YOUR World Research

Insecurity and Uncertainty: Marginalised youth living rights in fragile and conflict affected situations in Ethiopia and Nepal

International Report on Findings and Impact

Comparative Qualitative and Participatory Research from Eight Sites in Ethiopia and Nepal

May 2019

Youth Uncertainty Rights (YOUR) World Research has carried out detailed large scale qualitative and participatory research with over 1000 of the most marginalised young people across eight fragile environments in Ethiopia and Nepal. YOUR World Research shows that when we include youth in the research process and listen to their views, a picture emerges of creativity and innovative ideas in the face of significant challenges and uncertainty in their lives and their environments.

The research began in 2016 and has generated new knowledge about how marginalised youth perceive, navigate, negotiate and respond to uncertainty. By building on youth strategies the research illuminates our understanding of youth realities and rights, and how to support them to confront their feelings of marginalisation and find pathways out of poverty.

This international report summarises the overall theoretical and practical approach, the main findings and impact of YOUR World Research. This report provides 10 key findings for each country, an outline of site findings for each of the urban and rural fragile environments selected as the research locations, and some cross-country thematic analysis. It also provides an indication of impact that YOUR World Research has created together with youth at different levels of governance. It shows the value of meaningful research partnerships with youth, organisations and researchers from the global South and provides some key learning for policy and practice. This report can only provide a taste of the full set of briefings and site reports to be found on university and partner organisation websites, and the forthcoming co-authored book - `Positive Uncertainty' - to be published by Practical Action in 2020.

In Ethiopia the research sites are: Addis Ketema, a sub-city of Addis Ababa; drought affected Woredas of Hetosa; the small town of Woreta in Amhara and the surrounding rural area of Fogera. In Nepal the research sites are: Kathmandu to work in slums and with street connected youth; Sindhupalchowk in the earthquake affected area; and in Kapilvastu urban and rural localities.

Theory and Emerging Concepts for YOUR World Research

The following concepts have been important to explore further from the perspective of marginalised youth in Ethiopia and Nepal:

- Youth definitions of marginalisation
- Positive uncertainty and creativity
- Living rights in translating child/youth rights into complex realities
- Youth centeredness in a landscape of rapidly changing and fragile environments

Youth definitions of marginalisation

Researchers and organisations need to hear from youth about their understanding of marginalisation as opposed to only following government definitions. Marginalisation is not restricted to the peripheries of a country or to certain genders, ethnic groups or castes, but is central to young lives throughout Ethiopia and Nepal.

Youth definitions of marginalisation include their experience of abuse in families, linking to ongoing uncertainty in **family relationships**. Many of the young people interviewed felt that workloads, and expectations of them to support their families, are heavy burdens. Expectations to follow some traditional paths, such as to marry early, are also reasons young people gave for moving away from families and communities. Migration is historic in many sites even if accentuated during times of local conflict, environmental fragility or disaster. However, returnee migrants who have not been successful, especially in Ethiopia, do not feel they are welcomed back into communities and are sometimes rejected by families.

As youth develop, with multiple and shifting identities, they may experience discrimination on a variety of grounds. For example, **discrimination** due to: their gender, sexuality, ethnicity/caste, religion, disability; family and living situation; level of education attainment; landlessness; whether they have migrated into a community; their experiences of personal crisis due to illness or debt in their families; conflict in communities and fragile environments. Some also feel marginalised simply because they are **not consulted or listened to** about decisions made that affect them.

Even **gendered discrimination is not simple.** There are in both Ethiopia and Nepal gender preferences in families to send boys to school or restrictions on young women travelling to get further education. There are differential gendered employment opportunities as young women have more limited exposure to the outside world beyond their household chores and reproductive work to support families, alongside fewer opportunities and more discrimination in the workplace. Young men who feel marginalised also drop out of school and feel that they face discrimination to gain formal qualifications and employment. Youth who are genderfluid, interviewed in Nepal, felt intense discrimination within families and communities. There was not an opportunity to explore views of genderfluid youth in Ethiopia, due to illegality.

Young people who migrate to cities and become street-connected, related marginalisation to how others in communities treat them. They feel worse when **people call them names**, such as in Nepal, 'Khate', a derogatory name that youth in street situations in Kathmandu raised. Widespread discriminatory social labelling of street connected youth as 'thieves' and 'drug dealers' distressed some of the hard working young people in Addis Ketema in Ethiopia.

