



Youth Survey of Nepal



Acknowledgement

British Council Nepal would like to thank the team behind this project for their guidance and dedication: Mr. Sanu Maharjan from Save the Children, Mr. Pradeep Pariyar from Association of Youth Organisations in Nepal (AYON), Mr. Yuvraj Poudel from the Ministry of Youth. The project would not have been possible without the hardwork and expertise of the research team: Mr. Bijaya Raj Poudel, Ms. Sukanya Podder, Ms. Mona Aditya, Mr. Yogesh Gyawali. Also Mr. Gopi Krishna Bhattarai, Ms. Bidhya Joshi and Mr. Devraj Bhardwaj deserves our thanks for their contribution in data collection. Thanks to Mr. Samrat Katwal for his useful critiques of this research work and preparing first draft of this report and to Mr. Babu Ram Pant for his valuable contribution in data analysis.

On behalf of AYON, we would like to express deepest gratitude to the following individuals and organizations for their generous help during the fieldwork : Bajhang: UMN, Binod Singh, Purusottam Avasti, Tej Bahadur Singh; Rolpa: DECOS, Radio Rolpa, CWIN, Bimala Pun, Bhagwati Budhamagar, Jhakku Prasad Acharya, Sapana Pokhrel, Dharendra Dangi, Yem Bahadur Basnet, Ghanashyam Acharya; Siraha: Ratnes Sashi, Gyaneshor Yadav, Yuva Dalan. Kathmandu: Oasis Girls Hostel, Tilottam Paudyal, Joyti Sharma. Tribhuvan University Club, Mr. Bimal Parajuli, Lalitpur: Bibhushan K.C., Ujyalo 90 Network, Brabim Kumar K.C. and Krishna Guragain. Finally, AYON would like to thank all the respondents who provided us valuable information.

We are grateful to Shazia Khawar in British Council Pakistan for her early advice and recommendations provided for the preparation of this report. We would also like to extend sincere thanks to all the young men and women who participated in this survey, gave us their time and answered our questions. We would like to thank Adele Chadwick for her support in proof reading the contents.

This project is implemented in British Council Nepal by Ms. Smreety Dewan, Ms. Bhawana Syangden with ongoing support and advice from Ms Paula Middleton and Dr. Robert Monro and Mr. Martin Dowle. This research is produced in partnership with Association of Youth Organisations in Nepal (AYON)

Preface

This report presents findings and recommendations from the research projects 'Youth Survey in Nepal'. To fulfill the information gap on status of youth in Nepal, this study has been produced as a collaborative effort for the use of government agencies, policy makers, development agencies, I/NGOs and youth organizations interested in developing and implementing programs and policies for youth. Furthermore it can also assist as a resource for students and scholars willing to further investigate the status of youth in Nepal.

The study was carried out in two phases. The first phase of the study was carried out in 2010 by Save the Children and was large scale in terms of geographical coverage, budget and time span.

The second phase of the study, carried out in 2011 by British Council Nepal, is smaller in scale compared to the first phase. This phase of research presents specific information on role of young people in peace-building and livelihood opportunities in Nepal.

More than 250 youth aged between 15-29 years from 5 districts responded to set questionnaires. Three geographical regions were covered keeping a balance between the development regions and east west regions.

Executive Summary

In recent times, youth's involvement in conflicts, violence and social unrest is garnering a lot of attention. Although extensively documented, pundits remain divided as to the true nature and the role youths play in these social uprisings and violence. The 'youth bulge' theory propagates a correlation between a burgeoning youth population in a society with increasing number of social unrest and violence. A lot of social scientists including economists have supported this notion, added their inputs, or criticized the theory for being too simplistic. A common notion amongst the skeptics is that a large male youth population alone does not spark violence and unrest. Instead, such social upheavals are result of many complex factors such as poverty, unemployment, corruption, and political aspects. Although widely debated, this proposition has again gathered steam in the wake of numerous 'Democratic Movements' sweeping across the North Africa and the Middle East. This research endeavors to tackle the 'youth bulge' theory, i.e., youth's role in conflict, employment opportunities, and peace building in a post conflict scenario. The study also reveals the current trend in the three topics mentioned above and suggests a set of recommendations straight from the subjects of the research- the Nepalese youth between the ages of 15 to 29.

There has been very little research on the status of Nepalese youth. Therefore, this report is an attempt to bridge the information gap on the status of youth in Nepal. It can also aid as a resource for different Ministries working in the youth sector, policy makers, Development Partners, Civil Societies, students and scholars willing to further investigate the status of youth in Nepal.

The research was conducted from December 2010 to January 2011. It was carried out in four districts- Siraha, Kathmandu, Rolpa, and Bajhang. The sample areas were selected on geographic basis and on the severity of the conflict. The research has limited the use of conflict into the confines of the 10 year Maoist insurgency, 19 days 'Jana-Andolan' of April 2006, 'Madhes Andolan' of 2007, and any violence based on political and ethnical lines. Siraha lies in the Terai region of Nepal and was severely affected by the 'Madhes Andolan' conflict. Kathmandu, the capital city is a hilly region and was moderately affected by the conflict. Rolpa is a remote hilly region with many parts still only accessible by foot trails. The district witnessed the Maoist rebellion right from its onset. Bajhang, which too is severely conflict affected, nestles in the mountainous region with its northern part bordering Tibet.

The research employed an all inclusive method in its data collection. The field workers made sure that priority was given to females and youths from marginalized communities like 'Dalits', 'Madhesis', and 'Janajatis'. Youths involved in conflict, especially Maoist Insurgency and 'Madhes Andolan,' were given preference over the others. The tools that were used in this study to gather qualitative information were Input Workshops (IW), Focus Group Discussions (FGDs), Key Informant Interviews

(KI) and Case Studies. There were 217 youths, who participated in these events. Quantitative information was collected through survey questionnaires and SMS and online polling. More than 250 respondents filled up the survey and participated in the polling.

Despite the best effort of the research team and supporting partners, the study had a few shortcomings. Because of limited resources and time, a wide range of sample could not be collected. The research was limited to four districts. Views of youth engaged in foreign migration could not be incorporated. Although given preference in the framework, the research team had access to few direct participants of the armed conflicts. As the research was designed for men and women in the age range of 15-29, views of those beyond the range could not be incorporated.

The key findings of the study paint an overall bleak situation on employment and self employment opportunities for youth. The development field or I/NGOs are giving employment to more than half of the employed youths. The teenagers within the youth age definition are the ones without job. This is because most of them are students and have not formally entered the labor market. The measurable data shows a direct relation between the pay and level of education; higher the education, better the pay rate. Although most of the survey respondents desired to start their own enterprise, they were hampered by lack of skill and capital among other constrains. The qualitative data suggests a strong inverse relation between employment and conflict.

It was widely accepted that skill acquired through vocational training or formal education are essential in a youth's ability to penetrate the job market. Marred by nepotism and unfair practices, majority of the youth are devoid of vocational training opportunities. The participants also confirmed that many training programs are ineffective because most of the workshops are based on pre-planned notion without adequate homework. Most of the trainings are given for a short time and are rarely tied up with job guarantees.

Majority of youth were involved in Nepal's past conflicts, including the Maoist insurgency, Madhes Andolan, and Jana Andolan. Poverty, peer pressure, and unemployment were seen as major causes for the youths in joining the struggle. Most participants from the FGDs claimed that environment dictates whether a young engages in violence or acts as a torch bearer of peace. They also thought that youths are victims of manipulation. Nonetheless, most conceded that they associated youth, especially males, with violence, not peace. Past violence has been identified as the reason for the dismal state of local economy. This was confirmed by the FGD participants from Siraha and Bajhang.

Regarding the post conflict scenario and reconciliation scenario, most youths are playing a passive role in peace building. They

are engaging in peace building simply by choosing not to raise arm or turn violent. One of the most positive indicators to come of the report is that they prefer peace over violence. Most of the youths have attributed lack of opportunities as the reason for not being involved in structured peace building process such as infrastructure development, public hearings, and reconciliatory dialogues.

Despite the challenge presented by 'youth bulge' in Nepal, it can also be seen as an opportunity to move ahead in future. Youth make largest educated cohorts amongst all the demography present in Nepal. However, this large relatively educated group is facing an uphill task in securing long term jobs. Six areas for improvement have been identified to boost up peace building initiative, reduce conflict, and churn up employment. They are: Constitution, laws, policies and structural support; formal education; vocational trainings; Capital, market and labor; counseling services; and peace education. It is a common opinion amongst youth that political stability and peaceful environment are minimum essentials for the unemployment number to go down resulting in reduction of conflict prone scenarios and increase in peace building initiatives.

Table of Contents:

Acknowledgement	1
Preface	2
Executive Summary	3
ACRONYMS	6
1. INTRODUCTION	7
1.1 Background	7
1.2 Statement of the problem	7
1.3 Rationale of the study	7
1.4 Objectives of the study	7
1.5 Research Questions	8
2. LITERATURE REVIEW	9
2.1 Defining youth employment and livelihood opportunities	9
2.1.1 Youth and Employment	9
2.2 National and International initiatives	9
2.3 Policy frameworks	10
2.3.1 Peace, Conflict and Youth	10
2.3.2 Youth's Role in Peace-building	11
3. RESEARCH METHODOLOGY	12
3.1 Site selection and description	12
3.2 Data Collection Techniques	12
3.3 Study Sample Characteristics	12
3.4 Data analysis	13
3.5 Limitations of the study	13
4. FINDINGS AND DISCUSSION	14
4.1 Livelihood opportunities for youth	14
4.1.1 Youth employment scenario	14
4.1.2 Youth employability	17
4.1.3 Youth and self-employment	17
4.2 Youth engagement in conflict and peace-building	18
4.2.1 Youth involvement in conflict	18
4.2.2 Youth involvement in peace building	19
4.3 Youth, livelihood opportunities and their engagement in conflict and peace-building	23
5. RECOMMENDATIONS	25
5.1 Constitution-making, rule of law, pro-youth policies and structural support	25
5.2 Formal Education	25
5.3 Vocational Trainings	26
5.4 Capital, Market and Labour	26
5.5 Counseling Services	27
5.6 Peace Education	27
REFERENCES	28
ANNEXES	
Annex1: Survey Forms	
Annex2: Bajhang FGD, IW, KII, and Case Study Details	
Annex3: Kathmandu FGD, IW, KII, and Case Study Details	
Annex4: Rolpa FGD, IW, KII, and Case Study Details	
Annex5: Siraha FGD, IW, KII, and Case Study Details	
Annex6: Reasons for Unemployment	
Annex7: Barriers to Vocational Training	

ACRONYMS

AYON	Association of Youth Organization Nepal
BC	British Council
DDC	District Development Committee
FAO	Food and Agriculture Organization
FGD	Focused Group Discussion
GTZ	German Development Cooperation (GIZ)
IW	Input Workshop
KII	Key Informant Interview
ILO	International Labor Organization
INGO	International Non-Government Organization
MDG	Millennium Development Goals
MOYS	Ministry of Youth and Sports
NGO	Non-Government Organization
NYP	National Youth Policy
SLC	School Leaving Certificate
UMN	United Mission to Nepal
UN	United Nations
UNDP	United Nations Development Program
VDC	Village Development Committee
YES	Youth Employment Summit

1. INTRODUCTION

1.1 Background

As Nepal emerges from complex political upheavals marked by three important landmarks, namely, a ten year long civil war, the people's revolution of 2006 and the Terai-Madhes revolution, the future of Nepali youth, the driving force behind these momentous uprisings remains uncertain and the impact of these multiple levels of conflicts on Nepali youth largely unexplored. Youth involvement in Nepal's political transition aimed at revising key issues of inequity in opportunities and access, fight centralization of power and resources, and overcome social discrimination, inequality, poverty and widespread unemployment.¹ Most young people desired good governance, peace, equality, economic prosperity and opportunities for personal growth as primary outcomes of their engagement with the recent political transition. The question which remains is how far have these goals been realized? Has a restructuring of the Nepali state and polity incorporated the needs and demands of youth? We explore these important themes in this report and recommend future pathways for development of youth friendly infrastructures.

