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| Danish organisation | Skoleliv i Nepal |
| Title of the intervention | Marginalised youth in Nepal challenges and opportunities |
| Partner name(s) | CDS-Park |
| Amount applied for | 99690 |
| Country(ies) | Nepal |
| Period (# of months) | 10.11.21 – 1.2.22 |

1. **Objective and relevance (the world around us)**

* **What do you want to achieve through the intervention?**

The intervention strives to improve inclusion and democratic representation of marginalised youth, offer exchange of methodologies for working with the marginalised and a discussion about the implications of volunteering and mentoring.

* **Why is the intervention important?**   
  Youth is the group most vital for improving the condition of a country. In Nepal youth are challenged in a number of ways that hampers their ability to improve their future and the future of the country. They lack access to quality education, their opportunity for decent and stabil employment is minimal and for girls the chance of becoming mothers at an early age is very high to mention some of the gravest challenges. The intervention wants to create a forum for discussion of these challenges and an exchange of methodologies to tackle them, as improving the condition for youth is a prerequisite for improving the condition for Nepal’s development.
* **Describe the context of the intervention:** 
  + **Describe the conditions that apply in the area where the intervention will take place, and which are expected to influence the intervention (e.g. social, economic or political conditions, or other projects or activities in the area that can supplement the intervention).**   
      
    The intervention’s context can be described on a country level and on a local level. On the overall level, the conditions for the youth of Nepal can be described in terms of the lack of opportunities for education, employment, health and social inclusion.

Public education in Nepal has improved in terms of increased enrolment in the last 10-15 year. However, the quality of public education is still very low, and the dropout rates are very high. This means that at least 50% of a year’s students do not reach class 10 and for the marginalised 25% of the population this number is likely to be close to 90%. In other words, the poorest youth in Nepal leave school very poorly equipped with opportunities for improving their lives and for developing their country.  
Another important factor is high youth unemployment and consequent high rates of migration to countries like India and the Arab Gulf countries. Going abroad to work, usually as an unskilled labourer, is physically hard and dangerous and usually only contributes economically to Nepalese families, while it does not improve the social conditions or may even deteriorate the families socially particularly when mothers go to work abroad.

Some Nepalese youth go abroad for higher studies (including Denmark), this option has a lot of faults but overall it can be said that it is not an option for the marginalised youth that we focus on in this intervention, as their education and language skills lack far behind the requested level for this.

Another very important factor is health. Particularly for young women. Nepal has one of the world’s highest incidences of teenage motherhood, and as a consequence many young women suffer from various health problems related to early child bearing and giving birth without proper care and instructions. According to statistics, 33% of girls who did not finalise their grade 10 exam, became mothers before their 18th birthday, while this was only the case for 3% of their educated peers (UNFPA 2016).

As it has been indicated above, social inclusion is an important factor when discussing youth challenges and opportunities in Nepal. Except for the higher middle class, most youth in Nepal are somewhat affected by the lack of opportunities. However, for the so-called lower casts the situation is significantly worse than their higher cast peers. The current youth are in many cases the first generation who go to school for more than a couple of years, however, dropout rates are still enormous for both sexes and opportunities for anything but hard casual labour and migration are very few.  
Entangled in the above challenges, lies the low representation of marginalised youth in local community democracy. Local marginalised youth are seldomly members of local organisations, they do not participate in child clubs in the schools or in the municipality, thus they are not engaged in their local society as equal citizens.

The three partners who participate in this intervention are situated in Mugu and Rupandehi districts, which are very different geographically and socially. Mugu is the poorest district in Nepal while Rupandehi is topping the list as no. 5. Being extremely remote and inaccessible is part of the challenge in Mugu and this accelerates the challenges faced by the youth in this district. On the other hand, marginalised youth in Rupandehi still face severe challenges of social stigma, insufficient education and unemployment, and being more accessible they have some interesting perspectives for creating examples of change.  
  
The current intervention wishes to strengthen the fight against the complex of poverty issues with a focus on the representation of marginalised youth by exchanging methodologies and ideas, by enhancing volunteering and mentorship and by increasing the focus on inclusion and democratic representation by marginalised youth.