In Ethiopia, marginalisation was also aligned with l**iving with disability** as youth felt excluded by others in communities and by their peers. It was not necessarily that they themselves were disabled, but that their everyday realities were affected, for example, through family. There were several examples of young people who dropped out of school to look after relatives who were sick, ill and/ or living with disability.

Across research sites, youth lack access to services and feel that being marginalised involves being treated with disrespect by service providers. **Genderfluid** youth said doctors sometimes 'freeze' when they see them. The lack of identification documents or legal paperwork for rural and street connected youth was raised in both countries as an indicator that youth were not recognised or treated as citizens.

A young person who talked about their experiences of intersecting aspects of marginalisation included not being recognised, accepted or valued because of their **sexuality and not having an ID** card so they could gain access to services and employment opportunities. *"I do not have citizenship card. I can't even apply for better work and other opportunity and that also increases feeling of marginalisation and vulnerability for me" (Aadi, genderfluid, aged 23, Kathmandu)*

Positive Uncertainty and Creativity

When adults do not know what is going to happen in their lives, they are often apprehensive or fearful. YOUR World Research demonstrates that we can learn from young people who are experts in uncertainty in their lives and in their transitions as they grow up, and as they interact with rapidly changing and fragile environments. This was clearly demonstrated by **the emergence of youth movements** in the aftermath of the 2015 earthquake in Nepal. It was also shown by the resilience and creativity of youth living in adverse conditions and processes of marginalisation, who offered creative and innovative strategies and pathways out of poverty in both Ethiopia and Nepal.

The constantly changing context of insecurity facing marginalised youth in both countries fits with Bauman's ideas about liquid modernity and the world being like a minefield full of uncertainty. At inception, the project was informed by Bauman theories of community (for example, 2001), in that uncertainty may not necessarily be negative. In the face of uncertainty, young people may find creative solutions and develop innovative strategies towards new and more hopeful futures in attempts to support their families. The research explores how identities and notions of autonomy and belonging are developed in response to uncertainty, including whether young people reject existing `traditional' norms, create new social norms, seek support and leadership in alternative groupings and forms of peer support. Uncertainty may also be regarded as positive by young women if their certainty in rural communities in Ethiopia and Nepal is usually early marriage and highly gendered discrimination. Young people of all genders may take risky pathways or choose illegal migration if their certainty is continued poverty, marginalisation and discrimination.

During the course of YOUR World Research, ideas of **positive uncertainty** have been co-constructed and developed with young people. For example, the temporality of uncertainty results in different youth strategies. In the short term, for example when a house burns down or an environmental shock such as flooding, drought or earthquake, young people tended to consult with family, relatives and friends. In the longer term, with the consequences of increasing environmental fragility, or for example, lengthy reconstruction from earthquake damage (for example in Sindhupalchowk and Kathmandu), or resulting from conflict between religious and ethnic groups (for example in Kapilvastu), young people find solutions in building new skills and entering the informal sector, or in migrating to find new futures. Although youth do embrace this uncertainty positively and often feel excited in what they may find and gain through migration (especially when their alternative certainty is poverty), they eventually also want to feel that they belong. As they feel they are **entering adulthood** they want to have a vision of how they can have a more stable income in order to survive and to support their families, including parents and extended families, and their own children. This is problematic especially for transnational families and in the fragmented families that have begun to be more common in some of the fragile rural origin sites of migration.

In Nepal, **youth choose migration** as a strategy to gain skills in order to come back and help in their communities. Muni explained that she still lives in a temporary shelter since the earthquake in April 2015, in which many people in her community lost their homes and loved ones. Along with many friends, she dropped out of school, and has now returned to studying to become a community worker. *`Muni felt uncertain and excited with all these transformations in the people's mind. She wanted to do something in her community and end caste based discrimination and violence.'(Case study for Muni, young woman aged 24, earthquake affected Sindhupalchowk, Nepal)*

In Ethiopia, young people migrate in the face of **uncertainty in drought affected fragile environments and conflict affected contexts.** Many young men and women in rural communities may first migrate to find work in towns and cities in Ethiopia and then internationally – their role models are migrants. Many see uncertainty as a way to break their cycle of poverty and to help support their families in the face of unemployment. Meryiem, a young woman aged 20, from a drought prone community in Hetosa, reflected on choosing positive uncertainty: *"Migration is a chance which is full of uncertainties. I might succeed or fail to make it. By staying in my community I felt that I failed."*

In insecure situations and contexts, young people take the initiative and turn uncertainty into **positive strategies by building their skills and capacities**, for example in cooking, tailoring, carpentry, building houses, often to get work in the informal sector. Youth from both countries suggested they need support in training and in building their small enterprises in the informal economy, rather than going back into formal education that previously hasn't worked for them, or meeting others' expectation of more formal employment.