1.2 Statement of the problem

In the midst of its political transition, Nepal faces important economic recovery, governance and peace-building challenges, which are compounded by high rates of unemployment, an uneven state presence, and low levels of educational attainment amidst crippled and damaged infrastructure. As a result it is a significant challenge for a weak state which is still in the process of invoking a new constitutional compact to engage positively with a critical portion of its populace namely youth in the sectors of education and employment. At the same time war affectedness is wide-spread and hence there is widespread dependence on violence as a mode of legitimate survival and political negotiation pervades youth behaviour in Nepal. Against this backdrop there may be a strong likelihood of conflict relapse and youth re-engagement in it.

1.3 Rationale of the study

In Nepal today, nongovernmental agents are actively seeking youth engagement in peace-building through the design and introduction of useful livelihood and skills based programming/interventions. This endeavour, however, faces important challenges in light of a nascent Ministry of Youth and Sports which lacks effective local structures and field presence for implementation, execution and impact assessment of such programmes. Through this youth status assessment, we hope to provide critical inputs to the Ministry of Youth and Sports by offering comprehensive insights into youth concerns in the key areas of employment, peace-building and conflict. This study is also expected to provide an overarching framework for the community, state and international level actors including governmental, non-governmental and private agencies by providing the latest information and guidelines that can orient their focus towards youth and mainstream youth concerns in their activities and programme designs.

1.4 Objectives of the study

This study presents an updated assessment of the status and situation of youth in Nepal. We, for the purpose of the research, have defined youth as individuals between the ages 16 to 29, which closely resembles the definition used by the Commonwealth that includes people between 15 and 29 year old. Our definition covers people, who are at a social transition in their lives as they are ready to make their own decisions, have a career and start families.

¹ The Nepal Labour Force Survey (NLFS)-2008 has estimated a total of 252.8 thousand persons aged 15 years and above to be currently unemployed in Nepal, an increase of 42 percent over the last decade.

The definition and nuances of the term 'youth' often vary between institutions and countries, depending on the specific socio-cultural, political and economic factors. For instance, the Nepalese Government defines youth as people between the ages 16 to 40 (National Youth Policy, 2010, p. 1) and the United Nation's definition of youth is people from 15 to 24 years old.

Following are the objectives of the research:

- The study will explore livelihood opportunities available for youth in terms of their employment and employability.
- It will investigate the level of youth involvement in social and political conflicts.
- It will seek to understand the degree of youth engagement in positive peace-building.
- It will explore the relationship between livelihood opportunities available for youth and their engagement in conflict and peace-building in Nepal.

1.5 Research Questions

The main research questions which this study will seek to answer include:

1. In what ways and forms have youth in Nepal participated in the reshaping the political system of their country?
2. Why have youth chosen violence to secure their goals?
3. Have Nepali youth played a positive role in Nepal's peace-building?
4. What skills and capacities, if any, have Nepali youth gained through their participation in the political transition?
5. How far has unemployment and the lack of livelihood opportunities influenced youth's political activism in Nepal?

¹ Oxford Dictionary of English, 2010

² GTZ, Youth and Violence, 2008

³ ILO, Youth Employment Trend, 2006

⁴ FES Nepal, Social Transformation in Nepal, 2010

⁵ ILO, High-level policy dialogue on youth employment at the 5th Global Youth Employment Summit (YES): Rework the World 2010.

⁶ Rework the world, <http://www.reworktheworld.org/About/tabid/589/Default.aspx>

2. LITERATURE REVIEW

2.1 Defining youth employment and livelihood opportunities

A simple definition of livelihood can be "means of securing the necessities of life."¹ It comprises the capabilities, assets (including both material and social resources) and activities required for a means of living. A livelihood is sustainable when it can cope with and recover from stresses and shocks, maintain and enhance its capabilities or assets while not undermining the natural resource base. (FAO for UNDP, 2006, p.1) For our research, we will be using livelihood in terms of employment, self employment and employability.

Unemployment rate is considered to one of the most trusted indicators of economic and human development. Framing the right policies to induce economic growth and employment opportunities could be critical for governments to be called 'successful.' The answers governments find to prevent youth violence are an indicator for good governance and future social, political and economic development.²

Being either unemployed or out of the workforce for a long time is considered a personal failure and increases the likelihood of social exclusion. Moreover, youth unemployment also leads to serious economic and social costs for society as a whole. According to a report on Youth Employment by German Development Cooperation (GTZ, 2008, p. 3), the exclusion of young people may result in high crime rates, high levels of fear and violence, high costs of policing and justice and a lack of faith in government and public institutions in general.

2.1.1 Youth and Employment

Around 88.2 million young women and men are unemployed throughout the world, accounting for 47 percent of the 185.9 million unemployed persons globally (ILO 2006). In addition, an estimated 400 million youth worldwide – or about one third of all youth aged 15 to 24 years suffer from a deficit of decent work opportunities. If one were to include youth aged 15 to 30 years, one can only imagine the above number would balloon to an unflattering trajectory. Around 25 percent of the youth population works, but lives on less than the equivalent of US\$ 2 per day. (UNDP-Spain MDGF, 2007)

Recent news reports from various sources confirm that youth unemployment is increasing world over. Policy analysts and development practitioners in the field of employment unanimously agree that the world is facing a youth employment crisis.³

The government of Nepal defines youth as people between the ages of 15 to 40 years. According to the Ministry of Youth, about 38 percent of the youth population is currently unemployed and 400,000 young people enter the labor market every year.⁴

2.2 National and International initiatives

There have been many initiatives on national and international level to bring the youth employment issue to the forefront. Grass root actors, civil society, private sector, entrepreneurs, educational institutions, governments, and donors have been involved in organizing workshops, rural and urban programs, and conventions for the betterment of youth employment. Rework the World is one of such global initiatives that bring together the best local initiatives from around the world through Global Youth Employment Summit (YES). Their focus is to create new employment opportunities and speed up the change towards a sustainable society.⁵ The overarching aim of the initiative was to identify and involve best young entrepreneurial efforts, to connect the entrepreneurs and decision makers, and to inspire large scale change a new direction.⁶

Aid agencies and implementing partners have been investing in education and vocational

training to improve employability. Secondary, tertiary and skills-based education is central to the realization of young women's and men's rights and to employment and growth. Education - for all ages - is also one of the most cost-effective development strategies.⁷

In most developing regions, the female youth unemployment rate considerably exceeds the male rate and young women are heavily underrepresented in the workforce.⁸ A new target for Millennium Development Goals MDG 1 to "achieve full and productive employment and decent work for all, including women and young people" was created in 2007.⁹ The lack of decent employment opportunities is particularly severe for young girls; policy implementation is a key factor in this regard.

2.3 Policy frameworks

*"At the World Summit for Sustainable Development in Johannesburg, the Youth Caucus called on us to 'see young people as a resource, not a problem'. How right they were. Young people are the most precious resource our planet possesses ... Providing for youth is not just a moral obligation; it is a compelling economic necessity. Study after study has shown the benefits to the young and to their communities of investing in education, reproductive health, job skills and employment opportunities for young people."*¹⁰ - Kofi Annan, Former UN Secretary

The rights of youth to vocational training, employment and social security are highlighted in Ibero-American Convention on Youth Rights. The parties to the Convention commit themselves to promoting youth participation in policy formulation and legislation. The state has to provide technical and financial resources for youth promotion program in both urban and rural areas. The youth must participate in the drafting of national youth policies and action plans (GTZ, 2008, p9).

Adopted by 171 countries, the *Habitat Agenda* is one of the many livelihood frameworks. It recommends a participatory approach to promote employment, training, and crime prevention. It also stresses the role of young people in the alleviation of poverty and inequality (UN Habitat, 1996, p16).

With more than a quarter of the Nepalese population categorized as youth and about half of them unemployed and many under-employed, it is essential that right policies be framed for youth, especially in the areas of livelihood and employment. Where there is competition for livelihoods, youth are more likely to be unemployed or under-employed.¹¹ The National Youth Policy from the Ministry of Youth and Sports is a step in the right direction. The National Youth Policy of Nepal mentions creating an action plan on employment for the promotion of youth employment. It focuses on providing entrepreneurship and vocational training. For self starters, entrepreneurs, and youth engaged in the agricultural sector, the policy envisions seed money and loans. Skilled youth will be attracted towards creating jobs in Nepal rather than seeking foreign employment (NYP, 2010, p6).

2.3.1 Peace, Conflict and Youth

Young people as a group are strongly affected by violence and crime – both as victims and as perpetrators (GTZ, 2008)

Young men are often fascinated by violence and some use it as a method to deal with conflicts. The exercise of violence gives them a feeling of power. These young men want to be respected in their environment and violence seems to them the only instrument to gain this respect.

In most countries of the developing world, the 'youth bulge' (Urdal, 2005) is either being felt now or is imminent. Young women, young men, girls and boys represent the greatest opportunity for the realization of the MDGs. Whether as workers, students, entrepreneurs or activists and often as parents themselves, youth are poised both to take the necessary

action and to inform today's decision-makers about how to achieve development. (DIFD, 2007)

The prevalence of violence correlates with periods of political and social imbalance; it occurs wherever there are structural factors related to unequal power relationships such as injustice, unequal distribution of wealth and the exclusion of large groups. (GTZ, 2008)

In Nepal, this situation is compounded by an overall lack of economic opportunities. A recent DFID report published on youth exclusion, violence, conflict, and fragile states refers to econometric analysis which shows a relationship between low education levels and risk of conflict. The report also mentions studies that suggest youth unemployment and under-employment can cause conflict or lead to youth involvement in criminal activities (Asia Foundation, 2010).

Youth have been at the center of Nepal's conflict since the war began in 1996. Political parties, armed forces, and armed groups all compete for the loyalty of young people so that they participate in rallies, strikes, and violence. Many young people have been victimized, suffered direct violence, lost their educational and vocational opportunities, and been displaced. Many other young people, including children, have been compelled to fight in the conflict as soldiers and young people within the transition continue to be manipulated into violence by political elites (Search for Common Ground, 2008).

