beyond School Leaving Certificate (SLC), instead opt to

send their children to Gulf countries to work.

A student leader of the Nepali Congress in Sunsari district expressed his concern on the alarming trend of the migration of youth for education purposes. He said, *"Youth are forced to go abroad because there is no skill orientation education and training in Nepal"*. He underscored that skill-based education is needed in Nepal, an opinion that was echoed by research participants. Participants also noted that the job market offered few opportunities for educated youth, and the competition is very high for what is available.

One participant from a Muslim community noted that young people's access is largely reliant on their parents' resources, and if their parents are poor, they are unable to pursue their dreams. He further added,

*"The absence of education loan is causing hindrances for the economically poor people and as a result, they get involved in different forms of social problems, such as drug abuse, crime etc"* (FGD participant, Male only group, Sonapur, Dhanusha district).

This was reinforced by other youth who also raised the concern that because of the economic situation of their families, they are often forced to work on farms to supplement the household income, when they are supposed to be in school. This affects their performance in school, some end up dropping out of school,

and in their communities because it hampers their willingness and ability to participate in the community development activities.

The seasonal migration of youth looking for work also impacts the gender ratio in villages. Particularly in rural villages, young men migrate to India as it is easy for many to cross the border. This has meant that in many rural villages, the population is skewed with there being a high ratio of women and children to men. The field research team noted that it was difficult to find male youths in Ramechhap and Sindhuli as most had migrated to other countries. The lack of men in the community left women and girls vulnerable to a host of issues, including not being able to make decisions about land issues as it is in their husband's name and his absence means no permission to do anything, increased risk of gender-based violence from in-laws and other men in the community, women taking on extra roles in the home and community, amongst other issues.

### **Patriarchal Culture**

The patriarchal culture of Nepali society also presents several challenges for youths that discriminates against them for a variety of reasons, and prevents their active participation in decision-making spaces. Nepalese youth face discrimination due to their sex, caste, ethnicity and religious beliefs. These create inequalities that divide people and reinforce the hierarchical nature of the society. Gender-based discrimination took the shape of many forms that included gender-based violence including caste-based discrimination, early marriage, restrictions on mobility, traditional beliefs, sanctions against girls and preferential treatment for sons, the dowry system and the notion of *ijjat* (honour).



**When talking about youth, it is important to unpack, as youth are not a homogenous group. Rural, urban, education, caste, sex etc and we know this is a patriarchal society where girls are not encouraged to speak and in general youth are not encouraged to speak. In schools, students asking questions is considered disrespectful. When you look at politicians, the average age is 50 years.”** (Giulia Vallese, UNFPA, Kathmandu)



Young women noted that society does not encourage women to get involved in community activities, and they are not expected to join any public events. A youth from a Muslim community said that it is difficult to open a restaurant business for Muslims because most people are Hindu. Likewise, people do not go to restaurants run by Dalits. Participants from Dalit communities said that gender-based violence was a common occurrence in their community that was correlated with: economic hardship, exclusion, discrimination, a lack of education and awareness. A young woman from the Dalit community noted, *“Even if a Dalit youth is well educated and more capable than the higher caste people, he/she is often not given the opportunity to participate in decision-making at the community level.”*

Early marriage is another common feature in Dalit families, especially among those from the Terai. Participations noted two main reasons for early marriage: a) poor economic conditions, therefore parents marry off their children at a younger age, as it means they will spend less money on their wedding; b) it is the cultural practice in some groups to marry off their daughters as soon as they enter puberty. Additionally, because of preference for boys, if there is a choice for education between a girl and a boy, the family will almost always choose their son.

Third gender respondents noted their challenges were related to the attitude and perception of society. Many faced harassment wherever they went. One participant said,

*“People look at us like they have never seen human beings before ... as if we are aliens. They scan us with their eyes from top to bottom. Often they make abusive and negative comments when they pass by us”* (FGD participant from LGBT community, Kathmandu).

Another participant from the same group added, *“if something happens even outside the country, people show a lot of support but there is no support for us”*. In other words, respondents felt that Nepalis show concern for LGBT issues outside of Nepal but do not have much sympathy for their own citizens.

Youth with disabilities faced isolation, ignorance and discrimination.

*The Government has failed to bring in any plans, programs and policies, which could uplift our current status and because of the lack of these facilities has made our lives miserable* (hard of hearing, Kathmandu, Mixed).

One of the participants felt that society was not supportive enough and that they have to face discrimination because of their physical condition. They said,

*“Although the government mentions about inclusive education, we have no*

access to it. Also people are not aware about the differences between hard of hearing and being deaf and because of the lack of awareness, people have a lot of misconception about us. The lack of subtitle on TV, no attention to persons with disabilities during trainings and workshops also affect us ... We also face difficulties while applying for jobs" (FGD participants, Hard of Hearing, Kathmandu).

Discrimination in the work place was also another common challenge female youths reported. Many noted they were often overlooked for promotions to senior positions in favour of their male counterparts. Female participants noted they did not feel respected by men in the workplace or seen as their equal. This added to frustrations regarding societal expectations of women's roles, which positions them in the home taking care of the family and not the work place. This made them feel like they had no autonomy over their own lives, and decisions were made for them by their parents or their husbands, and they had little to no say in their future.

### Perception of Youth

Youth are seen by people as immature and inexperienced and as such are not listened to or trusted. This perception has meant a lack of cooperation from people, promotion of more popular personalities, negative feedback, lack of support from the family and society.

One participant said, "if a youth initiates his own business or enterprises, rather than supporting him, people demotivate and discourage him".



**Youths bring new programs, new plans and strategy, rather than supporting us, our society tries to exclude us and creates obstacles ... neither family, community or society trust youth if he/she wants to start new things".**

Another added:

It also means there is a lack of youth in political spaces. Many youths feel political party leaders do not listen to them. Leadership positions are mostly held by elder citizens and youth are often not considered. Women and vulnerable/marginalized groups often feel excluded from political party spaces. Whilst there are Youth arms of political parties, youths reported feeling exploited and used only as the 'muscle' for the party. The lack of access to leadership roles has also translated into a general disinterest by youths to be more involved in the development of their country. Many from rural areas noted they are not aware about their own rights and what they should expect from the government. They had some level of political awareness in terms of who are the leaders, but they did not know where to go to seek help, particularly in terms of health-related issues.

## **How can the situation be improved?**

Given the target group of this research is youth, the research team felt it important to take a participatory approach and not just talk about youth, but work with youth to get their perspective on how they felt their situation could be improved. Therefore, when research participants were asked how can those in authority (such as the UN and the Government of Nepal) address the challenges youth are currently facing in Nepal to improve their access to decision-making roles and inclusion in the development of Nepal, their responses were diverse as is the group itself.

*“Ensuring youth involvement and participation in all kinds of social institutions. Ensuring active and healthy participation of youth in ward, VDC, district and national level planning process and decision-making processes. No one should be deprived of the available opportunities and resources”* (FGD participants from Manthali, Ramechhap district).



*“We also need champions to bring change. For example, identifying religious leaders and asking them to take lead to create awareness against child marriage will help. They are the influential people. People listen to them so they can be change agents. Identifying few influential figures to create awareness on various social*

*problems might help. Behavioral change, of course, takes time but it will come slowly”* (Giulia Vallese, UNFPA, Kathmandu).

Participants from Muslim community in Dhanusha district stressed on strengthening the role of the Government. They noted the government has been very passive and has not effectively implemented even existing youth related policies. They added,



**The government should create an enabling environment where youth have the opportunity to get proper education, have access to the best and relevant employment opportunities”**

They stressed that, *“adults and older people who are in decision making roles should also give youth a chance to showcase their abilities”*. Likewise, youth from the Badi community said they should be included in community activities and decision-making processes.