Many young people who identified themselves as marginalised in their community dropped out of school or failed their exams. They see that their pathway is early marriage and unemployment, and **want to escape to find new and more hopeful futures**. They want to embrace uncertainty in a positive way when their alternative is the certainty of poverty. *`Aminet would like to migrate to Dubai, work and come back home with seed money to set up her own small business. What she heard about life and work in Dubai is bad, but she aspires to go there instead of getting married without securing a source of livelihood.' (Case study for Aminet, young woman aged 20, drought prone Hetosa, Ethiopia)*

Key Working Principles and Emerging Concepts for Youth Research

Living Rights

YOUR World Research explored how marginalised youth react to uncertainty in their complex lives and what role uncertainty plays in shaping their *living rights* (as formulated by Hanson and Niewenhuys 2013). This re-conceptualisation of child rights acknowledges that universal rights have to be translated into legislation and the complex realities of local service provision and young people's lives.

YOUR World research recognises **constantly changing political context**s, and that rights are contested to varied extents in Ethiopia and Nepal, and differently in local, national and regional discourses. Ethnic, caste, class, dis/ability, sexual and gendered inequalities and politics have saturated notions of rights for different actors in development, and researchers worked to analyse and take account of how the cultural and political context can constrain or support youth agency. Youth agency is seen as relational in the research and dependent on the power dynamics and relationships that exist between young people and their families, adults in communities and peers.

Young people's right to participate, for those up 18 years, is expressed in the UN Convention on the Rights of the Child in Article 12, and their freedom to association, in Article 15. It will be interpreted differently in the varied communities where YOUR World Research takes place. Notions of social justice are also recognised to vary nationally and locally across sites and communities.

This re-conceptualisation of rights has been useful, by taking into account its three pillars: living rights that appreciate the complexities and relational agency in young lives; translation from universal rights into legislation and cultural realities; and the aim of moving towards social justice. An issue raised through the research is that attention must be paid within this framework to take into account **young people's agency and their identities** as different individuals within changing intergenerational power dynamics.

The transmission of cultural ideas and poverty needs to take account of how youth, as agents of change in their own right, can contribute to new and innovative solutions towards their wellbeing and to social justice, even if alone and not embedded in family or community. The 500 youth in each of Ethiopia and Nepal interviewed for in-depth and detailed case studies desperately wanted to provide for their families and to be respected. But they do also need to challenge and **break from traditional values** and to be supported in their creativity outside their family and community contexts.

Youth in Addis Ketema during co-construction helping team to understand uncertainty in their lives

Youth in Sindhupalchowk, Nepal during co-construction drawing their rivers of life and network diagram to express uncertainty

Youth Centredness – listening to youth and making their input meaningful

Youth Uncertainty Rights (YOUR) World Research places youth at the centre. It takes as a starting point youth agency and how this is relational: they interact with confidence and creativity as well as being restricted by social norms and cultural and religious beliefs and practices.

The framework recognises that **different places and spaces** for youth can feel safe or insecure and may or may not facilitate participation. Young people also experience transitions as they grow up, developing their shifting and multiple identities and strategies for inclusion. YOUR World Research incorporates an attention to change over time, so that both changing contexts and transitions as youth grow up are taken into account in analysis. YOUR World Research starts from youth perspectives that reveal the nature of uncertainty in their lives.

Cross cutting issues of **structural inequalities**, and the effect of generational **power dynamics** on marginalised and street connected youth (aged 15-24 years), were examined in their local cultural, political, urban and rural contexts. The research also recognised the disproportionate impact that violence associated with social hierarchy has on the lives of youth of different gender and ethnicity/ caste, and which measures can help youth deal with their **experience of violence** in different contexts.