The protection, socioeconomic integration and participation of young people are therefore highly significant for international development cooperation. In many partner countries young people make up for more than half the population, and constitute a substantial proportion of those living below the poverty line. Moreover there is ample evidence that the low participation of the poor and vulnerable is one of the main factors hampering the sustainability of international development endeavors. The promotion and protection of young people is crucial for poverty reduction, for attaining the MDGs and for sustainable development cooperation as a whole. (GTZ, 2008, p10)

To date, reference to youth on violent conflict in numerous studies has been almost exclusively in terms of youth as a problem or a threat to security. There is an opportunity, however, for researchers to make their work on violent conflict more explicitly youth-focused and, in turn, to ensure that this addresses youth as peace-builders, rather than only as spoilers (DIFD, 2007) However, often violent youth have experienced violence themselves and do not know other methods of dealing with conflicts. So they need assistance to guide into peace-building and to renounce violence.

2.3.2 Youth's Role in Peace-building

The peace-building effort in South Africa deployed young people as volunteering community peace workers (CPW) whose work has decreased the crime rate. They were asked to work in their communities, to step in and arbitrate in conflicts. In return, they were offered a one-year bridging course, which

would make it easier for them to find a job. The fact that about 80 percent of the young people who took part in the program have since found a job can be regarded as one of the project's achievements. (GTZ, 2008)

In Rwanda and Sierra Leone young men who were associated with the armed conflict in some way have organized themselves to run motorcycle taxi services, demonstrating their commitment to serving their communities and refusing to be politically manipulated while maintaining their peer group network. (DIFD, 2007, p19)

The example of Nepali Youth's involvement in peace-building through meetings and debates is one of the few success stories since ceasefire of the 10 year old conflict. They discussed some of the most contentious issues proposed in the drafts prepared by different committees in the CA and that are still being debated by different political parties. These include forms of governance, federal restructuring, the judicial system, and citizenship issues. (Source: The Asia Foundation 2010)

The National Youth Policy, Nepal 2010, p10, has some guidelines regarding youth's role in the country's peace process.

- (a) Meaningful participation of youth in the peace building, truth and reconciliation processes shall be ensured.
- (b) Youth organizations and institutions shall be involved in peace building and conflict resolution.
- (c) Such programs as to train and mobilize youth with a view to mitigating divisions appearing on grounds of class, ethnicity, language, region and sex shall be encouraged. The youth shall be encouraged to maintain national unity while respecting diversity.

Youth can be leaders and positive agents for change. For instance, in terms of preventing armed conflict, reducing its impact on development and contributing to peace-building and conflict transformation; young women and men can help to build bridges across political, ethnic, ideological or other divides. Across these divides young people tend to share the same concerns and to have the same aspirations and vision for their futures, however they may be manifested. They all want peace, security, economic well-being and to be healthy (DFID, 2007, p19)

⁷ DIFD, Youth Mapping Study 2007

⁸ GTZ, Youth Employment, 2008

⁹ DIFD, Youth Mapping Study, 2007

¹⁰ Foreword in Woolcombe, D./ Schumacher (2007) 'Youth Led Development – harnessing the energy of youth to make poverty history'

¹¹ DIFD, Youth Mapping Study, 2007

3. RESEARCH METHODOLOGY

3.1 Site selection and description

Nepal is divided into 14 administrative zones, sub-divided into 75 administrative districts. This study selected four districts - Bajhang, Kathmandu, Rolpa and Siraha to represent diverse geographic regions of Terai, Hill, Mountains, Urban and Rural spatial zones. This intended to ensure geographic representativeness, between the eastern, western and central regions of Nepal. Another consideration was the variable of conflict affectedness, Kathmandu is least affected by conflict, Bajhang moderately affected, while Rolpa and Siraha most affected by conflict. This smaller sample was also intended to ensure rich, in-depth, data collection and to eliminate data replication.

3.2 Data Collection Techniques

The research design was a mixed methods approach, incorporating quantitative and qualitative tools to collect data. Qualitative information was collected through participatory exercises, using a combination of select case studies, input workshops (IW), focus group discussions (FGDs), key informant interviews (KIIs). Quantitative information has been collected through a survey questionnaire instrument (See Appendix 1). The Table 3.1 below lists the data distribution.

Table 3.1 Data Distribution

	Name of District						Total
	Siraha	Rolpa	Bajhang	Kathmandu	Lalitpur	Bhaktapur	
Source of Data With number of participants							
Input Workshops(IW)	27	24	32	23	6	1	113
Focused Group Discussions(FGD)	21	18	18	14	10	0	81
District Surveys	37	50	39	36	0	2	164
Online Survey	0	0	0	27	11	7	45
Total	85	92	89	100	27	10	403

3.3 Study Sample Characteristics

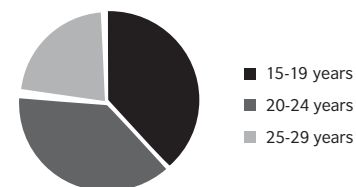
As shown in the Table 3.2 gender disaggregation in the sample, presents a balance between male and female respondents. Of the total 403 respondents 65.8 percent were male and 34.2 percent were female.

Table 3.4 Gender Distribution in the Respondent Sample

	Frequency	Percent
Male	265	65.8
Female	138	34.2
Total	403	100.0

Three primary age segments were covered and were represented in the respondent sample, namely 15-19, 20-24 and 25-29 years.

Chart 3.4 Age group of the Respondents



In order to balance youth from different sectors and walks of life an input workshop was organized in each sample district. Please refer to the Annex 2, 3 and 4 for details on the FGDs, case studies and input workshops for districts covered. The tool tried to balance participants from diverse backgrounds including: gender, ethnicity, economic status, geographic, political participation, education, rural/urban location, employed/unemployed, con and other factors that conflict that were relevant to the study.

3.4 Data analysis

The qualitative information was transcribed and used as part of the analysis. The quantitative information coded through the survey questionnaire was processed and analyzed on the SPSS software package. These findings from this data collection exercise will be discussed in the next section.

3.5 Limitations of the study

Despite efforts at triangulation, through the use of a mixed methods approach, the findings of this study and its research design has several limitations.

- The limited number of districts covered did not allow for a wider sampling.
- The research did not incorporate the views of youth above 29 years of age.
- The geographic and time limitations resulted in a smaller number of respondents.
- The research did not reach those youths who have migrated for foreign employment
- Youth who were presently involved in armed conflict were not reached

4. FINDINGS AND DISCUSSION

4.1 Livelihood opportunities for youth

4.1.1 Youth employment scenario

One of Nepal's greatest post-conflict challenges is how to provide for and engage with its young labor force where 46 percent of young people aged 20-24 years are 'highly underutilized' and remain outside the formal labour force (Nepal Labor Force Survey, 2008). Out of 24.8 million population of Nepal about 7.0 million were in 15-29 age groups. Total labour force (Age ranges above 15 years) in 2004 was estimated at about 12.7 million and was growing at about 2.3 percent (NLSS, 2003-2004). This implies that every year about 300,000 young people enter the job market in Nepal; the question remains how best to utilize this human resource and to estimate the available skill set versus skills demand in the economy. In this research data suggests that a large percentage of youth are involved in the social development field in local and international NGOs. However there is a low presence of youth in science and technology sectors in the areas surveyed.

Table 4.1 Youth Involvement in Different Economic Sectors

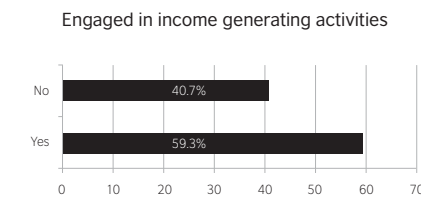
	If you are engaged in any income-generating activity, which sector are you involved in?									
	Agriculture	Labor	Government Job	Non-government Job	Business	Foreign Employment	Don't Know	Others	Not Applicable	Total
How much do you earn per month?										
Less than 2000	6	1	3	3	7	1	0	2	1	24
2000 to 4000	2	3	3	10	7	0	0	1	0	26
4000 to 8000	5	1	4	19	6	0	0	3	0	38
8000 to 15000	2	0	1	15	4	0	1	0	0	23
More than 15000	0	0	0	5	2	2	0	0	0	9
No Response	1	1	0	4	2	0	0	0	1	9
Not Applicable	3	0	0	0	0	0	0	0	77	80
Total	19	6	11	56	28	3	1	6	79	209

Participants in the focus group discussion¹ during the field surveys reported urban-centric investment especially around the district headquarters, political instability, lack of economic resources and nepotism as major barriers to securing employment. It was reported in Siraha, a district bordering India, that lack of employment related counselling opportunities has led to youth involvement in deviant social activities especially armed violence. Access to information about employment opportunity is another challenge faced by young people in remote areas.² Political connection was thought by the participants to be of prime importance in order to find a job.

¹ FGD was held in Lele, Lalitpur on January 06 2011.

² Data was collected from the respondents from FGD comprising of only female participants held in Chainpur VDC, Bajhang on January 13, 2011.

Figure 4.1



As shown in the figure 4.1, 40.7 percent of youth were not involved in any income generating activity. Engagement in employment generating opportunities increased with age, young people aged 15-19 years were least involved in income generating activities. Among the age range 15-19 years, 57.1 percent were unemployed; among 20-24 aged youth 36.4 percent were not employed and among 25-29, 27.4 were not involved in income generating.

Among those not involved in income generating activities, 23.4 percent who comprised this group cited lacked opportunity as main reason for unemployment, 12 percent due to lack of skill/training, 11.5 percent because of economic conditions, while 1.0 percent accounted it to lack of information. Respondent's age was considered a barrier to involvement in income-generating activity for 2.9 percent of the youth while gender presented a determining variable for 2.4 percent of the youth, 5.7 percent of the youth reported that they lacked time to be involved and 1.9 percent were either not interested or had a different priority, for 0.5 percent their political affiliation was a barrier for engagement in income generating activity. For further details, please refer to the Annex 6.

These findings suggest that income generating opportunities drastically varied with age difference - 5.3 percent of the respondent between 15-19 years considered their age to be a barrier to engaging in employment generating opportunity, this decreased as age increased 4.3 percent for 20-24 years and 1.4 percent for youth between 25-29 years respectively. Also, of those aged between 25-29, most of them considered lack of skill training (6.7 percent) and lack of opportunity (5.7 percent) as a reason for not being involved in any income generating activity. For youth aged 20-24 years lack of opportunity accounted for 9.1 percent while lack of skill accounted for only 1.9 percent for not being involved in income generating activity.

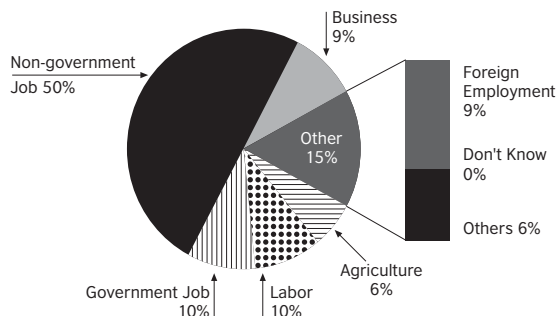
Among the 209 respondents, 29.7 percent of the respondent were satisfied with the work they were involved with, while 21.5 percent felt their work to be 'good' and 9.6 percent felt it was 'very good', 2.4 percent felt they job to be bad; while a majority of 34.9 percent of the respondent didn't want to respond to the question.