* Describe how this intervention can contribute to **supporting collaboration, public engagement and civil organising** and how this in time will contribute to social justice (realisation of people’s rights, reducing inequality and fighting poverty, participation in decision-making processes, equal access to resources, and just institutions).

The current intervention is designed to enhance collaboration between three Nepalese organisations, their staffs and volunteers and the local youth they involve in their interventions and the Danish partner and our volunteers. The focal point for the intervention is to exchange ways of civil organising on Youth between the four involved organisation and to share the outcome of the discussions and problem analysis with other members of civil society in Nepal and in Denmark. The intervention will bring together representatives from all four organisations. Sharing experience and experiencing poverty in Mugu together and exploring social injustice will bring all the parties a deeper understanding of the field and a strengthened commitment to fighting global inequality. In addition, the intervention wishes to strengthen the collaboration of the partners in the future through the increased mutual understanding and hence ability to cooperate.

* What climate- and environmental conditions do the partnership and/or the intervention need to respond to? And how have the partners responded to it? This could be in relation to the conditions of the target groups, the number of flights or the activities of the intervention, and how these affect the environment or climate in the area.   
    
  The current intervention is a face-to-face meeting and this is very important for the commitment and understanding of the participants, this mainly focussing on the social part of the “social justice” half of the sustainability model. However, one of the topics of the intervention is how to use social media and digital communication for international solidarity work, hence the intervention focusses on the ability to reach each other without using fossil fuels to communicate. So in a long term perspective the intervention supports a more environmentally sustainable working mode.

1. **The partnership/collaborators (our starting point)**

* Describe any previous acquaintance or cooperation between the partners, and how these experiences have fed into the development of the proposed intervention.   
    
  Skoleliv i Nepal has since the beginning of 2021 carried out an Engagement project (Global Girls) where Ujyaalo Lalteen Foundation, oneo the participating organisations is a secondary partner. In addition, three of the staffs in Skoleliv I Nepal’s long time partner Soiya Women’s Organisation are active members of Ujyaalo Lalteen Foundation. Hence Skoleliv i Nepal is already doing youth work together with Uyjaalo Lalteen Foundation and thus aquiring valuable experiences. This cooperation came about as Skoleliv I Nepal noticed how good ULF was at managing volunteers and working on a purely voluntary basis. In our current cooperation ULF has been very well organised and easy to communicate with and good at adapting new knowledge.

CDS-park Mugu is an acquaintance of Soiya Women’s Organisation (long term partner of SIN) as both organisations work with the American donor Girls First Fund. SWO recommended the organisation to SIN because of their commitment, experience, and high moral standards. For the past 1,5 years, SIN and CDS-park management has undertaken several online meetings and followed each other’s work, and we sincerely look forward to engage with this very committed and hard working NGO.

* **Describe the partners and other actors’ contributions, roles, and responsibilities. Justify substantial payroll costs, and if payroll costs are included for the Danish organisation, describe the tasks and why Danish personnel are best positioned to undertake these tasks.**CDS-Park Mugu will be the host of the youth discussion workshops, where SIN, Ujyaalo Lalteen and Soiya Women’s Organisation will be active participants. CDS-park will arrange excursions to visit local communities and youth groups and public authorities in their working area. CDS-park will also take lead in presenting their methodologies and practical actions in favour of empowering local youth.

Ujyaalo Lalteen will be sharing their experience in engaging a more diverse group of volunteers through the Global Girls intervention as well as their experience using social media and digital communication to fight inequality and strengthen youth cooperation between Denmark and Nepal. Soiya Mahila (SWO) will elaborate on their experiences fighting youth dropout rates in local primary school through the mobilisation of child clubs and school management committees.  
Skoleliv i Nepal, represented by board member Vibeke Munk Petersen and director Anne Mette Nordfalk as well as a volunteer. will be responsible for facilitating the discussions, chair a practical youth workshop about TikTok as a tool to fight inequality (TikTok for change) and a workshop about social inclusion. Following the workshop Skoleliv i Nepal will take lead in writing a paper. Ujyaalo Lalteen will produce a video and CDS-park will make a podcast/radio programme with the outcome of the seminar.  
Anne Mette Nordfalk will spend a considerable amount of time preparing for the workshop and assuring that all the concerned stakeholders know what to do. She is the most appropriate person for this, as she is the one who knows everyone and as she is the one who knows the two cultures the best. Anne Mette will also be the one in charge of assuring that the products from the seminars will be published, as she is the one with superior experience in communication.  
This work means that Anne Mette will have to leave other tasks in other interventions for a later date, hence to assure her salary Skoleliv i Nepal has added an amount for Anne Mette’s salary in the budget.  
  