Although there was a long-list of ways to address the challenges faced by youth, one thing was certain – Nepali youth have very clear ideas on how they need support. This report has categorized their suggestions into the following three (3) broad themes:

### **Provision of Skill-based Education**

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Whilst young people have the ability to create positive impact with minimal resources, it is important to provide them with the tools they need to become more effective change-makers. In concrete terms, this means giving them access to the teachers, facilitators, educational programs and networks that can enhance their skills. By improving the current education system, increasing skill-based education and employment orientated vocational trainings, this can help decrease youth migrating for work and education and provide productive outlets for their skills rather than criminal and violent activities. This can also include life skills trainings for youth to improve their confidence and motivation to better prepare them for job interviews and the work environment.

### **Implementing a Youth-Focused Quota System**

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Youth inclusion and participation in decision-making process is more likely to be successful if young people are given the capabilities and opportunities to work with local and national governments. With few constructive avenues to influence local and national politics, young people in Nepal tend to view governments as exclusive. Conversely, governments often fail

to consider the views of youths in policymaking, and may have different development priorities. Having a youth-focused quota system with specific criteria that promotes inclusiveness of marginalised and vulnerable youth recognises the special needs of youth, and can help to increase youth active participation in decision making positions at all levels and in all public spaces.

## Creating Youth Platforms

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It is vital to engage youths as social actors with their own views and contributions. “The creation of spaces for youth to express their opinion to decision-makers and broader society ensures that they have the opportunity to be heard.”<sup>43</sup> Providing spaces for youth to have open and frank engagement with Government, international community, communities and each other to exchange views and promote dialogue on the social, economic and political situation can help bridge the divide; build trust; legitimise youth by changing negative attitudes towards them; increase awareness about their rights and responsibilities, youth policies and programs; promote equality among all genders and reduce caste-based, and religious discriminations.

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<sup>43</sup> Matilda Flemming, leading coordinator at the United Network of Young Peacebuilders, <https://www.devex.com/news/6-ways-to-successfully-engage-youths-in-peace-building-85577>

## Defining Peace

According to Johan Galtung, who is considered as the father of peace, there are two types of peace: negative peace and positive peace. Negative peace is the absence of direct violence - a short-term solution, which may or may not lead to sustainable peace whereas positive peace is beyond the absence of violence. It is a transformation from the state of conflict to a sustainable society.<sup>44</sup> Youth were asked, through the questionnaire and in focus group discussions, how do they define peace and what does peace mean to them.

*“Peace means enabling independent way of thinking, able to act or express ideas without criticism, threats or and unnecessary pressure”* (FGD participants, mixed group, Sunsari).

*“Gender based violence affects peace - male and female are two wheels of a same vehicle so without one, another cannot function properly”* (FGD participants, female only group Sunsari).

*“Peace is a situation where an individual, regardless of his/her religion gets access to the essential services like education, health, security and so on”* (FGD participants, male only group, Muslim, Sunsari district).

*“The discrimination based on caste, ethnicity and gender disturbs peace”* (FGD participants, Kailali, Mixed Group)

For some, peace represented an environment where they could express their ideas freely without any criticism. For others, it meant having resources to meet their basic needs. For example, in the Badi community peace meant absence of violence, enough food, living in harmony and enough money to fulfil their daily needs. While for others it was living in an environment free from discriminations including caste, class, gender and religion based discriminations. Peace for youth living in Kathmandu meant no conflict in family and society, freedom, independence and no interference, political stability, prosperity of an individual and community, religious tolerance, mutual understanding and support, no threats and elimination of all kind of discrimination, disparity and violence. Indigenous men in Kathmandu defined peace as:



**An environment where everyone is respected despite of gender, caste and religion”.**

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<sup>44</sup> Peace by Peaceful Means: Peace and Conflict, Development and Civilization. International Peace Research Institute, Oslo. London, Thousand Oaks, California, and New Delhi: SAGE Publications, 1996, 280 pp.

A common theme amongst the definitions given was a discrimination free society where everyone is treated equally and lives in harmony. For most respondents, peace meant a community and nation free from violence, which reflected that youths see themselves as a part of the community, not just as individuals. Youths also indicated that they wanted positive peace in their everyday life, where they have freedom of expression and everyone is considered equal.

### Youths' Involvement in Activities to Promote Peace

When they were asked if they were involved in any activities for promoting peace and development in Nepal, only a third (33%) said yes. Of the one third respondents, most noted they were involved in community groups or working for I/NGOs that focused on peace and development, and government programmes such as the Local Peace Committee<sup>45</sup>. Their activities included: awareness raising as well as campaigning for various issues such as cleaning the environment and LGBTIQ issues.

When they were asked if youth should participate in the development of Nepal, almost all respondents (98%) agreed because they see youths as the future of Nepal, and therefore, youth participation in the decision-making was necessary. Others said they wanted to get involved in the decision making so that they can transform the society. Similarly, some said it was necessary for them to bring about positive change in their lives as well as the lives of others.<sup>46</sup>

These opinions were also shared by research participants, who also agreed the participation of youth in the development of Nepal was necessary:



**It is very important to have youth in every sector. They are the future leaders. Youth are both mentally and physically strong. They have good communication skills and innovative ideas”** (FGD participants, male only group, Dhangadhi).

*“Youths are energetic and creative and can help uplift discriminated and disadvantaged people and empower them ... if youth are involved in decision making roles/spaces, it can help eradicate social problem”* (FGD participants, female only group from indigenous community, Sonapur, Dhanusha district).

*“Youth are future leaders so their involvement in decision-making is very important”* (Kamal Kishor, Local Coordinator, Youth Peace Council, Sunsari).

Of those who said youth should be in decision-making position, 67% said youth should be in leadership positions at the national level, 71% said at the community level, 38% said at the district level and 31% said at the family level<sup>47</sup>. The total number of responses for this question is higher in this case because of the multiple responses.

### Defining Sustainable Development

When participants were asked what does sustainable development mean to them, they had varying ideas. Some responses were very specific, whereas others had broader ideas. Some responses were:

*“Sustainable development means long term development where we use naturally and locally available resource ... Sustainable development should be far sighted development which should*



*benefit upcoming generation as well"* (FGD participants, mixed group from Kailali district).

*"Development does not only mean development of roads, it also means development of self. Education comes along in development, without it we cannot imagine development ... eco-friendly development, think about future"* (FGD participants, male only group from Kailali district).

*"No inclusiveness, no sustainability"* (FGD participants from Muslim community, male only group, Sonapur, Dhanusha district).

*"Development is not just the development of Muslim, Dalit or Janjati community, it's the development of everyone in Nepal. The development of one community doesn't reflect the development of the nation"*

(FGD participants, LGBT community from Kathmandu).

*"Sustainable development is PESTLE development - P-Political, E-Economic, S-Social, T-Technological, L-Legal, E-Environmental"* (FGD participants from Buddhist community, Kathmandu)

Many participants responded that youth were key actors in sustainable Peace and Development, and in second place was the Government of Nepal<sup>48</sup>.

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<sup>45</sup> Table 12 provides details on youths' involvement in activities to promote peace

<sup>46</sup> Chart 3 provides details on the reasons for participating in decision-making

<sup>47</sup> Chart 4 details participants desire to be involved in decision making at various levels

<sup>48</sup> Table 13 provides details on those who youths saw as the Key Actors in Sustainable Peace and Development

## What should be the UN's role?

As this report is meant to inform the UN in Nepal on how we can better support Nepalese youth to access decision-making roles and be active decision-makers, the research team were keen to understand youths' perspective on what they thought should be the role of the UN to improve the status of youth in Nepal<sup>49</sup>. Most responses (41%) indicated a desire for skill development trainings, one third (33%) said the UN should have more youth-focused projects, and nearly a fifth (19%) said being more inclusive of youth in development campaigns would be beneficial for raising awareness. Nepali youth also suggested that the UN can also be supportive towards the Government of Nepal, in providing technical expertise to prepare relevant youth-centric policies and strategies (11%), raise awareness and create employment opportunities. This is already the case for some UN agencies whose mandate includes youth as a target group, such as UNFPA.