Young people's earnings was seen to be diverse - 11.5 percent earned less than 2000 Nepali Rupee (NR) per month, 12.4 percent earned between 2000 and 4000 NR, 18.2 percent of the respondent earned between 4000 to 8000 NR per month; 11 percent earned between 8000 and 15000 NR but only 4.3 percent earned more than 15000 NR. The figures also reflected that educational qualification had an influence on the level of earnings (refer to Table 4.1.1 below) - 5.7 percent of the total 11.5 percent of the respondents who earned less than 2000 NR were educated up to the secondary level, none of the 18 percent of total respondents who earned between 8000 and 15000 NR were illiterate, 1 percent had achieved secondary education, 1.4 percent had undergone higher secondary education, while 6.2 percent had completed higher secondary education. Also, 2.9 percent of total 4.3 percent of the respondents who had a Master's degree earned more than 15000 NR, which demonstrates a direct correlation between income and level of education.

Table 4.1.1 Education and Pay

		Educational qualification of the respondents								Total
		Literate	Primary Level (5 and Below)	Lower Secondary (6-8)	Secondary(9-10)	Intermediate (Higher- Secondary)	Bachelors	Masters	No Response	
How much do you earn per month?	Less than 2000	0	0	0	12	6	5	1	0	24
	2000 to 4000	0	1	1	6	10	6	2	0	26
	4000 to 8000	0	2	2	4	10	18	2	0	38
	8000 to 15000	0	0	0	2	3	13	5	0	23
	More than 15000	0	0	0	1	0	2	6	0	9
	No Response	1	1	2	2	0	3	0	0	9
	Not Applicable	0	0	5	31	24	14	5	1	80
	Total	1	4	10	58	53	61	21	1	209

Figure 4.2



It was also evident that the nature of employment has also been shifting among youth in Nepal. Though this research does not convey the views of overseas Nepali workers, within the country NGOs are becoming a major source of employment for young people. Among 59.3 percent of the total respondents who were involved in some kind of income generation activity; 26.8 percent were employed with NGOs, 13.4 percent in business and 9.1 percent in agriculture. 10.5 percent worked as volunteers, 27.3 percent as general employee, 5.7 percent as laborer while 9.6 percent were mid-level manager and a mere 3.3 percent were engaged at top level executive positions. Figure 4.2 reveals that percentage of females engaged in NGOs is also relatively high i.e., 50 percent, while the rest were engaged in business, government jobs, agriculture and other sectors.

4.1.2 Youth employability

Employability centers on preparing youth to enter into the job market. The necessary precondition for a youth to find a job is largely determined by the skill he/she has acquired either through vocational training or formal education. This research found that only 46.4 percent of the youth had received some form of vocational training while 52.6 percent have not received any significant vocational training.

Of those who had received vocational training, computer literacy was the highest with 60.9 percent having completed a certificate in computer application and programming, 13.6 percent had trained to be chefs, 10 percent were trained as tailors and 4.5 percent were trained electricians. The quality of training they received was considered to be good by 14.4 percent, 26.8 percent said it was satisfactory and 4.8 percent referred it as bad. Of those who received vocational training, 11 percent were either supported or sponsored by a NGO. Only 16.7 percent of the total respondents among those who had received some kind of vocational training were employed in the same sector. Interestingly, the percentage of unmarried youth acquiring some kind of vocational training was higher than married youth i.e., 37.8 percent and 8.6 percent respectively.

Among those who had never received any vocational training 20.1 percent accounted this to a lack of opportunity, 12 percent because of lack of economic opportunities, 8.6 percent due lack of information, 1.4 percent said they were not interested, 7.2 percent said training of their choice was not available, 6.7 percent lacked time, 5.3 percent said it was because they lacked relevant contacts, 2.9 percent each accounted geographic barrier and age for not being able to receive any kind of vocational training. Among youth; the segment aged 25 to 29 years had least access to vocational training. While for those aged 15-19 years, 34 percent had received vocational training; and among the 20-24 years age group, 38 percent had received vocational training, but for the age segment 25-29 years, only 23 percent had received vocational training. Vocational trainings were largely conducted in district headquarters making it inaccessible for youth from villages and remote rural areas. Details on the barriers can also be read from the table drawn in Annex 7.

An important issue of social perception relates to dignity of labour, and nature of employment, with jobs being branded on a decency and social respectability scale. Certain jobs were perceived as lowly compelling youth to pursue socially coveted higher education, which delayed their entry into the job market. Nepotism is also preventing youth from joining the training programs; nepotism was thought to be equally prevalent in NGOs. Female youth were not often allowed out of the home for training, when allowed they have to fulfill a double role, creating additional pressures on their efficiency. Lack of career counselling opportunities was another barrier to employability for youth, especially for those who had completed eighth standard and tenth standard and wanted to drop out of formal education.

On the issue of education, it is considered as being pivotal for

skills acquisition, but education by itself was considered ineffective in providing young people with the skills required for employment. Also, it was found that there happened to be a huge difference between the private and public schools in providing quality education, with public schools considered to be inferior to private ones. Besides, indigenous knowledge was not included in the curriculum, hence highly-skilled youth like goldsmiths and craftspeople had to migrate overseas. Our findings suggest that the present system of education and socio-cultural perceptions are generating pressures on youth to search for overseas employment and migration.

4.1.3 Youth and self-employment

As evident in figure 3.5, 16.7 percent of the total respondents owned a business while 83.3 percent did not own any kind of business. Among the youth who owned their own business 7.2 percent of the business had closed.

Business Ownership

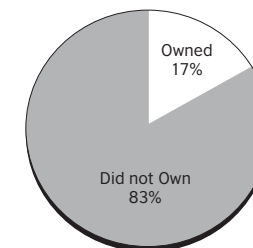


Figure 3.5

The percentage of young people wanting to start a business was also significantly high i.e., 85.6 percent. But they had not started a business due to the following reasons: 41.1 percent cited lack of capital, 15.8 percent because of lack of skill, 6.7 percent due to age, 5.3 percent due to lack of market, 4.8 percent did not have the time, and 4.8 cited political instability while 2.9 percent said it was due geographic barriers.

During the FGDs we discussed how formal education in Nepal is orienting youth to become job seekers rather than job creators. The opening of foreign job market had also made foreign jobs more lucrative than starting a business locally. The present level of conflict and susceptibility of youth to be victims has further worsened self-employment scenario in Nepal. Besides capital, skills to launch and sustain a business were another obstacle to self employment. Elders were thought to be skeptic about the ability of the youth to run a business and the lack of supporting incubation facilities further worsens the situation.

Case Study 1, Age, Caste, Tailor, Liwang, Rolpa :

"If youth have skills and employment, they will not engage in conflict."

Bimala K.C. lives in Liwang, which is the headquarters of Rolpa district. She has a small tailoring shop. She is from very poor family from a remote village of Rolpa. She dropped out of school because her elder brothers had children and she had to take care of them during the school time.

One of her friends trained as a tailor and started a small business in Liwang, later she also joined the same training and started in partnership with friends. Her low education qualification (Grade 7) is helpful for her to draw figures. She learnt tailoring for seven months for this business. She had to pay for the training herself. She started her tailoring shop with 2000 NR that she borrowed from her friend. Now she earns 8000-9000 NR per months. She saves some of her earnings at a local cooperative.

She thinks if young people acquire skills and have the opportunity to work/ or be engaged in employment, they will not engage in conflict. She thinks youth are involved in conflict mainly due to poverty and lack of income creation opportunities.

She wants to live a simple, independent life. She also wants to return to school and appear for the school leaving certificate (SLC) which she plans to do next year when she saves enough money.

She thinks youth should be hard-working and shouldn't blindly follow political leaders or engage in violence. A government job is not everything, there are lots of sectors in the informal sector to be engaged in. The best empowerment strategy for youth is to create their own jobs.

From our research we also found that youth who had ancestral local and indigenous knowledge were facing difficulty mainly because of lack of their capacity to market their produce. Many indigenous products, which can have immense potential in the international market if effectively promoted, are fading away. Unlike in the past, agriculture and livestock as the major source of self employment is mired in problems. It is not as lucrative compared with other sectors especially foreign employment, as a result social perception of youth towards agriculture and livestock rearing has become less enthusiastic and negative.

4.2 Youth engagement in conflict and peace-building

4.2.1 Youth involvement in conflict

The involvement of youth in conflict is well documented in numerous reports. During the 10-year long Maoist conflict, the mobilization of youth as well as children for military purposes has not only been reported by human rights agencies but also by the informants in our survey. According to our survey questionnaire, 190 out of 209 respondents claim that youth played a role in Nepal's Maoist conflict, the Terai-Madhes Andolan, and the 19 day long People's Revolution. Of the three instances, where violence was used as a means, most survey respondents admitted being involved in the 19-day People's Revolt.

The survey also revealed poverty, unemployment, and peer pressure as some of the reasons for youth joining conflict. From the case studies an informant from Bajhang said that, although largely reluctant, the involvement of his wife and the persuasion of other Maoists made him join the fight against the then Royal Nepalese Army (RNA). Another informant from Rolpa, who is currently an undergraduate student, admitted that he initially joined the Maoist army for fun, but later got attracted by its pro-poor ideology. He also mentioned that during the war most rural youth had two choices, joining the Maoist army or going abroad for jobs and education.¹

Lack of employment opportunities was regarded by many FGD participants and experts as one of the primary reasons for the prevalence of violence amongst youth. When youth have nothing to do to enhance their capabilities or lack opportunities to utilize their skills,

¹ This information was given by a youth from Thawang VDC, Rolpa on January 13, 2011.

they are easy prey as pawns by local politicians, and get embroiled in politically instigated violence. The FGDs highlighted this malleable nature of youth, who vacillate between peace and violence, under the influence of peers and adults in their immediate social environment and hence lack independent decision making.

The majority of informants in FGDs as well as those who filled the survey forms, chose violence as their preferred response. The FGD sessions held in all the districts revealed that many young people continued to be lured by political parties to intimidate the latter's opponents. The formation, promotion, and use of youth wings of major political parties in our qualitative interviews corroborate these trends. The Young Communist League (YCL), affiliated to United Communist Party of Nepal (UCPN) - Maoist and Youth Force, affiliated to United Marxist Leninist (UML) have been involved in many violent clashes in recent years resulting in casualties from both sides.

Mr. Ganesh Man Pun, the head of YCL, in an interview with the Kathmandu Post, an English Language daily, confesses that political youth groups are involved in bloodshed. In the interview taken after the conclusion of the first Constituent Assembly in 2008, he also blames the other parties for inciting violence.

"I agree that at some places our friends might have beaten up cadres of other parties. But it is also equally true that at other places our cadres too have been beaten up. They show us data [about YCL atrocities], but we too have our own data about their activities. Our cadres have been killed, not beaten, by UML cadres in Arghakhanchi, Dang, Solu and other districts. I agree that a number of such criminal incidents have happened in the past." -Comrade Ganesh Man Pun, Head of YCL (The Kathmandu Post, 2008).

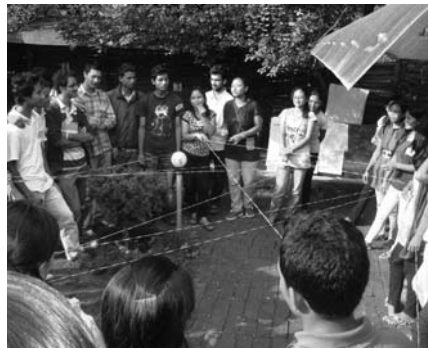
Besides the personal loss of lives of loved ones and friends, youth involvement in conflict also affects their educational outcomes. Testimonials from former cadres and experts reveal that many Maoist combatants are facing difficulties returning back to formal education. They also feel humiliated in classes with students who are many years younger than them. They fear that the delay in completing their degree may severely hamper their job opportunities in a highly competitive environment. Although a few NGOs and government initiatives have introduced rehabilitation programs to help the former combatants, few have actually benefitted from them.² The rehabilitation programs, according to the experts, are marred by nepotism and donor driven priorities that do not reflect the actual reality and needs of youth.