The international plane ticket for the volunteer from Skoleliv i Nepal is paid by the intervention Global Girls while Anne Mette’s ticket is paid by another project that she will also be attending during her stay in Nepal. Hence money for tickets in the current project will be saved.

1. **Target groups, objectives, and expected results (our intervention)**

* Who will benefit from the intervention? How many people will benefit in total? How will they participate in the intervention?   
    
  The intervention's primary activity is a series of workshops with a strong element of involvement in local society. Hence the primary beneficiaries are the participants in the workshops: the volunteers and staff from the organisations and the invited beneficiaries from CDS-park. 7 volunteers and 5 staff from Ujyaalo Lalteen and Soiya Mahila and 20 volunteers/staff from CDS-park and 1 staff, 1 board member and 1 volunteer from Denmark. The intervention is expected to further encourage the volunteers from all rhe three organisations as they increase their understanding of the nature of youth poverty and their own ability to fight this.  
  Last but not least, the volunteers and board member commitment will be increased through this interaction.

The target group will consist of an equal number of men and women and priority will be given to volunteers from so called lower casts.  
  
Secondarily the local youth in Mugu, who are affiliated with CDS-park and future beneficiaries will benefit from the new methodologies and improved understanding of their situation and ability to assist them.

* **Describe how the intervention will be implemented: what activities will be carried out? With whom? And when?**   
    
  The invention consists of two online and one physical discussion workshops and it will result in a discussion paper, a 90sek. video and a 30 min podcast, all focussing on “Marginalised Youth Challenges and Opportunities”  
    
  **The physical seminar** will take place in Chhayanath Rara Municipality in Mugu District, Karnali region north western Nepal for 4 days in Mid-November 2021. It will have 40 participants from the four organisations and target group. The event will consist of discussions, workshops and excursions that focus on the current face of youth poverty, exclusion and lack of democratic representation, the strengths and opportunities to build and the methodologies to improve the opportunities for marginalised youth including volunteering (national and international), mentorship and sharing of best practises.

The first online seminar will be held as an expectations workshop in late October, and will primarily serve the purpose of introducing the participants to each other and balancing their expectations prior to the physical event.

The last online session will be a “launch seminar” where the paper, podcast and videos will be launched and commented on by the participants and where guest speakers from Denmark and Nepal will be invited to review the products. If the content of the video is considered to be relevant it will be send to the Danish Minister of Development Flemming Møller Mortensen and to the rapporteurs from the other political parties as a contribution to the debate

Lastly, the podcast and a simplified version of the paper will become part of a new assignment for the website “Anjali and Vikram” ([www.anjaliogvikram.dk](http://www.anjaliogvikram.dk)) that is used by grade 7. – 10. In Denmark.  
  
**The expected outcomes of the project are:**

* Improved understanding of inclusion among organisations and volunteers (leading to more marginalised youth being recruited as volunteers in the future).
* Incorporation of new methodologies for working with marginalised youth
* Increased command of digital media and social media for development
* Improved networking capacity by volunteers.
* Improved understanding of poverty (among primary and secondary target groups).

1. **Intervention-related information work in Denmark**

**NOTE: reply only if the intervention includes information work in Denmark.**

Information work in Denmark is not a requirement, but an option, which applicants are encouraged to take advantage of. A maximum of 2 % of the intervention budget can be applied for (budget lines 1-7).

If information funds are applied for, the following points should be reflected upon:

* The purpose of the information work.
* The target groups of the information work.
* The means of communication to be used (social media, printed matter, theatre, events, or the like).