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<sup>49</sup>Table 14 provides details on the varying responses of participants on the UN's role

Ravindra Shakya, Country Director of Restless Development, said, “UNFPA is strongly advocating to the Nepal government to have youth responsive budgeting and we are helping indirectly, I think that sort of efforts should continue until we get youth responsive budgeting.



**Young people can be taken as a very important asset. UNWOMEN, UNICEF and UNFPA are already working with youth. UN agencies should work with other development agencies for stronger partnerships. Sometimes experiences from other countries should also be shared, and the UN is placed to share good practices from around the world. There could also be targeted investments in young people especially after the earthquake.”**

In answering the question about how can the UN improve engagement with young people in Nepal, Namaraj Silwal from Social Work Institute said, “break down the bureaucracy to allow young people to access the activities of the UN ... Sometimes we have to change the handout mentality and instead support youth learning to become critical thinkers and find solution to their challenges. The UN can also help in building leadership skills of the youth.”

As the United Nations Country Team in Nepal finalises the new UN Development Assistance Framework (2018-2022), understanding how we can better improve our relationship with half of Nepal’s population is important if we want to be inclusive and leave no one behind in achieving the development priorities of Nepal.

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# CONCLUSION

This study set out to assess the status of youth's participation in the decision making, and challenges and opportunities, risks and incentives different groups of Nepali youth face when participating in and engaging with decision makers and decision-making processes at all levels. What the research team found is that Nepalese youth are valuable innovators and agents of change, but they feel that they have few opportunities to participate, become involved and partner in peacebuilding activities. The study underscores that 'Youth' is a heterogeneous category encompassing young people of various ethnicities, religions, race, gender and class. They have a clear understanding of their own situation and needs and how these relate to the needs of others.

Some key findings of the research indicate most youths are not part of decision making processes at any level and this is largely because of their age and the negative perception of youth. In addition, youths face challenges with economic instability because most cannot afford higher education (eg: University) and therefore only eligible for low-paying jobs, the patriarchal culture is restrictive particularly for women, and the negative way they are perceived that excludes them from decision making processes and positions of authority. Also, for many youths' peace was the absence of discrimination, a place where everyone was treated equally and lived in harmony. For many they are not involved in any peacebuilding activities but they want to be, because they want to transform their society, so being part of the decision-making process was necessary for them to bring about positive change.



The Research team wanted to use this study to provide a space for Nepali youth to articulate the issues, which were important to them, particularly marginalised youth, therefore the recommendations are those, which the youth have put forward.

Through the question of ‘How can the situation be improved’ and ‘What should be the UN’s role’, youth were given the space to provide their own recommendations on how the UN and the GoN can ensure the active, systemic, and meaningful participation of youth to improve their situation. Participants’ suggestions confirmed that youth want to be part of the planning and policy-making processes and included in program design, implementation and evaluation. Their suggestion of ‘Creating Youth Platforms’ supports evidence that says *“opportunities for child and youth engagement in child and youth clubs provides important spaces and opportunities to participate in decision making processes, address discrimination and violence, build confidence, and to assert their rights for improved local governance.”*<sup>50</sup>

This study emphasises that Nepali youths should be conceptualized as agents of positive peace in terms of addressing the challenges of structural and cultural violence, and the broader social change processes to transform oppressive and hierarchical structures, as well as behaviour, relationships and attitudes into more participatory and inclusive ones. The newly adopted Sustainable Development Goals (SDGs) supports and recognize the role of youth and the need to address their development challenges specifically as it relates to Goal 16, which is to *“Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.”* Target 16.7 requires the need to *“Ensure responsive, inclusive, participatory and representative decision-making at all levels.”*<sup>51</sup>

Additionally, in August 2015, at a Global Forum on Youth, Peace and Security, an Amman Youth Declaration was developed by youth and adopted as a roadmap to support the efforts of youth in transforming conflict, preventing and countering violence and building sustainable peace. As part of the Declaration, they *“refer to the need to recognize and*

*support the role of youth in the implementation of Sustainable Development Goal 16 defined by the United Nations in the Post-2015 Development Agenda.”<sup>52</sup> The Amman Youth Declaration recognises that young people represent agents, beneficiaries and victims of major societal changes.*

As a result of these efforts, the UN adopted UN Security Council Resolution 2250 on Youth, Peace and Security, which makes a clear recognition of positive contributions of youth to peace and sets an overall framework to support their efforts. Recently the Government of Nepal through the Ministry of Youth and Sports approved a concept note to formulate a National Action Plan on UN Security Council Resolution 2250 related to Youth Peace and Security.<sup>53</sup> The UN in Nepal will be collaborating with the Government of Nepal to develop and implement the National Action Plan on 2250. This is a prime opportunity for the UN to acknowledge the importance of making the connection between youth and peacebuilding for transforming a predominantly negative discourse on the role of youths in societies recovering from conflict.

**Young people in all parts of the world, living in countries at different stages of development and in different socio-economic settings, aspire for full participation in society. In all countries, they are both a major human resource for development and key agents for social change, economic development and technological innovation. However, too often their voices go unheard and their agency unharnessed. As the Government of Nepal and the UN moves forward in implementing the ambitious SDG agenda, we need to ensure the meaningful participation of youth is prioritized as an essential condition for the sustainability, inclusiveness and successes of peacebuilding efforts.**

<sup>50</sup> “Evaluation of Child and Youth Participation in Peacebuilding: Nepal”, Global Partnership for Children and Youth in Peacebuilding (June 2015)

<sup>51</sup> Ibid.

<sup>52</sup> file:///C:/Users/lenovo/Downloads/AMMAN%20YOUTH%20DECLARATION%20(English).pdf

<sup>53</sup> Email correspondence to UN RC Valerie Julliand from Ram Prasad Thapaliya, Joint Secretary, Ministry of Youth and Sports dated Wednesday 24 May 2017.

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# ANNEXES



## Annex 1:

### List of initial stakeholders

The following 25 individuals were interviewed by one to three members of the research team in Kathmandu between December 22, 2015 and January 29, 2016. At least eleven of the interviewees were under age 30.

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	<b>Organization</b>
01	AYON (Association of Youth Organizations, Nepal)
02	AYON
03	Daayitwa
04	HimRights (Himalayan Human Rights Monitors)
05	HimRights (Himalayan Human Rights Monitors)
06	Madhesi Youth
07	Madhesi Youth
08	Ministry of Youth & Sports
09	Ministry of Youth & Sports
10	MP Gagan Thapa's Office; Public Policy Pathshala
11	Nepali Times
12	Saferworld
13	Saferworld
14	Tribuvhan University, Peace & Conflict Studies
15	UN Development Program: Conflict Prevention Program (CPP)
16	UN Population Fund (UNFPA)
17	UN Resident Coordinator's Office (UN RCO): Common Feedback Project (CFP)
18	UN RCO
19	UN Volunteers (UNV)
20	UNDP: Armed Violence Reduction project (AVR)
21	UNICEF
22	United Mission to Nepal
23	Women LEAD
24	Women LEAD
25	Youth activist