Although all the major warring parties have joined mainstream politics and have formally disarmed the violence has not ceased yet. This situation of pseudo peace can only be effectively dealt with once there is political stability. Many participants agreed that formulation of the already delayed constitution is going to be a key route to curbing politically motivated violence. The political parties should recognize the true potential of youth and should use them for resourceful purposes rather than as a tool of intimidation. The energy of young people should be channeled towards positive development rather than violence.

4.2.2 Youth involvement in peace building

While youth's involvement in conflict has been well documented, research on their involvement in peace-building has been sporadic at best. Transcending the pejorative notions of youth as security threats, this report reconceptualises the role of youth as referents of peace at local levels. In post conflict countries the world over, young people are taking the lead and creating hope for their communities, this reality offers fresh impetus for reflecting on the role of youth in peace-building and for redefining their participation trajectories as part of post conflict recovery efforts. In Nepal for peace-building to be effective, there is need to foster the crucial sense of multiple identities by expanding the dimensions of an individual's freedom. This is through a sustainable livelihood, change of mindset and more active participation of marginalized voices such as youth.

² Rehabilitation programs such as free adult education, vocational training, and seed money for initial investment are being provided by government at the local level, local and foreign NGOs, International AID/Donor Agencies, and some private partners.



By not engaging themselves with armed groups and/or in laying down their weapons, Nepali youth today are playing a passive role in building and strengthening peace. This is backed up by the response to the survey forms to a question asking the participants to state the capacity of their involvement in peace-building. "By not being involved in any conflict, war, or strike" option got the maximum nod between the choices. While this passive role does support peace, it does little to promote active peace-building. The encouraging fact from the survey results is the indication that most youth prefer peace over violence and again 190 out of 209 of the youth survey respondents provided affirmative involvement in peace-building. Among our informants more than 50 percent are also involved in the peace-building.

Perhaps a glaring fact to have emerged from the survey is the lack of opportunities for the youth in peace building. Out of the 102 respondents, who claimed not to have been involved in peace building activities the majority of them (over 50 percent), said lack of opportunity was the main reason for lack of active involvement in peace-building. The FGD responses also indicate a similar conclusion. Most of the FGD participants encountered said that they had limited access to peace-building programs. Lack of timely information about interventions on peace-building together with a growing tendency to exclude the majority of young people were seen as the primary reasons for their lack of involvement.

A number of participants in the survey were individuals who had been active participants in the Maoist revolution. Of the survey participants, 60 out of 209 respondents (28.71 percent) claimed direct involvement in armed conflicts but had renounced violence since November 21, 2006.³ They cited discrepancy between expectations and actual gains from the conflict as the main reason for leaving the violence. For example an informant from Bajhang who was in the Maoist army, noted that he was repulsed with the violent means to attain a goal when the Maoist did not support him when he suffered bullet injuries on his knees. Now, with the help of an INGO and through his perseverance against adversaries, he is successfully operating two shops that sell communication equipment like mobile phones and related accessories.

Those who did not play any role in Nepal's recent violent history attribute their lack of involvement to their peaceful ideology. However, those who do not hold such philosophies need to be guided into the peace-building arena. One way to do that is by creating a more positive environment. A few positive steps could have a snowball effect on young people's attitudes, which are mostly negative in the current situation. A reduction in corruption could be a positive step in the right direction. There could also be more organized mass rallies and awareness campaigns to promote peace and peaceful means. "Do no harm" (Anderson, 1999) is one of such initiatives taken by many NGOs to promote peace by encouraging humility and civility in daily life.

³ The Comprehensive Peace Agreement was signed by the Government of Nepal and the UCPN- Maoist putting the cease fire into immediate effect.

Case Study: Actively Working for Peace

Shiv Dayal Yadav 29 years old, a youth from Narahari Gol VDC, has lived in Kathmandu for 10 years where he completed his Masters education. He came across a vacancy announcement for Peace and Restoration Officer advertised in a newspaper, enthused by the opportunity, he applied for this post and was recruited. According to him, the Department of Peace and Restoration was established by the government to provide rehabilitation and support to the families whose members were killed during the 10 year long armed conflict. His job includes reviewing the requests for support and recommending the identified victims for support from to one of the other government agencies. During his service, among 186 victims of the war period 148 have got support. He recommended 23 requests for support. As a youth he feels proud of his work but at the same time frustrated that the job is not permanent. 'Anything can happen anytime,' he says implying that it is technically possible for him to lose his job anytime and relates that to his young age.

He thinks that as a positive outcome of the Madhesh Revolution more youth are aware about the political issues in the country. He guesses that about 50 percent of youth didn't know the purpose of the revolution to start with but the awareness increased as the revolution progressed. As another positive outcome, Madhesi youth are getting more opportunities from this quota and reservation system introduced specially for the Madhesis.

To increase youth participation in peace building and reduce their involvement in conflict, the youth want the state to address youth related issues like employment and physical security. Since employment was identified as one of the main reasons for youth involvement in violence, strong measures by government, private sector, and non-profit sector for employment generation were recommended. For example, the input workshop held in Kathmandu suggested proper utilization of resources to boost the tourism industry for job creation. Similarly, many informants and participants of the survey suggested adequate vocational training opportunities for youth. However, they also suggested for the training to be comprehensive enough to empower the youth with necessary skills as per demand of the job market.

4.3 Youth, livelihood opportunities and their engagement in conflict and peace-building

The findings from focus group discussion and key informant interviews revealed that the lack of employment and meaningful participation at the decision making level in society created a situation where youth were prone to being recruited into the conflict. The conflict also contributed to a collapse of the local economic and security resulting in higher migration. In Rolpa, during one FGD it was stated that during the conflict, youth had two choices for survival, either to migrate or join the armed revolution. Those young people who could not afford to leave villages to either join the work force in Nepal or migrate beyond had no other choice but to join the then People's War.¹

The study also found that the present post-conflict scenario poses various implications especially for youth involved in violent conflict in the past. In places like Siraha and Rolpa, conflict has resulted in an unfavorable environment for employment opportunities. The post-conflict scenario is worse in terms of security compared to the conflict and pre-conflict years. As Gyaneshwor Yadav of Siraha district puts it, 'Before the conflict too there were illegal activities like theft. But after the conflict the situation has worsened. You do the same illegal activities or even worse ones with more confidence. Earlier they used to do it behind the scene. Now they do it right in front of your eyes, right in your face.' Gyaneshwor Yadav also recalls the increasing number and types of economic activities in his hometown Lahan of Siraha before the conflict. 'With the conflict and after that, the growth just stopped and never caught back again. How do you then expect the number of jobs to increase for Siraha's youth?' In Bajhang too, the FGD and key informant interview revealed that being associated with any kind of political conflict lowered the chance to get into any jobs, thus the youth would have no other choice but be a victim of political conflict again. Providing second chances for these youth was rarely seen and they often had to disguise their previous involvement, many times through migration.

The Nepal Labor Force Survey (2008: p.) revealed that 46 percent of young people aged 20-24 years are 'highly underutilized'. In a population with a 70 percent literacy rate, youth claim to have the highest rate of literacy compared other population cohorts. But, their underutilization rate can be dangerous for the nation. In this regard with respect to Siraha, the participants stated that lack of employment opportunity was the key in pushing youth towards illegal activities including smuggling among male youth in particular. However, in Kathmandu, district participants in the workshop stated that if youth involvement in conflict was to be minimized education could play a central role.

The female participants in FGD in Kathmandu, Siraha and Rolpa stated that gender based discrimination between male and female both by the government and within families was a major cause for their involvement in the People's War.

¹ This information was given by a youth, who is a former Maoist combatant from Thawang VDC, Rolpa on Jan 13 2011.

Case Study: Dropping the Arms

Dipesh B.C. is an ex-Maoist combatant and currently a mobile repair and retail seller. He comes from Lek Gau of Bajhang from a Dalit family that was in a difficult financial situation ever since he was a child. His father and grandfather were seasonal migrants to India.

He joined the Maoist after his first wife joined the organization. This was 11 months after they were married. He was under a lot of mental stress after being tortured by the army on charges of spying and was also influenced by his friends to join the Maoists. There he went through a tough training which had the slogan "*Danavlaai manav banaune*" (Turning the demon to a human). He trained to fix watches and made good progress within their ranks.

Soon he became platoon commander. Then his first wife died. He too got injured in the knee in Darchula when the conflict was at full swing in 2002 A.D. He then went to India for treatment where he figured out that his fellow Maoists were not helping him. This gave him the reason to leave and never return.

After that, he went to Himachal Pradesh in India and worked in Titan Watch factory drawing on his experience. He came back to Bajhang and started a watch and radio repair shop. He managed to get into a training program by United Missions to Nepal (UMN) to repair electronic goods and mobile phones. The training was in Dhangadi and he worked very hard. Although the training was for 3 months, he stayed for a longer period and worked as an intern for free. He would hang out outside the training center, which was also a business, after the training and would do any work to develop business acumen. Impressed by his dedication, the training conductor/owner of the business offered him to teach everything about the trade.

Now, Dipesh has two shops. He opened the first shop with the help of UMN, his savings and close relatives. They open at 7 am and run until 9 pm. He has a daily turnover of 1000-7000 NR. From his income, he has been able to help his close family members: has bought mules and a hotel for two of his uncles; sent his elder brother to computer training and has opened shops for him.

He says, "Since I come from a Dalit family, I used to experience discrimination before the conflict. Since I was not exposed to the outer world I was an incomplete person. But the conflict installed discipline in me. Now I know the right way of dealing with people under various circumstances. After joining them, I learnt to work with watches, guns, hence I got interested in machines and mechanics.

Now I have renounced violence and I will not pick up a gun again. I lost my wife and some very close friends. I have never influenced (even when he was actively involved) people to join Maoists. One of my brothers wanted to join the YCL and I asked him to help me in my business instead. Even another employee, Sunil Chanara, was going to join the YCL, but I stopped him and gave him work.

Youth are symbol of peace. Sometimes youth are misguided into thinking that conflict will pave the way for peace. When there is no work, youth get involved in conflicts. As long as youth are not engaged in something and remain busy, conflicts are avoidable."

An individual needs to recognize her/himself from inside. Individual needs to be ready for work and needs to initiate his work. Then he can ask for other's help. But an individual needs to be the driving force. For the future, better law, equal justice, good transportation system need to be in place. Opportunities will soon follow.

5. RECOMMENDATIONS

The engagement of youth in both restoring peace and perpetuating violence has been significant in Nepal's conflict history. Recent literature on youth involvement in conflict invokes concept of the 'youth bulge', (Urdal, 2005) emphasising propensity of high youth presence in the population (15-29 year-olds) (30 percent of the population) creates higher propensity towards conflict incidence and onset. Nevertheless in more positive renditions of youth cohorts offers the alternate perspective of youth as an opportunity for development (DFID, 2010). It is the youth who powered India's information technology (IT) revolution; it is youth who are behind the burgeoning garment industries in Dhaka and are lending a hand to China's speeding economic growth (Sachs, 2005). Nepal today witnesses a 'youth bulge' that can be harnessed to attain sustainable peace.