Modified from Change-scape and Bauman
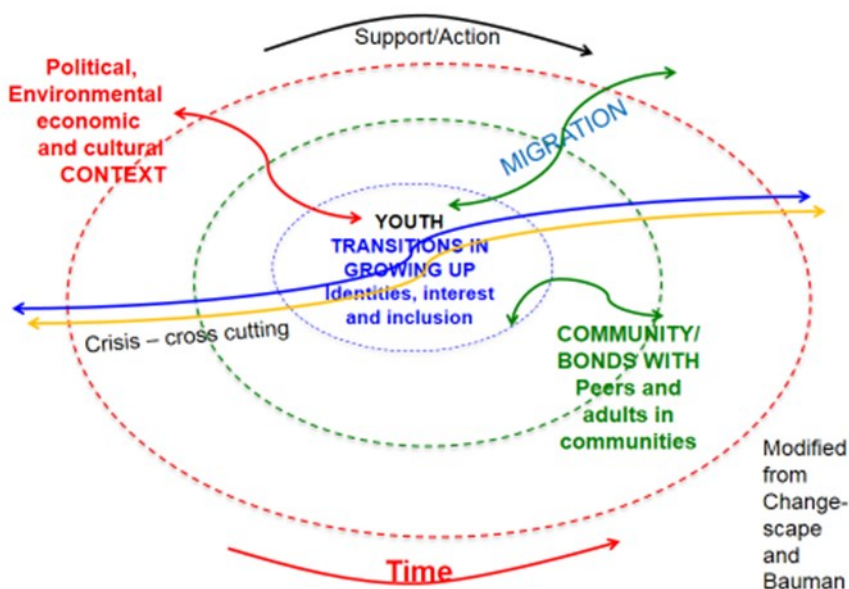
Youth Uncertainty Rights (YOUR) World Research starts from the understandings of young people revealing the nature of uncertainty in their lives. The Change-scape (for example, Johnson 2010, 2011, 2017) helps to place youth experiences at the centre and provides a framework to analyse political, economic, cultural and environmental contexts.

The diagrammatic change-scape representation was developed by the PI (Johnson) and Co-I (West) from Johnson's Change-scape and Bauman's theories of community. This diagram shows how the project follows Change-scape theory in that the methodology was youth centred. It starts from the perceptions of young people on marginalisation, vulnerability and uncertainty in their insecure lives and contexts. The research examines peer and intergenerational relationships and power dynamics in communities as young people grow up in ever-changing cultural, political and environmental contexts.

Research Questions

The conceptual approach and the limitations of existing research in youth, uncertainty and rights described above lead to the key research questions for the project:

1. How do marginalised and street connected youth across communities in fragile and conflict-affected situations understand and respond to uncertainty as they and shape and influence their rights?
2. How do perceptions of uncertainty change, depending on intersecting aspects of poverty and wellbeing, inclusion and identity, age, gender and other structural inequalities?

The international teams worked together at an inception meeting in Nepal (2017) and at an analysis meeting in Ethiopia (2018) to further develop sub-questions relating to experiences of violence, peer and intergenerational relationships and dynamics and youth strategies to find pathways out of poverty. More details on specific objectives of the project, and the approaches and methods used by YOUR World Research with over 1000 youth, 400 adults, and over 100 service providers in Ethiopia and Nepal, are found over the page.
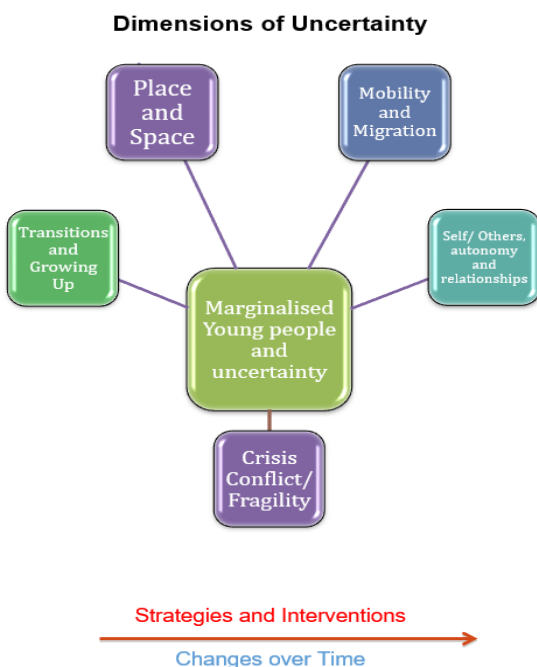
Overview of YOUR World Research and Cross country findings

The aim of the research was to generate new knowledge about how marginalised youth perceive, navigate, negotiate and respond to uncertainty and how this may affect their rights and pathways out of poverty in fragile and conflict affected communities, also prone to natural disasters. The relationship between poverty and uncertainty was examined in Ethiopia and Nepal in partnership with CHADET and ActionAid Nepal, organisations that have demonstrated their local expertise in working with the most marginalised children and youth on poverty, rights and participation.