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Person	Title
Ms. Narayani Gaha	Board member
Mr. Anil Shimkhada	Board member
Ms. Sabrina Singh	Program Officer
Mr. Sarju Maharjan	Program Officer
Ms. Anjana Shakya	Chairperson
Mr. Puru Shah	Founder and writer
Ms. Kushbu Gupta	Writer
Mr. Laxman Mainali	Secretary
Mr. Gyan Raj Subedi	Under Secretary, Youth Section
Mr. Anil Pratap Adhikari	Policy consultant for Thapa; public policy researcher for PPP
Ms. Bidushi Dhungel	Journalist and activist
Mr. Ramesh Shrestha	Program Officer
Ms. LaChelle Amos	Country Director
Mr. Rajib Timalisina	Lecturer
Mr. Bishnu Sapkota	Program Manager
Mr. Bijay Kumar Thapa	Assistant Representative
Mr. Giovanni Congi	Program Manager
Mr. Prem Awasthi	Field Coordinator
Ms. Tina Voss	Program Officer
Mr. Bharat Karki	M&E Officer
Ms. Pragya Shah Karki	Adolescent & Youth Development Specialist
Mr. Mohan Bhandari	Program Manager, Peacebuilding Program Team
Ms. Yachin Sherpa	Master Trainer
Ms. Wongmu Sherpa	Finance Department
Mr. Lochan Acharya	Activist

## Annex 2:

### Research Methodology



### Calculation of Sample Size

Formula used to calculate the sample size for this study is:

$$SS = \frac{Z^2 * (p) * (1-p)}{c^2}$$

Where:

Z = Z value (e.g. 1.96 for 95% confidence level)

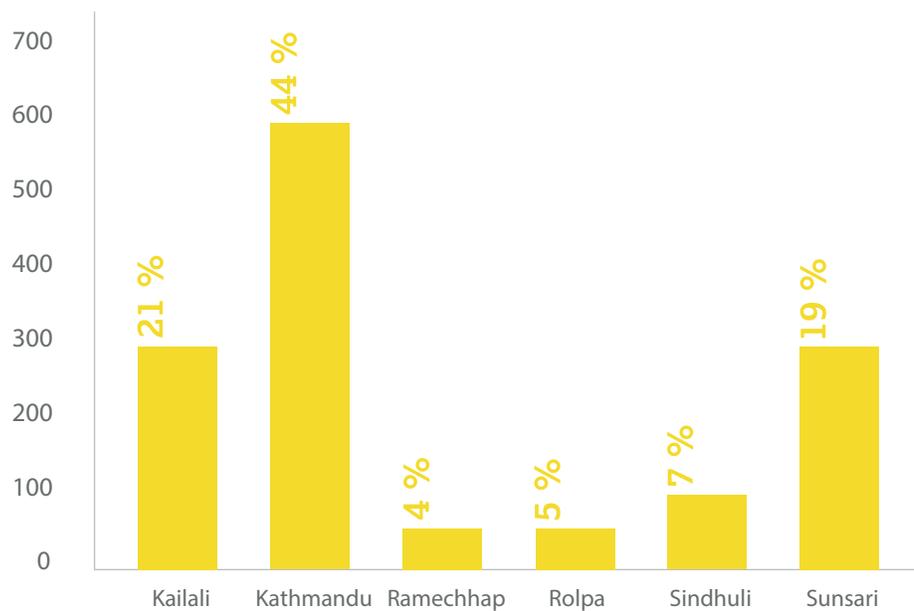
p = percentage picking a choice, expressed as decimal (0.5 used for this study)

c = confidence interval, expressed as decimal (.0255 used for this study)

## Annex 3:

List of Charts and Tables illustrating the Key Findings of this report.

Chart 1: District-wise distribution of the research participants



**Table 1: Breakdown of Caste/Ethnic diversity of research participants**

<b>Caste/Ethnic groups</b>	
Brahmin/Chhetri/Dasnami	560
Marginalized Groups	292
Indigenous	174
Marginally Poor	96
Hill-Dalit	84
Madhesi-Dalit	42
Madhesi	59
Highly Marginalized Group	32
Muslim	28
Endangered indigenous Tribe	6
Christian	2
Mardwari	2
<b>Total</b>	<b>1377</b>

### Caste/Ethnic Distribution

**Endangered Indigenous Tribe:** Bankariya, Hayu, Kusawadia, Kusunda, Lepcha, Surel, Raji, Raute, Kisan, Meche

**Highly Marginalised Groups:** Baramu, Thami, Chepang, Dhanuk, Jhangad, Santhal, Bote, Danuwar, Majhi, Siyar, Lhomi, Thundam

**Marginalized Groups:** Sunuwar, Tharu, Tamang, Bhujel, Kumal, Rajbanshi, Gangai, Dhimal, Bhote, Darai, Tajpuriya, Topkegola, Dolpo, Mugal, Larke, Lhopa, Dura, Balung

**Marginally Poor:** Tangbe, Tingaunle Thakali, Barhagaule Thakali, Marphali Thakali, Gurung, Magar, Rai, Limbu, Sherpa, Yakkha, Chhantyal, Jirel, Byanshi, Hyolmo

**Hill Dalit:** Gandarbha, Pariyar, Damai, Darji, Suchikar, Nagarchi, Dholi, Hudke, Badi, Biswokarma, Kami, Luhar, Sunar, Wod, Chunara, Parki, Tamata, Tirawa, Mijar, Sarki, Chamrakar, Bhul, Pode, Deula, Pujari, Jalari, Chyame, Kuchikar, Chyamkhala

**Madhesi Dalit:** Kalar, Kakaihyna, Kori, Khatik, Mandal, Khanga, Chamar, Ram, Mochi, Harijan, Rabidas, Chidimar, , Dom, Marik, Tatma, Das, Dushadh, Paswan, Hajara, Dhobi, Rajak, Pasi, Bantar, Musahar, Halkhor, Mestar, Sarbriya, Natuwa, Dhandi, Dhankar

**Other Indigenous:** Newar, Thakali

**Braman, Chhetri, Dasnami**

**Other Medhesi**

**Table 2: Highest Educational Attainment of the Research Participants**

<b>Highest Educational Qualification</b>	
Master's Degree	38
Bachelor's Degree	193
Higher Secondary Education	523
Secondary Education	394
Primary Education	147
Other (vocational education)	5
Can Read and Write	31
Can't Read and Write	46
<b>Total</b>	<b>1377</b>

**Table 3: Main source of family income**

<b>Main source of family income</b>	
Farming	441
Business	242
Government Service	94
Daily wage	76
Remittances	74
Service - Private/NGOs	51
Craftsmanship	27
Uniform Service - Army/Police	15
Rental Income	14
Other	39
<b>Total</b>	<b>1377</b>

**Table 4: Activities youth were involved in**

<b>Work youth were involved in</b>	
Business	251
Housework	202
Wage labour	171
Agriculture	102
Handicrafts	46
Construction and major repairs	16
Milling and other food	15
Others (*)	703

(\*) This was an open-ended question with multiple responses. The majority listed under 'Others' are: Student (333), Teacher (60), None (46)

**Table 5: Future Goal**

<b>Future Goal</b>	
Business Person	335
Not Decided Yet/Have No Goal	205
Teacher	92
Engineer	46
Migrant Labourers	38
Study Abroad	34
Work for NGO	33
IT /Computer/mobile	27
Work for INGO	24
Doctor	22
Farmer	21
Politician	13
Electrician	8
Other	479
<b>Total</b>	<b>1377</b>