Youth are not inherently prone to violence but they can be easily turned into effect agents of war, especially when political upheaval in a nation is imminent. Political stability is the primary determinant of opportunities for personal growth of youth and their social engagement. This study provides a strong basis for highlighting the direct correlation between unemployment and engagement in conflict. What then can help reverse trends? We feel that in order to increase youth's participation in peace-building, the problem of youth unemployment has to be addressed. Based on this correlation, recommendations for improving the employment scenario and thereby increasing youth's commitment and participation in peace-building are laid down under six broad areas:

- Constitution-making, rule of law, pro-youth policies and structural support
- Formal education
- Vocational trainings
- Capital, market and labour
- Counselling services
- Peace education

5.1 Constitution-making, rule of law, pro-youth policies and structural support

Most youth in Nepal today look forward to the new constitution in addressing their needs. While the need to assure youth's right to participate in all sectors of the nation should be protected through reservations and minimum quotas, awareness about the formulated policies and laws that protect youth and their rights must be equally promoted. While the constitution is expected to address the needs of the marginalized youth at the policy level, it may not be enough. Within the youth population, the marginalized groups – Dalit, Janajatis, Madhesi, Women and the Third Gender – require special attention at all levels.

The National Youth Policy in Nepal has been a positive step in achieving a youth-friendly environment. Consultations with youth have taken place all over Nepal in the making of the National Youth Policy as well as the national Constitution. But the vast majority of youth population in Nepal is not aware of the youth policy at present. Nor are they aware about the establishment of Ministry of Youth and Sports. Establishment of Youth Employment Office and district level offices of the Ministry of Youth and Sports could be possible steps from the government in this direction.

5.2 Formal Education

Within the domain of formal education two debates remain outstanding, i.e., whether education should be highly localized or nationally standardized, and another issue is whether education should be technical and specialized or more generic and holistic, these issues were recurring concerns among respondents who took part in this study. The current scenario of education is such that the curriculum is nationally standardized and homogenous, and lacks space for knowledge on local culture and resources. The usefulness of education in imparting practical, vocational, technical, commercial and requisite skills oriented knowledge results in has to be attuned to the skill and quality requirements in the employment market. The education scenario in Nepal probably remains highly centralized, and presents difficulty of access for the marginalised classes resulting in greater disparity in quality of education available to the elite and economically marginalised classes. However, the greatest reason for the "failure" of the Nepalese education system is the lack of "usefulness" in offering avenues to educated youth for absorption into the job market. This was voiced continually, in many ways and across all the segments of people that were involved in this consultation. Hence the following measures are recommended to ameliorate this situation:

- Usefulness in orienting the minds of students towards progressive, innovative, healthy and self-reliant attitude towards employment creation, dignity of labor and employability.
- Integration of youth from marginalized communities and castes and youth with special needs into the education mainstream rendering them ignorant of and out of reach of technology, information and employment market.
- The lack of infrastructure, ranging from the very basic to the specialized, from the most remote to the centralized regions and from the most backward to the most progressive communities.
- Supporting public education institution to create equality of opportunity.
- Integration and standardization of specific vocational trainings parallel to the mainstream curricular and accrediting it.

- Tailoring of curricular as well co-curricular activities so as to ingrain entrepreneurial acumen, aptitude, attitude and vision.
- Impart capacity building leadership skills like, human resource management, organizational skills, and environmental and political awareness through incubation and mentoring facilities at districts.
- Entertaining as well as promotion of local languages as a teaching tool.
- Incorporating knowledge on local resources and products, and their competitive advantage over other regions – curriculum to include knowledge on apple farming in places that are known to grow apples, tourism and hotel related skills in tourist attraction regions, and emphasis on agriculture education where land is good for crops.

There happens to be a need to optimize through synergy and concerted effort with a healthy linkage transmission and co-ordination between the various limbs of the state and the society in the education related reforms.

5.3 Vocational Trainings

In the formal education sector, dropout rates are high after eighth grade and are especially higher after the SLC examinations, primarily because youth are expected to start earning for the family and attain economic independence. These pressures make it necessary that youth have more opportunities for pursuing technical education. Vocational skill trainings should be equally designed for youth falling into all major categories of literacy and education. While the study identified many efforts from the government and non-government agencies to impart livelihood skills, major loopholes were found to exist specially in terms of youth's access to these trainings. Throughout the data collection process, especially over the small and big focus group discussions, the efficiency of vocational skill trainings was questioned by these youth. The major complaints highlighted were:

- Trainings being district headquarter centric.
- Information about trainings not imparted adequately amongst needy youths, especially in the rural areas.
- Nepotism in the selection of trainees.
- Inequity in the trainings – in district headquarters a handful of youth reported to have enjoyed the opportunity of more than one training, while majority of youth never had any access.
- Needs assessment of the trainees not adequately carried out before selection.
- Market demand not assessed before deciding on the type of training. E.g., trainings for electronics, plumbing, wiring, mobile repair, not adequately available and trainings for tailoring and candle making too frequently available.
- Trainings not long enough to develop into competitive professional skills.

- A single type of training imparted to too many people of the same area resulting in disproportionate amount of skilled labor compared to the market demand, too many trainees starting the same business and only a couple succeeding in their venture
- Many vocational skill trainings requiring a minimum qualification of eight grade or SLC which leaves out a large population that drop out starting from the fourth grade to the seventh.

Each of the issues above need special attention from the agencies involved in imparting the trainings in order to achieve efficiency, efficacy and affectivity in their attempts to increase livelihood skills and opportunities for youth.

5.4 Capital, Market and Labour

Establishment of new industries opens doors for mass employment. Therefore, favorable political and economic environment will expedite the establishment of industries and consequently employment opportunities. In parts of the country where big industries do not have favorable conditions, small scale and cottage industries can play an important role in pushing the local economy in engaging youth. At this point of time when the nation cannot guarantee employment to every youth, entrepreneurship or self-employment through small scale and cottage industries can significantly help in meeting the gap.

Infrastructures like hydro-power, communication tools, roads and nature trails will further help to enhance market connectivity and facilitate the set up and sustenance of all kinds of new industries including the small scale and cottage industry initiatives. These infrastructure development projects will also in the process generate mass employment besides helping connectivity and increasing access to the market.

By the nature of their age, youth lack experience and capital. The study has found that the majority of young people are interested in opening their own business but have not done so because of a lack of capital. While there has been a surge in the number of banks especially small scale co-operatives across Nepal in 2010, they feel that these banks and community level co-operatives lack faith in the youth to give them loans. Besides trust, the issue of security deposit, which youth generally tend to lack, is another major setback in qualifying them for loans from banks. Institutions and schemes must be developed to finance collateral free capital to support youth self-employment. Loans must be made more accessible to youth. Special youth-focused schemes may be necessary in this regard.

Through the discussions it was found that foreign employment has been playing a key role in mitigating the capital issue. Many youths go abroad and earn for a few years. Some of them invest their earnings in new businesses here on their return. Foreign employment has thus served as the source of seed capital for new businesses. But most of the remittance derived from youth working abroad is invested in assets like house and

land. Part of the reason behind restraint in business investment drew on high levels of insecurity in businesses resulting from the political instability in the country. An environment where remittance from foreign employment could be invested in businesses across the country rather than houses and land would significantly help increase the number of employment opportunities. Not only would the investors earn more to secure his/her future in Nepal, other youth based within the country would also benefit with employment opportunities from such investments.

Although foreign employment remained out of the scope of this research, the issue was brought up by respondents in every discussion. They thought that while labor drain may not be as big of an issue for the country since it brings value to the unused labor in the country, brain drain would deter nation's growth in all sectors. They thought it was important to 'control' the brain drain and to capitalize on the power of highly skilled labour by harnessing their talents into innovative ventures in both public and private sectors further generating employment opportunities for the 'not very educated' ones.

5.5 Counseling Services

The importance of professional guidance and counselling for youth is of prime importance at a time when the nation is going through many political, economic, social upheavals and transformations since youth are the population most affected by these changes. Reproductive health is one area that youth have had remarkably increased access to in the past years but investment in other areas of counselling remains relatively weak across Nepal. Lack of counseling and support especially for socially and politically active youth, victims of war and ex-combatants is only more likely to push them back to violence and other deviant activities. Since emotional and social well-being of youth directly and indirectly affects their choice and means of political engagement, it is necessary to institutionalize a nation-wide array of specialized institutions in order to facilitate expert guidance counseling and consultancy in the following key areas:

- Academics
- Psycho-social well-being
- Career
- Entrepreneurship and finance

Allocation of youth fund at district, VDC and municipality levels for such counselling and support is certain to facilitate an increase in peaceful engagement of youth in the communities and henceforth facilitate the peace-building process.

5.6 Peace Education

Nearly all of the group discussion participants who had at some point been involved in the conflict and demonstrations in the past indicated that their main purpose behind engaging in

violence was desire for social change and achievement of peace in the country. Many of them felt that violence was necessary to establish peace. The success of Maoist leaders in coming to mainstream politics after 10 years of civil war has resulted in a paradigm shift across Nepal where major political reforms are believed to be achievable only through some level of violence. For instance, some of the FGD participants in Siraha indicated that the Madhes Revolution resorted to violence as a means of imitating Maoists insurgents.

This calls for the increasing need for peace education that orients young people towards some specific ideas and tools about peace and conflict such as: what conflict, oppression, violence and non-violence mean; means for conflict resolution; the importance of non-violence; how big and small scale conflicts can be managed locally and nationally; ways for conflict mediation and negotiation; means of positive civic engagement; ways to bring about the desired social change; ideas for non-violent and effective political and social activism, and the many success stories from around the world regarding non-violent movements. The environmental education reforms made in Nepal in the late 90s provide a good model for prospective peace education. When youth are educated not only to refrain from guns but also to actively facilitate the peace process, only then can they be called active participants and partners in the ongoing peace-building efforts in Nepal.