Youth Uncertainty Rights (YOUR World Research) investigated youth experiences of uncertainty and pathways out of poverty and worked with over 1000 young people (aged 15-25 years) in eight research sites, four in Ethiopia and four in Nepal. National university-based and non-governmental partners hosted national teams, and there was an emphasis on capacity building and south-south sharing throughout the process.

YOUR World Research specifically explores youth perceptions of uncertainty in different domains of young lives including in: the spaces and places they inhabit and in which they work; their transitions growing up; their sense of self and relationships with others; increasingly forced and more necessary mobility and migration; and youth strategies in times of personal crisis and environmental fragility. These domains were determined, along with the methodology and questions for the detailed case studies, during co-construction workshops with marginalised young people and across the international teams.

Dimensions of Uncertainty

Place and Space

Mobility and Migration

Transitions and Growing Up

Self/ Others, autonomy and relationships

Marginalised Young people and uncertainty

Crisis Conflict/ Fragility

Strategies and Interventions

Changes over Time

The research did not stop at data collection of findings but **facilitated young people** to present their views and suggestions to local non-governmental partners, adults in communities, local and national service providers and policy makers. Young people gave their time to co-construct research approaches and questions, provide over 250 detailed case studies of individuals in each country and to suggest alternative and sustained pathways out of poverty, so that they could escape from marginalisation, discrimination and deal with fragile and conflict affected environments. The analysis paid attention to how youth perceptions of uncertainty intersected with exclusion and discrimination.

The project helped **deepen understandings** of how young women and men in both countries, and gender fluid young people in Nepal, address uncertainty in their everyday lives and how these experiences are associated with causes and symptoms of violence. In understanding uncertainty, the team recognised that youth can seek what we have termed 'positive uncertainty'. Young people do not necessarily view not knowing what will happen in their lives as negative, especially those most marginalised youth who see their 'certainty' as poverty, unemployment and environmental fragility. Some seek 'positive uncertainty' through escaping from traditional practices and social bonds in families and communities and migrate or seek innovative and alternative ways to meet peer, adult and societal expectations. However, rather than trying to and find autonomy within and from families as the team expected, youth tended to try to support their family members and wanted their respect and acceptance when they visited or returned home.

Far from youth setting out to seek extremist peer groups that can destabilise communities (one of the outcomes also interrogated), most of those interviewed in detailed case studies **sought positive groupings** with their peers. When, for example, they migrated internally or internationally, on their return they wanted to belong and maintain a sense of pride within their communities of origin. They admitted that they had to lie to family if they had to resort to exploitative labour such as commercial sex work, or any kind of illegal activities. When they are not listened to or supported in trying to set up enterprises in the informal sector, they tended to stay street connected without adequate access to their rights. Many had stories of authorities presuming they were guilty of crimes when they were not, or of being abused by police. While some had positive stories of interventions by government shelters or NGOs, most felt they were not listened to and preferred the freedom of the street despite its insecurity. They suggested that rather than banning youth from working in the **informal sector on the streets,** accepting low pay, and making migration for non-educated youth or those without illegal, authorities need to work with youth to support them in their strategies before they resort to any illegal activities. Many street connected youth rely on drugs to cope with difficult living situations but they still recognise that they could benefit from support. YOUR World Research highlights the **ongoing strategies of youth to survive** and provide for their families, and their suggestions for local services and provincial and national youth policies.

Approaches and methods

YOUR World Research is predominantly interpretative and a large scale comparative qualitative research project working with over 1000 youth, 400 adults and 100 service providers and policy makers in Ethiopia and Nepal. In each country the national teams identified marginalised young people for 250 in-depth and focused case studies. The in-depth case studies looking across the domains of uncertainty in young lives that were identified in youth workshops in the earlier co-construction and participatory phase of the project. After analysis of these in-depth case studies in each country, an additional 100 were followed up as focused cases to explore gaps or emerging themes in small groups.