Table 6: Head of the household

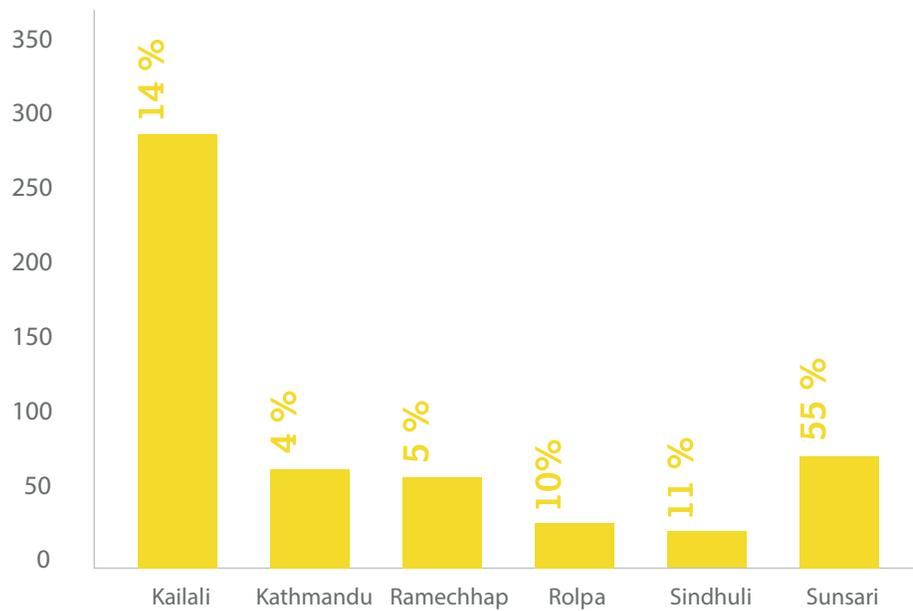
Head of the Household	
Father	860
Mother	161
Myself	129
Grandparents	65
Father in-law	44
Husband	42
Brother	36
Mother in-law	18
Brother in-law	3
Wife	2
Others	17
<b>Total</b>	<b>1377</b>

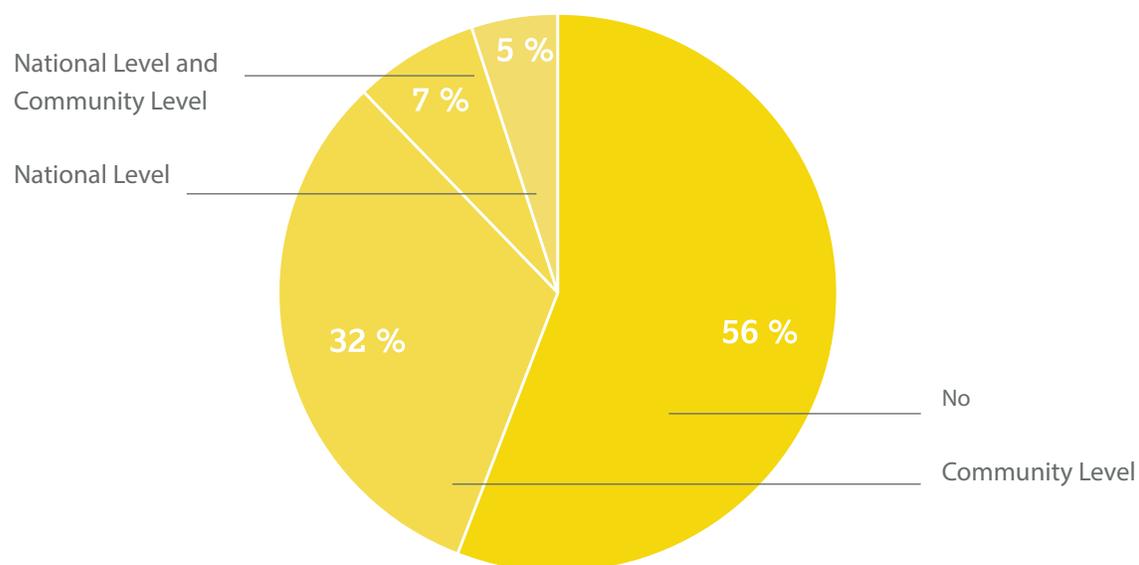
Table 7: Decision making at household level

Who makes the important decision in your house?	
Father	696
Mother	202
Myself	146
Husband	56
Brother	55
Grandparents	30
Father in law	28
Mother in law	18
Wife	2
Brother in law	2
Others	142
<b>Total</b>	<b>1377</b>

**Table 8: Youths' desire to be involved in decision making**

<b>What kind of decision-making will you lead?</b>	
Education of any family members	649
Purchasing and selling any household items	649
Business activities of family members	531
Where to spend household finances	528
Selling of any household item	516
Solving conflict among family members	281
Marriage of any family members	243
The number of children to have	81

**Table 9: Role in an organization they are involved**

**Chart 2: Participation in decision making at community/national level****Table 10: Involvement of youth in different activities**

<b>Activities they are involved in</b>	
Organizing any event/programs	352
Community development project	315
Supervision of activities of different	137
Response to natural disasters	107
Donation collection	81
Others	146

**Table 11: Reason for not participating in the decision-making**

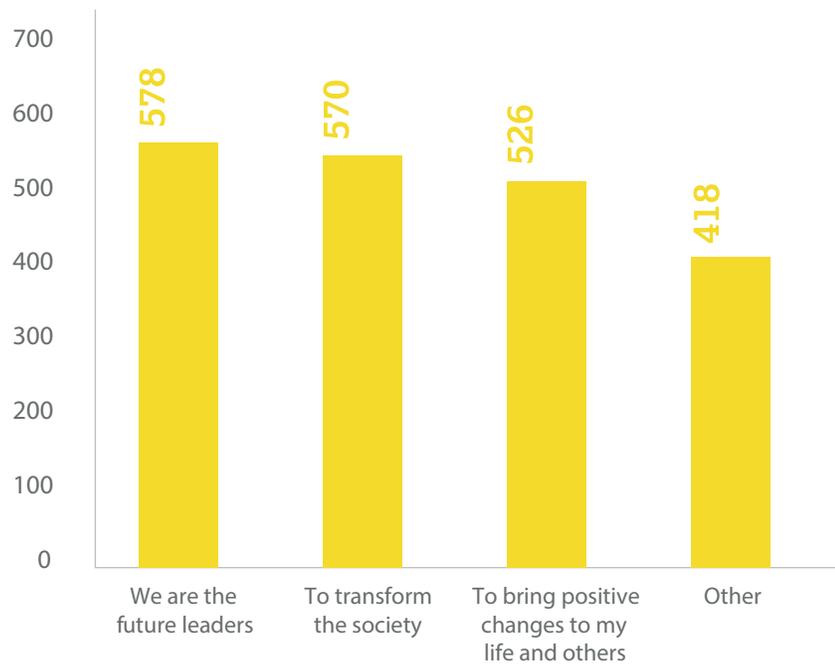
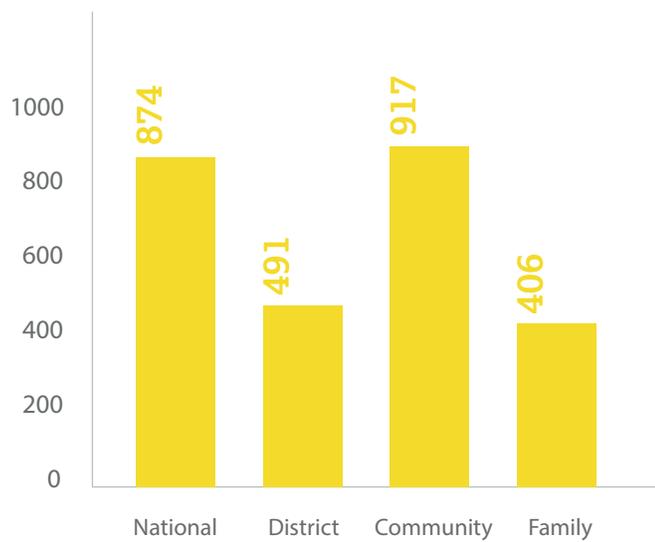
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<b>Reason for not participating in the decision making at community or national level</b>	
I don't have time	337
I am not in any decision-making position	125
I don't like confrontation	50
My family do not want me to participate	37
Others	400

**Table 12: Youths' involvement in activities to promote peace**

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<b>Youths' involvement in activities to promote peace</b>	
Involved in Community Groups to bring positive change	257
Worked for I/NGO which focuses on Peace/development	131
Involved in the Government programme which focuses on Peace and Development	91
Member of Local Peace Committee	76
Others	116