REFERENCES

- 1) Ministry of Youth and Sports Nepal 2010, National Youth Policy, pp. 1, 6, 13-15, 22.
- 2) Bruno, Marta 2006, Sustainable Livelihoods and Emergency Framework, FAO for UNDP, pp.1.
- 3) Adhikari, Monalisa 2010, Reviving Youth's Role in Nepal's Peace building, Asia Foundation, viewed February 17 2011, (<http://asiafoundation.org/in-asia/2010/09/29/reviving-youth-role-in-nepals-peacebuilding/>).
- 4) UN Habitat 1996, Habitat Agenda Habitat II Istanbul, Turkey, pp.16, viewed February 17,2011, (http://www.unhabitat.org/downloads/docs/1176_6455_The_Habitat_Agenda.pdf).
- 5) Dahal, Dev Raj 2010, Social Transformation in Nepal, Nepal Democracy Civic Education Discourse, pp. 8.
- 6) DFID, SPW, Youth Working Group 2010, Youth Participation in Development: A Guide for Donor Agencies and Policy Advisors, London: DFID–CSO Youth Working Group.
- 7) DFID/Maguire, S. 2007, DFID's Approach to Young People, Youth Mapping Study, pp 19.
- 8) FAO 2010, Youth Employment Program Activities, ILO and FAO Working Together, viewed February 18 2011, (<http://www.fao-ilo.org/fao-ilo-youth/en/>).
- 9) FAO 2006, Sustainable Livelihoods and Emergencies, viewed February 12, 2010, (www.undp.org/.../FAO_Sustainable_Livelihoods_Emergency_Framework.doc).
- 10) GTZ 2008, International Commitments, Tool Kit 'Get Youth Onboard!', Eschborn: GTZ, pp. 9, 10.
- 11) GTZ 2008, Youth and Violence, Tool Kit 'Get Youth Onboard!', Eschborn: GTZ, pp. 3, 9.
- 12) GTZ 2008, Youth Employment, Tool Kit 'Get Youth Onboard!', Eschborn: GTZ , pp. 3-5.
- 13) ILO (Geneva) 2006, Global Employment Trends for Youth 2006, viewed Feb 15 2011, pp.1-3, (http://www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/documents/publication/wcms_077664.pdf).
- 14) ILO 2010, High-level policy dialogue on youth employment at the 5th Global Youth Employment Summit (YES): Rework the World 2010, viewed Feb 17 2011, (http://www.ilo.org/employment/Areasofwork/lang-en/WCMS_140840/index.htm).
- 15) Krishnan, Anantha 2003, 'The Focus: Why Youth and UN Habitat,' Habitat Debate, vol. 9, Issue 2, pp. 4.
- 16) Maguire, Sarah 2007, DIFD's Approach to Young People, Youth Mapping Study, pp. 4, 9, 10, 18, 20.
- 17) "Livelihood." Def. 2010, Oxford Dictionary of English, Oxford University Press.
- 18) National Youth Agency 2008, Hear by Right: Standards Framework for the Participation of Children and Young People, Leicester: National Youth Agency.
- 19) Pherali, Tejendra J for Search for Common Ground Nepal 2007, The Role of Youth in Peace Building and Decision Making in Nepal, Baseline Study, pp. 8.
- 20) Rework, About Rework the World, viewed February 14 2011, <<http://www.reworktheworld.org/About/tabid/589/Default.aspx>>.
- 21) Search for Common Ground 2008, Nepal Youth Program Case Study, viewed on February14,2011, <<http://www.sfcg.org/programmes/nepal/pdf/Nepal%20Case%20Study%20Youth%20program%20Sept08.pdf>>.
- 22) UN 1989, Convention on the Rights of the Child, New York: UN.
- 23) UN 1995, World Programme of Action for Youth to the Year 2000 and Beyond, New York: UN.
- 24) UN 2007, World Youth Report 2007 – Young People's Transition to Adulthood: Progress and Challenges, New York: UN.
- 25) UN Commission for Social Development. (2009). Report on the forty-seventh session. New York: United Nations.
- 26) UN Habitat 2004, Enhancing the Engagement of Youth in the Work of UN-Habitat, A Global Partnership Initiative (GPI) For Urban Youth Development in Africa, pp. 3
- 27) UNDP-Spain MDG Achievement Fund 2007, Youth Employment Migration, viewed on February 15 2011, <<http://www.mdgfund.org/sites/default/files/MDGFTOR-Youth-Employment-24-Aug-2007.pdf>>.
- 28) UNESCO, 1998, Lisbon Declaration on Youth Policies and Programmes.
- 29) World Bank, 2007, World Development Report 2007: Development and the Next Generation, Washington: World Bank.
- 30) Bista, Purna P and Sigdel, Kamal Raj for The Kathmandu Post 2008, Interview with YCL Chief Ganesh Man Pun, viewed April 12, 2011, (<http://www.bannedthought.net/Nepal/Leaders/Rashmi/Interview-KathmanduPost-080616.pdf>)

Youth Employment and Engagement in Peace and Conflict

SURVEY QUESTIONNAIRE

Permanent Address: District: _____ Municipality/VDC: _____

Temporary Address: District: _____ Municipality/VDC: _____

I (name optional) am happy to volunteer to be a part of the research on youth in Nepal jointly carried out by Ministry of Youth and Sports, Association of Youth Organizations Nepal and Save the Children and British council. I understand that the information being provided by me will be used as a part of the research information. I, by my individual consent, hereby, authorize the parties involved in this research can use the information for the purpose of this research at collective level. I know that no information from this form will be revealed or published at individual level.

Signature:

Date:

<p>Age:</p> <p>Sex:</p> <p><input type="checkbox"/> Female</p> <p><input type="checkbox"/> Male</p> <p><input type="checkbox"/> Other (Third Gender)</p> <p>Marital Status:</p> <p><input type="checkbox"/> Never married</p> <p><input type="checkbox"/> Married</p> <p><input type="checkbox"/> Divorced</p> <p><input type="checkbox"/> Widowed</p> <p>Caste: Ethnicity:.....</p> <p>Religion:</p> <p>Occupation:</p> <p><input type="checkbox"/> Student</p> <p><input type="checkbox"/> Agriculture</p> <p><input type="checkbox"/> Job</p> <p><input type="checkbox"/> Business</p> <p><input type="checkbox"/> Housewife</p> <p><input type="checkbox"/> Unemployed</p> <p><input type="checkbox"/> Other:</p>	<p>Education (Please tick the last level you completed)</p> <p><input type="checkbox"/> Post Graduate</p> <p><input type="checkbox"/> Graduate</p> <p><input type="checkbox"/> Grade 12</p> <p><input type="checkbox"/> Grade 11</p> <p><input type="checkbox"/> Grade 10</p> <p><input type="checkbox"/> Grade 9</p> <p><input type="checkbox"/> Grade 8</p> <p><input type="checkbox"/> Grade 7</p> <p><input type="checkbox"/> Grade 6</p> <p><input type="checkbox"/> Grade 5</p> <p><input type="checkbox"/> Grade 4</p> <p><input type="checkbox"/> Grade 3</p> <p><input type="checkbox"/> Grade 2</p> <p><input type="checkbox"/> Grade 1</p> <p><input type="checkbox"/> Literate</p> <p><input type="checkbox"/> Illiterate</p> <p>Your Current Level and Stream of Education</p>
--	---

<p>a) Trainings Received</p> <p>1</p> <p>2</p> <p>b) Are you involved in any youth organization?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>c) If yes, names of your youth organizations:</p> <p>1</p> <p>2</p> <p>d) Other youth organizations in your community:</p> <p>1</p> <p>2</p>
---	---

1. YOUTH EMPLOYMENT, EMPLOYABILITY AND ENTREPRENEURSHIP

1.1 YOUTH AND EMPLOYMENT

1.1.1 In your view, what is the situation of youth employment in your community/district?

- Very good
 Good
 Neither good/bad
 Bad
 Very bad
 I don't know

1.1.2 What kinds of income generating activities are mostly practiced by youth in your community?

- Family agriculture
 Farming/labor for others
 Governmental service
 Non-governmental service
 Personal business
 Foreign employment
 I don't know
 Other

1.1.3 Are you engaged in any income generating activity?

- Yes
 No

1.1.4 Which type of income generating activity are you involved in?

- Family agriculture
 Farming/labor for others
 Governmental service
 Non-governmental service
 Personal business
 Foreign employment
 Other

1.1.5 If you work for others, in what capacity do you do so?

- Volunteer
 Laborer
 Clerk level
 Middle-level Manager
 Director/Chief
 Other: _____

1.1.6 How many hours do your work per day?

- 0
 1-3
 3-6
 6-9
 9-12
 12-15
 Above 15

1.1.7 How many days do you work per week?

- 1
 2
 3
 4
 5
 6
 7

1.1.8 How much do you earn per month?

- Below Rs. 2000
 Rs. 2000-4200
 4200-8000
 8000-15000
 Above 15000

1.1.9 How do you feel with the type of work you do for your livelihood?

- Very good,
 Good,
 Average
 Below average
 Bad

1.1.10 If you are not employed, what is the reason?

- Not interested, different priority.
 Lack of opportunity
 Lack of information
 My lack of time
 My lack of skill
 Economic barrier
 My age
 My physical impairment
 My caste/ethnicity
 My gender
 My religion
 My political affiliation
 Geographic barrier
 Political unrest
 No relevant contacts
 I don't know
 Other

1.2 EMPLOYABILITY FOR YOUTH

1.2.1 Are there opportunities to receive vocational training in your area?

- Yes
 No
 I don't know

1.2.2 If yes, what are the trainings available in your area?

- Computer
 Carpentry
 Hairdressing
 Mechanic
 Tailor
 Cooking
 Beekeeping
 Fisheries
 Plumber
 Electrician
 Electronics Mechanic
 Caregiver
 I don't know
 Other

1.2.3 What are the barriers for youth to receiving trainings in your community/district?

- Not interested, different priority.
 Lack of opportunity
 Lack of information
 Their lack of time
 Economic barrier
 Their age
 Their physical impairment
 My caste/ethnicity
 Their gender
 Their religion
 Their political affiliation
 Geographic barrier
 Political unrest
 No relevant contacts
 Training for the vocation of their choice wasn't available.
 I don't know
 Other

1.2.4 Have you received any vocational training?

- Yes
 No

1.2.5 If yes, please tick the training you received from the list given below: in what vocation?

- Computer
 Carpentry
 Hairdressing
 Mechanic
 Tailor
 Cooking
 Beekeeping

- Fisheries
 Plumber
 Electrician
 Electronics Mechanic
 Caregiver
 Other

1.2.6 What was the quality of your training?

- Very useful
 Useful
 Satisfactory
 Not useful
 Totally useless

1.2.7 Did the government, any NGO or INGO organize, sponsor or support your training in any way?

- Yes
 No
 I don't know

1.2.8 Are you now employed in the area that you received your training?

- Yes
 No

1.2.9 If you didn't receive any vocational training what were the barriers?

- Not interested, different priority.
 Lack of opportunity
 Lack of information
 My lack of time
 Economic barrier
 My age
 My physical impairment
 My caste/ethnicity
 My gender
 My religion
 My political affiliation
 Geographic barrier
 Political unrest
 No relevant contacts
 Training for the vocation of my choice wasn't available.
 I don't know
 Other

1.3 YOUTH ENTREPRENEURSHIP OR SELF-EMPLOYMENT

1.3.1 Do you own a business?

- Yes
 No

1.3.2 Did you own a business that no longer exists?

- Yes
 No

1.3.3 If yes, what led to the closure of the business?

- Change in the interest or personal priorities
- Lack of capital
- Lack of market
- My lack of time
- My lack of skill
- Economic barrier
- My age
- My physical impairment
- My caste/ethnicity
- My gender
- My religion
- My political affiliation
- Geographic barrier
- Political unrest
- No relevant contacts
- Other

1.3.4 Do you wish/plan to open a business in the future?

- Yes
- No

1.3.5 Why have you not opened a business so far?

- Lack of capital
- Lack of market
- My lack of time
- My lack of skill
- Economic barrier
- My age
- My physical impairment
- My caste/ethnicity
- My gender
- My religion
- My political affiliation
- Geographic barrier
- Political unrest
- No relevant contacts
- Other

2. YOUTH IN CONFLICT AND PEACE-BUILDING

2.1 YOUTH IN CONFLICT

2.1.1 In the past and present how involved have youth in your community been in the people's war, people's revolution, Madhesh revolution and other similar conflicts, revolutions or demonstrations?