Four sites in each country provide evidence from youth in rural fragile earthquake and drought affected environments, conflict situations and of young lives on the streets of capital cities and smaller towns. Young people also provide illustrations of their journeys and reasons for migration in search of alternative futures.
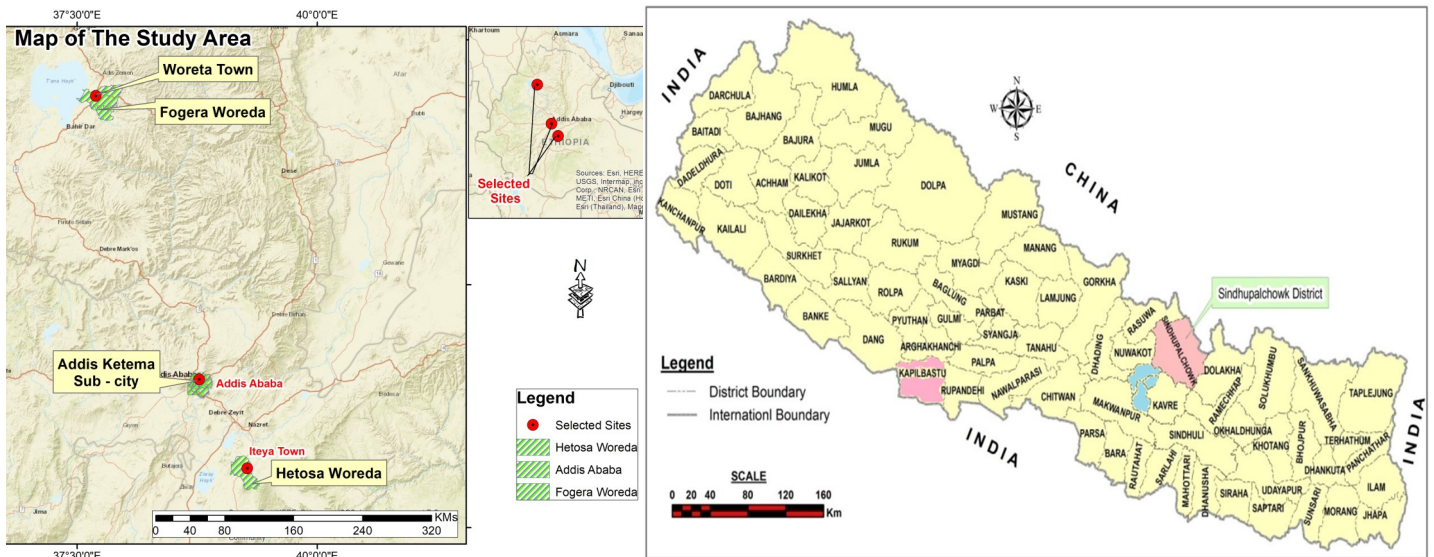
The specific objectives for YOUR World Research were to:

- Scrutinise conceptions of uncertainty and how uncertainty is perceived to affect pathways out of poverty from the perspectives of marginalised youth and adults;

- Examine violence, vulnerability, risk and resilience in the lives of young men and women living with uncertainty in impoverished areas, including understanding how identities and notions of autonomy and belonging are developed;

- Analyse youth agency in dealing with uncertainty and insecurity, their awareness of and access to their rights, and their migration behaviours and daily coping strategies;

- Inform and change policy discourses and practices concerning peace-building, community development and education using an improved understanding and re-conceptualisation of uncertainty, and how this affects the realisation of impoverished young people's living rights.

The research is timely as it will inform the implementation of the UN's sustainable development goals, in which inequality is a key theme.

The national teams, led by national academics, were supported and mentored by international researchers. Young research assistants and doctoral students were encouraged to take ownership of the research, rather than to act as local enumerators - thus the project disrupted traditional North-South and academic hierarchies. It intended to value academics and practitioners learning together to make research rigorous and to create greater impact to ultimately change young lives.

International advisors and in-country Reference Groups in Ethiopia and Nepal were engaged on initial entry points and plans to identify the most marginalised youth, and in particular to have an influence on research uptake. Attention was given to ensuring academics, practitioners and policy-makers were also balanced in gender, discipline and policy area. Groups provided input on the national political and cultural contexts, and specifically on structural inequalities including gender, age and a range of social drivers such as ethnicity/caste, religion, disability, socio-economic and educational status, and spatial factors.