**Chart 3: Reasons they wanted to participate in decision-making****Chart 4: Desire to be involved in decision making at various levels**

**Table 13: Key Actors of Sustainable Peace and Development**

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<b>Key actors of sustainable peace and development</b>	
Youth	732
National/Central Government	601
Civil Society	362
Local Leaders	349
INGO	267
Local Government	261
NGO	260
Community based organisations	166
Police	144
Army	116
Media	83
Other	321

**Table 14: What can UN do to promote/increase youth participation in the Peace and Sustainable Development of Nepal?**

<b>What can UN do to promote/increase youth participation in the Peace and Sustainable Development of Nepal?</b>	
Skill development training	561
Undertake projects focusing on youth	453
Invite/includes youths in different development campaigns	266
I don't know of the UN	263
Technical support to the government to make relevant policy/strategy	151
Awareness and empowerment programs	120
Create employment opportunities for youth	96
Programs and opportunities for youth in RURAL areas	36
Hear the voices of youth	35
Provide quality education for youth	32
Provide financial support and resources to youth empowerment and activities	28
Work with key stakeholders (govt/INGO/NGO/Private sector for youth development	24
Prioritise disadvantaged and marginalised youth	22
Encourage and facilitate meaningful Youth participation in different areas	20
Promote youth policies and inclusiveness of all youth in programs/activities	15
Access to information and opportunities for youth	14
Help reduce political instability	10
Motivate young people	9
Create solutions to youth issues	9
The UN should be accessible to the youth and accountable for it work	8
Leadership training/programs for youth	6
Create a space for youths to show their capabilities and develop their potential.	6
Youth exchange program nationally and internationally	5
Implement effective youth related programs	3
Orientation for youth on the role of the UN	2
Develop youth and nation context specific projects	2
Promote youth volunteerism	2
Support infrastructure i.e. roads, electricity	2
Advocate for youth friendly structures and spaces	1
Engage youth through the creative arts	1

## Annex 4:

### Close Ended Questionnaire

<p>ID <input type="text"/> <input type="text"/> <input type="text"/></p>
<p><b>INVOLVEMENT OF YOUTH IN PEACEFUL AND SUSTAINABLE DEVELOPMENT OF NEPAL</b></p> <p>May – July 2016</p>
<hr/> <p><b>INDIVIDUAL QUESTIONNAIRE</b></p> <hr/>
<p>[TO BE ASKED TO YOUTH (MEN, WOMEN and THIRD GENDER) AGED 18 and 30]</p>
<p><b>Introduction</b></p> <p>Namaste! My name is..... ..... and I am part of a youth research group collecting information for the United Nations Peace Fund Nepal. We are conducting a study that explores the 'Involvement of Youth in Peaceful and Sustainable Development of Nepal'.</p> <p>The interview will take about 30 minutes.</p> <p>Whatever information you provide will be kept strictly confidential. Participation in this survey is completely voluntary and you can choose not to answer any individual question or all of the questions. However, I hope that you will participate in this survey as your views are very important to us. The questions are in four parts and would take around 30 minutes. The first is to get information on your identity, followed by the demographic and socio-economic background. The last 3 parts of the questionnaire is to get your views on youth and decision-making. Can we begin please?</p>

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**SECTION A: IDENTIFICATION**

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1.	District: 1. Kathmandu 2. Ramechhap 3. Sindhuli 4. Sunsari 5. Kailali
2.	Name of VDC/Municipality: ..... Urban: 1      Rural: 2
3.	Name of Respondent: .....
3.a.	Respondents phone contact: .....
4.	Gender: Male 1 ; Female 2 ; Third gender 3
5.	Address of the respondent: Ward Number: ..... Name of Tole: .....
5 .b.	Date of Interview: .....
5.c.	Religion: .....
5.d.	Additional Information (consenting information i.e. identifying someone living with HIV, person with different abilities) : ..... .....

## SECTION B. DEMOGRAPHIC AND SOCIO-ECONOMIC BACKGROUND

	Questions	Coding Categories	Code	Go to
6.	How old are you?	Completed Age:		
7.a.	Ethnicity/ Indigenous Group –Specify?			
7.b.	Ethnicity/ indigenous group - Categorize  <i>Pls. see the list of groups in the Annex 5</i>	Endangered indigenous tribe Highly Marginalized group Marginalized groups Marginally poor Hill Dalit Madhesi Dalit Other Indigenous Braman, Chhetri, Dasnami Other Madhesi Others (specify.....)	1 2 3 4 5 6 7 8 9 10	
8.	Highest educational qualification?	Can read and write Primary education Secondary Education Higher Secondary Education Bachelors Degree Masters Degree Can't read and write Other (specify.....)	1 2 3 4 5 6 7 8	
9.	What is your marital status?	Single Married Separated Divorced Widow/widower Single parent (unmarried)	1 2 3 4 5 6	

	Questions	Coding Categories	Code	Go to
10.	Do you do any of the following work activities? (Work activities can be paid and unpaid)	Wage job Business Agriculture Milling and other food processing Handicrafts Construction and major repairs Fetching water Collecting firewood Property Owner Housework Others (specify.....)	1 2 3 4 5 6 7 8 9 10 11	
11.	What is your future goal? (What do you want to become?)	Politician Doctor Engineer Work for an NGO Work for the INGO Teacher Business person Electrician Farmer Migrant labourers IT (Computer/mobile phone) Study abroad Not decided yet/have no goal Other (specify.....)	1 2 3 4 5 6 7 8 9 10 11 12 13 14	<i>Jump to Q13</i>
12.	What challenge do you foresee in achieving your goal/bright future? (Multiple response)	Lack of finances No support from family Gender discrimination Caste discrimination Lack of education Other (specify.....)	1 2 3 4 5 6	

	Questions	Coding Categories	Code	Go to
13.	What is the main source of income in your family?	Farming Business Craftsmanship Govt. service Service (private/NGOs) Uniform Service (army/police) Daily wage Remittances Rental Income Other (Specify.....)	1 2 3 4 5 6 7 8 9 10	
14.	Do you contribute to your household expenses?	Yes No	1 2	

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**SECTION C: DECISION MAKING AT HOUSEHOLD LEVEL**


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	Questions	Coding Categories	Code	Go to
15.	Who is the head of the household?	Myself Father Mother Brother Husband Wife Father In-Law Mother In-Law Brother In-Law Grandparents Other (Specify.....)	1 2 3 4 5 6 7 8 9 10 11	
16.	Who makes the important decisions at your home? (Examples can be buying property, education, marriage, future opportunities)	Myself Father Mother Brother Husband Wife Father In-Law Mother In-Law Brother In-Law Grandparents Other (Specify.....)	1 2 3 4 5 6 7 8 9 10 11	<i>Jump to Q21</i>
17.	Do you participate in decision making at your home?	Yes No	1 2	

	Questions	Coding Categories	Code	Go to
18.	If no, why? (Challenges) (Multiple answer)	Other members do not ask my opinion I am not interested to participate I don't like confrontation Because of my age Because of my gender I am not educated I do not contribute in family expenses I don't know Other (specify...)	1 2 3 4 5 6 7 8 9 10	
19.	What can be done to address some of these challenges?	Others should ask for my opinion Others should respect my opinion I need more education I need to contribute in family expense Respect the role of females Other (specify.....)	1 2 3 4 5 6	
20.	Do you think you should have a role in making decisions in your family?	Yes No	1 2	
21.	If yes, what kind of decision making discussion do you lead or participate in?  (Multiple response)	Fashion/style of the household member Education of any family members Purchasing and selling any household items Marriage of any family members The number of children to have Business activities of family members Where to spend household finances Solving conflict among family members Other (specify.....)	1 2 3 4 5 6 7 8 9	

**SECTION D: DECISION MAKING AT ORGANIZATIONAL/COMMUNITY/  
NATIONAL LEVEL**

	Questions	Coding Categories	Code	Go to
22.	Are you a member of any group or club or committee or any organization?	Yes No	1 2	<i>Jump to Q28</i>
23.	What is your role?	President Vice-President Treasure Board member General member Other	1 2 3 4 5 6	
24.	Do you make decisions in your group/club/organization/committee?	Yes No	1 2	<i>Jump to Q28</i>
25.	Do you want to get involved in decision-making process in your group/club?	Yes No	1 2	<i>Jump to Q27</i>
26.	If yes, why?	I want my voice heard I have ideas to help the group/club For confidence building Others (Specify)	1 2 3 4	
27.	If no, why?	I don't like confrontation I am not confident enough I don't have enough time to spare here I don't know about the issue Other (specify...)		