- Too involved
- Adequately involved
- Not so involved
- Not involved at all
- I don't know

2.1.2 In your view, why are youth involved in conflict?

- Poverty
- Unemployment

- Revenge
- Peer pressure
- Threat or coercion
- Political ideology
- Family's involved. That's why.
- For personal and family's security
- Caste/ethnicity
- Religion
- Gender
- To fight the centralization of resources
- For facilities or allowance provided
- For power
- I don't know
- Other

2.1.3 In your opinion, are youth in Nepal mostly war mongers or peace makers?

- Warmongers
- Peacemakers
- I don't know

2.1.4 In the past, have you been actively involved in any of the people's war, people's revolution, Madhesh revolution and other similar conflicts, revolutions or demonstrations?

- Yes
- No

2.1.5 In the present, are you still involved in any similar conflicts, revolutions or demonstrations?

- Yes
- No

2.1.6 If you have been involved in the past or present, in which one?

- People's War
- Madhes Revolution
- People's Revolution 2063-64
- Other

2.1.7 If you have been involved in the past or present, why has been your reason for involvement?

- My poverty
- My unemployment
- Revenge
- Peer pressure
- Threat or coercion
- My political ideology
- My family's involvement
- My caste/ethnicity
- My religion
- My gender.
- To fight the centralization of resources
- For facilities or allowance provided
- For power
- I don't know
- Other

2.1.8 If you have been involved in the past or present, have you involved at the planning or decision making level?

- Yes
 - No
 - Not sure
- Please specify

2.2 YOUTH IN PEACE-BUILDING

2.2.1 How involved are youth of your area in peace-building at the present?

- Too involved
- Adequately involved
- Not very involved
- Not involved at all
- I don't know

2.2.2 Are you involved in peace-building?

- Yes
- No

2.2.3 If you have been involved in war or revolutions before but gave it up, please mention the reason.

- Regret (Violence was wrong)
- Expectation not met
- Personal and Family Security
- Change in ideology
- Conformity to political decision
- Better employment opportunity
- I don't know
- Other reason

2.2.4 If you have never been involved in war or revolution before but only in peace-building, please mention your reason.

- Personal peace related ideology.
- For professional experience or employment opportunity in the sector
- Other reason

2.2.5 If you have never been actively involved in peace-building, please mention your reason.

- No Time
- Not Interested
- Lack of opportunities
- In the sector
- No belief in the output
- I don't know
- Other reason

2.2.6 If you are involved in peace-building, please mention the capacity how.

- Social Mobilizer/political leaders
- Conflict mediator and Dialogue
- Human Rights/Peace related campaign volunteer
- Help to rebuild infrastructure destroyed by the conflict
- Providing psycho-social counseling to people affected by the armed conflict

- Participating in local media to promote peace and denounce violence
- Leaders of political parties
- Peace related campaign participants
- Dropping arms
- By never actively participating in any conflict or revolt
- Other

2.2.7 What should be done to increase youth engagement in peace-building?

- More education opportunities
- More employment opportunities
- Better employability (vocational skills, etc.)
- Peace-education
- I don't know
- Other

Annex2: Bajhang Details

Activity/Dates	Location (VDC/Municipality)	Total number of participants/ Name of Informants	Groups Type (e.g., only male, only female, mixed, particular ethnic group)
IW/ Jan 14 2011	VDC	30, Male=22, Female= 8	Mixed
FGD 1/ Jan 13 2011	VDC	7	All Female
FGD 2/ Jan 15 2011	VDC	5, Male=2, Female=3	Mix
FGD 3/ Jan 14 2011	VDC	5	All Male
KII (Expert) 1/ Jan 15 2011	VDC	Sunil Damai	Social Worker
KII (Expert) 2 Jan 13 2011	VDC	Kamal Kant Regmi	C.D.O (Administration)
KII (Expert) 3 Jan 13 2011	VDC	Krishna Bahadur Bohara	Social Worker
KII (Case study) 1 Jan 15 2011	VDC	Man Bahadur Singh	Hotel/Restaurant Owner-Operator
KII (Case study) 2 Jan 12 2011	VDC	Hem Lata Budha	Social Worker (Mobilizer);
KII (Case study) 3 Jan 14 2011	VDC	Dipesh B.C	Entrepreneur, Self Employed, Business Owner, Conflict Affected

Annex3: Kathmandu

Activity/Dates	Location (VDC/Municipality)	Total number of participants/ Name of Informants	Groups Type (e.g., only male, only female, mixed, particular ethnic group)
IW/ Jan 08 2011	KTM Municipality	31	Mix
FGD 1/ Jan 06 2011	Lele VDC	10, 7 Male, 8 Female	Mix
FGD 2/ Jan 06 2011	Kirtipur Municipality	8, 5 Male, 3 Female	University Students
FGD 3/ Jan 08 2011	Municipality	5	All Female
KII (Expert) 1/ Jan 22 2011	Municipality	Ram Bahadur Shahi	Youth focal point Peace and State Reconstruction Ministry
KII (Expert) 2/ Jan 24 2011	Municipality	Bishal Bharadhwaj	Administrative Officer: Cooperative Training Center
KII (Expert) 3/ Jan 24 2011	Municipality	Fr. Dr. Arockiam Kulandai	Researcher/Teacher-Lecturer at St.Xavier's College, Kathmandu
KII (Case study) 1 Jan 23 2011	Municipality	Navin Mainali	Social Mobilizer
KII (Case study) 2/ Jan 27 2011	Municipality	Sanjaya Deshar	Entrepreneur in Education

Annex4: Rolpa

Activity/Dates	Location (VDC/Municipality)	Total number of participants/ Name of Informants	Groups Type (e.g., only male, only female, mixed, particular ethnic group)
IW/ 13 Jan 2011	Liwang VDC	25 (12 Male, 13 Female)	Mixed
FGD1/12, Jan 2011	Liwang	6 (3Male, 3 Female)	Mixed
FGD2/14 Jan 2011	Dubidanda, Haleri	6 (1 Female, 5 Male)	Mixed (Remote)
FGD 3/12 Jan 2011	Liwang	5 (all Female)	Female
KII (Expert) 1/ 13 Jan 2011	Liwang	Dipak D.C.	Government Staff (Asst. Officer)
KII (Expert) 2 13 Jan 2011	Liwang	Ghanshyam Acharya	Peace Activist (CSO)
KII (Expert) 3 12 Jan 2011	Liwang	Kishower Acharya	Chairman, Federation of Chamber and Commerce industries, Rolpa
KII (Case study) 1 13 Jan 2011	Liwang	Bhuma BK	Journalist
KII (Case study) 2 12 Jan 2011	Liwang	Bimala K.C.	Self-employer
KII (Case study) 3 13 Jan 2011	Thawang	Amit Gharti Magar	Involved in Moist revolution
KII (Case study) 4 12 Jan 2011	Jankot	Lal Bahadur Dangi	Foreign Employment Returnee

Annex5: Siraha

Activity/Dates	Location (VDC/Municipality)	Total number of participants/ Name of Informants	Groups Type (e.g., only male, only female, mixed, particular ethnic group)
IW/ Jan 13 2011	Siraha, Lahan	30, Male=26, Female=4	Mixed
FGD1/ Jan 12 2011	Siraha, Laxminiya	8, Male=4, Female=4	Mixed: Students and Home Makers
FGD 2/ Jan 11 2011	Lahan, Everest College	6, Male=1, Female=5	Mixed: Students
FGD 3/ Jan 11 2011	Siraha, Siraha	7	Only Male Students
KII (Expert) 1/ Jan 11 2011	Siraha, Lahan	Dharunidhar Adhikari	Principal, Everest College (private)
KII (Expert) 2/ Jan 12 2011	Siraha, Siraha	Jaya Narayan Yadav	District Administrative Officer
KII (Case study) 1/ Jan 12 2011	Siraha, Siraha	Jaya Prakash Yadav	Student
KII (Case study) 2/ Jan 13 2011	Siraha, Lahan	Gyanendra Yadav	Student and Teacher
KII (Case study) 3/ Jan 12 2011	Siraha, Siraha	Shiva Dayal Yadav	Peace and Restoration officer

Annex6: Reasons for Unemployment

If you are not involved in any income-generating activity, what is the reason ?

	Lack of Opportunity	Lack of Information	Lack of Time	Lack of Skill or Training	Economic Condition	My Age	My Caste/Ethnicity	My Gender	My Political affiliation	Geographical barrier	Political instability	No Relevant Contacts	I don't know	Other	No Response	Not Applicable	Total
Less than 2000	1	8	0	0	3	4	0	1	0	0	1	0	0	3	0	3	24
2000 to 4000	0	4	1	2	4	6	0	2	0	0	2	0	0	0	0	0	26
4000 to 8000	0	8	0	2	5	5	0	1	0	0	4	2	0	0	0	11	38
8000 to 15000	0	1	0	2	2	3	0	0	3	0	0	2	0	0	0	10	23
More than 15000	0	1	0	1	1	1	0	0	0	0	0	0	0	0	0	5	9
No Response	0	1	0	0	0	3	0	0	0	0	0	0	2	0	0	3	9
Not Applicable	3	26	1	5	10	2	6	1	2	1	2	4	3	1	3	6	80
Total	4	49	2	12	25	24	6	5	1	5	10	6	8	1	3	43	209

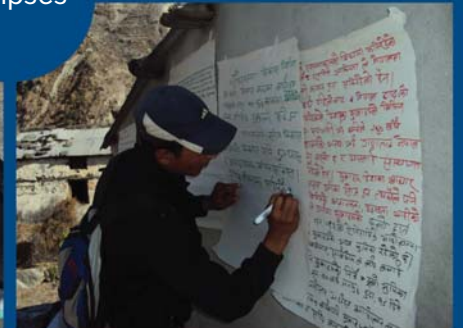
Annex7: Barriers to Vocational Training

If you didn't receive any vocational training what were the barriers?

	Lack of Opportunity	Lack of Information	Lack of Time	Unavailability of training on work of my choice	Economic Condition	My Age	My Caste/Ethnicity	My Political affiliation	Geographical barrier	Political instability	No Relevant Contacts	I don't know	No Response	Not Applicable	Total	
Less than 2000	0	3	7	0	3	7	0	0	0	0	1	2	0	1	24	
2000 to 4000	0	5	3	2	1	5	1	2	0	3	0	0	0	3	26	
4000 to 8000	1	7	1	5	0	3	0	1	0	0	8	1	0	1	38	
8000 to 15000	2	2	1	2	2	2	0	0	0	0	2	0	1	9	23	
More than 15000	0	0	0	1	2	0	0	0	0	0	2	2	0	2	9	
No Response	0	2	0	2	0	3	0	0	0	0	0	0	0	2	9	
Not Applicable	0	23	2	6	2	7	1	5	3	1	3	3	4	3	1	80
Total	3	42	18	14	15	25	6	4	1	6	12	11	7	3	42	209



Glimpses



Special thanks to the Research Team,
Mr. Bijaya Raj Poudel
Ms. Sukanya Podder
Ms. Mona Aditya
Mr. Yogesh Gyawali