	Questions	Coding Categories	Code	Go to
28.	Do you participate in decision making at the community level and/or national level?	Yes (national level) Yes (community level) No	1 2 3	<i>Jump to Q31</i>
29.	If yes, what kind of decisions do you make at community and/or national level?  (Multiple response)	Organizing any event/programs Donation collection Response to natural disasters Community development project Supervision of activities of different committees (peace committee, gender responsive budgeting committee, etc.) Other (specify.....)	1 2 3 4 5 6	
30.	What are the top two challenges you face while making decisions?	Criticism from other members Non-cooperation from other members Not enough time allocation from other member Lack of confidence Other (specify.....)	1 2 3 4 5	
31.	If no, why?	I am not in any decision-making position I don't like confrontation I don't have time My family do not want me to participate Other (specify.....)	1 2 3 4 5	
32.	Do you think you should have a role in making decisions at community and or national level?	Yes, at community level Yes, at national level No	1 2 3	

**SECTION E: PERCEPTION ABOUT YOUTH ENGAGEMENT IN PUBLIC  
DECISION-MAKING**

	Questions	Coding Categories	Code	Go to
33.	Are you involved in any activities for promoting peace & development in Nepal?	Yes No	1 2	<i>Jump to Q35</i>
34.	If yes, how?	Worked for I/NGO which focuses on Peace/development Involved in the Government programme which focuses on Peace and Development Member of Local Peace Committee Community Groups bringing positive change Others (specify.....)	1 2 3 4	
35.	Should youth participate in the development of Nepal?	Yes No	1 2	<i>Jump to Q28</i>
36.	If yes, why?  (Multiple response)	To bring positive changes to my life and others To transform the society We are the future leaders Other (specify.....)	1 2 3 4	
37.	If no, why?  (Multiple response)	There is very little opportunity for youth Youth should focus on education Youth are focusing on their own career Gender discrimination Caste discrimination Lack of skills	1 2 3 4 5 6	

	Questions	Coding Categories	Code	Go to
		Political structures are not youth friendly Other (specify.....)	7 8	
38.	Should young people be involved in leadership positions?	Yes No	1 2	
39.	If yes, in what spaces? Multiple answer	Family Community District National Others	1 2 3 4 5	
40.	Who do you think are the key actors of peace and sustainable development in Nepal?  Multiple answer	National/Central Government Local Government INGO Police Army Civil Society Local Leaders NGO Media Community based organisations Youths Others (specify.....)	1 2 3 4 5 6 7 8 9 10 11 12	
41.	Multiple answers What can the UN do to promote/increase youth participation in the Peace and Sustainable Development of Nepal?	Undertake projects focusing on youth Technical support to the government to make relevant policy/strategy Skill development initiative (internship/volunteer opportunities) Invite/includes youths in different development campaigns Other (specify.....)	1 2 3 4 5	

## Annex 5:

### Focus Group Discussion Guidelines

#### Instructions:

Note taker should write down the names, age and other details as per the table below for each of the participants. It is a good idea to prepare a spread sheet for each FGD which can be circulated during the FGD and they can write down their details. Although recording names are not very important for FGD, it will give you an idea about the ethnicity composition. However, they shouldn't be obliged to write down their names, if they don't want to.

**Moderator/ facilitator:** Make sure each participant gets the opportunity to speak. If one person is speaking a lot and others are quiet, then it is your responsibility to encourage each of them to speak without being pushy.

**These are only guiding questions.** As the discussion progresses, you might want to ask other relevant questions which might be helpful in answering the main research question, i.e., **involvement of youth in the peaceful and sustainable development of Nepal**. Probe to ask for their opinion about the current status and involvement of youth in the development of Nepal.

### Profile of the Participants

District: .....

Name (Full)	Age	Sex (Female: 1, Male: 2, Third gender: 3)	Ethnicity	Religion (Hindu: 1, Christian: 2, Buddhist: 3, Muslim: 4)	Municipality

**1. What is your understanding on: (General view on the following subject)**

- |                                   |   |
|-----------------------------------|---|
| a. Peace                          | <ul style="list-style-type: none"> <li>• (Defining the term might be challenging for some, so the facilitator will cite an example 'in case of your family, peace can be there is no quarrel/fight among members')</li> <li>• (Prompt further to understand how they think about, peace in the community, in the country Nepal).</li> <li>• Follow up questions: do you think gender based violence affects peace? How? (Probe: can you explain a bit? Or give me few examples.)</li> </ul> |
| b. Sustainable Development        | <ul style="list-style-type: none"> <li>• (try to get answer on 'development' first and after that ask 'how can we make development sustainable')</li> <li>• Follow up questions: what is community development? How does it differ from development at national level?)</li> </ul>  |
| c. Decision-making process/space: | <ul style="list-style-type: none"> <li>• (Facilitator note: decision making can be a position of power where you get to make certain changes or demands on behalf of yourself/others)</li> </ul>  |

**2. What are your views on peace and sustainable development in Nepal? (specific view related to country)**

- |  |   |
|--|---|
| a. How does the current peace and development situation of Nepal affect the participation of young people? | <ul style="list-style-type: none"> <li>• (explanation for facilitators: Current Peace and Development situation means the current socio-economic and political situation of the country post- conflict)</li> <li>• (explain 'participation': your involvement in activities around you and your thoughts and suggestions are taken into consideration. For instance, Family or community asks your comments/opinions about their plans or actions)</li> </ul> |
|--|---|

	<ul style="list-style-type: none"> <li>To bring out the gender/social inclusion factors: If this is boys group, probe to know about the 'participation of girls &amp; third gender' and vice versa affected by current situation</li> <li>If the term "young people" or "youth" is used, probe to understand if this applies to boys, girls, third gender.</li> </ul>
b. Discuss the problems you face as a young person in Nepal?	<ul style="list-style-type: none"> <li>(prompt what about 'capacity building for decision making skills and more confidence', 'changes of mindset of senior citizens/current decision makers' if they don't mention)</li> </ul>
c. What do you need to make the situation better?	<ul style="list-style-type: none"> <li>(Follow up questions: who are the key actors that needs to be involved to make things better)</li> </ul>
<b>3. What role could Nepali youth play in promoting peace and development of Nepal?</b>	
a. Are you or young people in your family/ community involved in building peace and sustainable development in Nepal?	<p>Facilitators note: Peace &amp; Development situation refers to the post- conflict, post-disaster situation</p> <ul style="list-style-type: none"> <li>To bring out the gender/social inclusion factors: If this is boys group, probe to know about the 'participation of girls &amp; third gender' and vice versa affected by current situation</li> <li>If the term "young people" or "youth" is used, probe to understand if this applies to boys, girls, third gender.</li> </ul>
b. If Yes- how?	<ul style="list-style-type: none"> <li>Ask for concrete examples of what you do either at family, community, ward, VDC or municipality, district, zone, region or national.</li> <li>Prompt: Volunteering with an organization, helping the community become more environmentally friendly, not engaging in violent activities. It can be long-term, short-term, or one-off events. One off events can mean 'one-day clean-up campaign',</li> </ul>

<p>c. If no-why?</p>	<ul style="list-style-type: none"> <li>Follow-up: following the reasons given, ask if the reasons relate to culture/ethnic, gender, religion or political situation. Probe: Why?</li> </ul>
<p>d. Have you ever participated in the District and or Village Development Committee Council (V/DDCC) and District and or Village Integrated Plan Formulation Committee (D/VIPC) meetings? (For example, ask the participants if they participated in the last year's V/DDCC and D/VIPC meetings (FY 2071/72 BS)?)</p>	<ul style="list-style-type: none"> <li>What is your role in these meetings? Are your suggestions taken positively in these meetings?</li> <li>Probe whether youth issues (how to ensure their participation in the local development, peace process; any opportunity for youth's development) discussed in these meetings? Any steps taken by the committee to enhance the participation of youth in local development and peacebuilding? What are those?</li> </ul>
<p>e. What are the problems you as young people face or expect in promoting peace and development in Nepal?</p>	<ul style="list-style-type: none"> <li>Follow-up: why do you think is it a problem.</li> <li>To bring out the gender/social inclusion factors: If this is boys group, probe to know about the 'participation of girls &amp; third gender' and vice versa affected by current situation</li> <li>If the term "young people" or "youth" is used, probe to understand if this applies to boys, girls, third gender</li> </ul>
<p>f. How can you be involved in promoting peace and development?</p>	<ul style="list-style-type: none"> <li>Probe: What kind of support would you like? Support can mean education or higher, confidence building, having role models, working with groups that work in this area.</li> </ul>

<b>4. Should young people be involved in decision-making roles/spaces?</b>	
a. If yes, why?	<ul style="list-style-type: none"> <li>Follow-up questions: What types of decisions should young people make. Facilitators Note: Type of decisions could relate; making decisions for what you want to study, what job you would like, who you want to marry.</li> </ul>
b. At what level?	<ul style="list-style-type: none"> <li>Facilitators note: Levels could mean; Family, community, ward, VDC or municipality, district, zone, region or national.</li> <li>Follow-up question: In what role? This could be as a member of an organizing/political/VDC/municipality/youth committee, giving input into family decision.</li> </ul>
c. If no – Why?	
d. What stops you and other young people in your community from being involved in decision-making processes and or roles?	<ul style="list-style-type: none"> <li>Following the answers, ask the following if it does not come out:               <ol style="list-style-type: none"> <li>Probe: Unpack if culture/ethnicity, gender, religion or the political situation are reasons.</li> <li>Probe: if there is a personal component: lack of confidence, no role models in the family/community.</li> </ol> </li> </ul>
e. What can be done for young people to be involved in decision-making processes and or hold decision-making roles?	<ul style="list-style-type: none"> <li>Prompt: If the answer does not give specific examples. Ask, what kind of support do you need? Support can mean education or higher, confidence building, having role models, working with groups that work in this area.</li> </ul>

<p>f. In your experience, what are some of the activities or ideas that promote young woman and young men into the decision-making process and or role?</p>	<ul style="list-style-type: none"><li>• Probe: They might have general views and if you can follow-up with 'Do you have any specific activities/ideas/examples'. Activities/ ideas could be more awareness on the positive role young people can play, a youth quota on decision-making levels/boards.</li></ul>
<p>g. What can be done to ensure young people have access to decision-makers?</p>	<ul style="list-style-type: none"><li>• Facilitators Note: Decision-makers can be heads of households, Heads of faith groups, Heads of government, municipalities and VDC's and National NGO's</li><li>• Following the answers ; Probe with asking for concrete examples they might know.</li></ul>

**Thank you very much for your time.**

## Annex 6:

### Key Informant Interview Guidelines

Namaste! My name is.....and I work for the United Nations Peace Fund Nepal. We are conducting a study that explores the 'Involvement of Youth in Peaceful and Sustainable Development of Nepal'. We also aim to identify ways in which UN and other organizations can help engage Nepalese Youth in building sustainable peace and development in Nepal. Thank you for taking the time to meet with me.

#### A: Background Information

Background Information	
A.1.	Organizations Name:
A.2.	Name of Interviewee:
A.3.	Title/Role in the organization:
A.4.	Contact Information:
Broad Question: <b>How</b> and to what <b>extent</b> are Nepali Youth actively and equitably participating in decision-making related to the promotion of a peaceful and inclusive society for sustainable development in Nepal?	
A.5.	<p>Do you have any youth specific programs or activities? Please elaborate.</p> <ul style="list-style-type: none"> <li>• If no, explore if they had past youth programs? Any future plans to take up youth projects?</li> <li>• Probe: Do you have any specific programs relating to youth in promoting peace or sustainable development?</li> </ul>

<p>A.6. How are young people involved in your programs or activities? (clarify whether it is peace project or development project or both)</p>	<ul style="list-style-type: none"> <li>• Facilitators Note: Relate it with the above question.</li> <li>• Probe: Can you give examples their involvement?</li> <li>• Follow-up: How do you reach other Nepali youth are not part of your programs/activities?</li> </ul>
<p>A.7. Does your organization support young people in decision-making processes and or roles? How?</p>	<ul style="list-style-type: none"> <li>• Follow-up: What are some of the successes of these interventions?</li> <li>• Follow-up: Are you aware of other interventions to help overcome some of these challenges?</li> </ul>
<p>A.8. To what extent are young people are actively involved in peace and sustainable development in Nepal in broader context (outside of your organization)?</p>	<ul style="list-style-type: none"> <li>• Facilitators note:</li> <li>• Focus of this question will be to relate it other projects run by other organizations.</li> <li>• Skip this questions if the organization does not relate specifically to the SDG's.</li> </ul>
<p>Broad question: <b>What are the perceptions of Nepali Youth on how to overcome challenges and risks to better engage with and actively and equitably participate in decision-making processes?</b></p>	
<p>A.9. In your work, what are the views that young people have regarding their participation in decision making processes and or roles?</p>	<ul style="list-style-type: none"> <li>• Broad question: What are the perceptions of Nepali Youth on how to overcome challenges and risks to better engage with and actively and equitably participate in decision-making processes?</li> <li>• Facilitators note: Decision-Making Processes can be attending a consultation to give input to policies/programs. Role, is either an elected or appointed position that contributes to</li> </ul>

	<p>making decisions on behalf of group/project</p> <ul style="list-style-type: none"> <li>Follow-up: Do you think it's important? Why?</li> </ul>
<p>What are the current <b>opportunities and challenges</b>, risks and <b>incentives</b> faced by Nepali Youth when participating in and <b>engaging with decision-makers</b> and decision-making process?</p>	
<p>A.10. In your experience, what are the challenges facing Nepal's young people participation in decision-making processes or roles?</p>	<ul style="list-style-type: none"> <li>Follow-up: Does your organization contribute to overcoming some of these challenges? How?</li> <li>Probe: The different challenges between young women, young men, marginalized groups</li> </ul>
<p>A.11. Do you provide or are aware of opportunities that encourage young people's participation in decision-making processes and or roles? Please explain</p>	
<p>A.12. What are if any, are the benefits of young people in decision-making spaces and or roles?</p>	<ul style="list-style-type: none"> <li>Probe: Do you have examples?</li> </ul>
<p>A.13. Are you aware of opportunities where young people are engaging directly with decision-makers ?</p>	<ul style="list-style-type: none"> <li>Facilitators Note: Decision makers include: Members of parliament, VDC &amp; municipalities etc.</li> </ul>
<p>A.14. What role can organizations like the United Nations play to facilitate young people's involvement in peace and sustainable development in Nepal?</p>	<ul style="list-style-type: none"> <li>Prompt: what about the role of the government? Anything about International NGOs?</li> </ul>
<p>A.15. Do you have any suggestions of other organizations we could interview as well?</p>	

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