Methodology - co-construction and ongoing capacity building

The youth centred research was conducted by national teams based at national partner non-governmental organisations and national universities. The UK, Ethiopian and Nepalese teams met during inception, analysis and writing-up to share ideas and approaches across countries. The PI and Co-I provided ongoing training, mentoring and support to the teams to be involved in co-construction throughout the process.

Initial translations and understandings of insecurity, uncertainty and marginalisation, and the most appropriate methods to use in the further phases of the research, were piloted and further co-constructed with marginalised young people early on in the process. Uncertainty was stratified into different dimensions of young lives to explore their perceptions of uncertainty in more depth: in places and spaces they inhabit; their mobility and migration; transitions as they grow up; their feelings about self/others, autonomy and relationships; crisis in their personal lives; and local conflicts. All of this was seen within their family and community dynamics and changing political and fragile environments – the landscape of change. Two cross cutting themes - strategies and interventions, what helps and doesn't help in times of uncertainty – help provide insight for policy makers.

Analysis was done with national teams and further themes explored with youth in the research sites. The major findings were also verified with young people who made recommendations to policy makers through youth seminars at regional/provincial and national levels.

Participants

Over 1,000 young women and men, and in Nepal 10 genderfluid young people, participated in the research. The term youth and young people have been used interchangeably. The team decided on the UN age range of 15 to 25 years, despite national definitions extending to higher age ranges. The participant sample and criteria of marginalisation and vulnerability were developed through the inception and piloting phase of the research project. Snowballing was used to reach the most marginalised, as defined during co-construction and then throughout the research by other youth in impoverished or environmentally fragile and conflict affected areas. Participants were selected to maintain a balance of gender, ethnicity/ caste (depending on locality) and to be inclusive of youth with disability, young people who had experienced abuse, those in different family and working situations or other circumstances of exclusion, poverty and vulnerability.

A youth profile was developed to provide detailed monitoring and reporting on the diversity of young people in the 250 detailed and focused case studies in each country. This also enabled the team to analyse findings with reference to these intersecting issues of difference, and coding was designed to enable the team to do this in themed team analysis and using NVivo. The perspectives of over 200 adults in each country and around 100 broader stakeholders were also collected through group discussions in each research site and with policy makers nationally.

SUMMARY TABLES OF PARTICIPANTS IN NEPAL

Research Sites	Male	Female	Total	C3	Focus
Sindhupalchowk	49	73	122	40	30
Kapilvastu (U)	36	94	130	30	20
Kapilvastu (R)	41	60	101	40	21
Kathmandu	45	65	110	37	30
Gender Fluid	0	0	13	10	
Total	121	242	476	157	101
Number of participants in Youth Seminars (National-60, SND-31, KPV-34 & KTM-27)	152				
Total reach	628				

Adult Participants			
Research Sites	Male	Female	Total
Sindhupalchowk	22	22	44
Kapilvastu (U)	14	9	23
Kapilvastu (R)	13	12	25
Kathmandu	22	25	47
Gender Fluid	0	0	0
Total	71	68	139

Stakeholder Participants			
Sites	Male	Female	Total
Sindhupalchowk	6	4	10
Kapilvastu (U)	18	0	18
Kapilvastu (R)	3	4	7
Kathmandu	5	13	18
Gender Fluid	0	0	0
Total	32	21	53
Stakeholders in youth Seminars (National-14, SND-9, KPV-12 & KTM-7)			42
Total reach			95

Phases of youth centred research

YOUR World Research, funded by the ESRC-DFID Joint Fund for Poverty Alleviation Research, was conducted in 5 phases.

Phase 1 selected national teams and co-constructed the research.

Phase 2 piloted and co-constructed with youth. Applied creative and engaging participatory and visual methods were developed. These included mapping, rivers of life, photo narratives, timelines, seasonal maps, youth led walks, network and support diagrams. Youth profiles were designed and marginalised youth found through a snowballing approach. Ongoing analysis was informed through team observations, interviews with adults and broader stakeholders, and the continued reference to the audio and visual materials created with young people.

Phase 3, conducted over a one-year period, included 150 in-depth case study interviews that illuminated how youth navigate and negotiate uncertainty in different dimensions of their lives. Team thematic analysis, alongside the use of qualitative software, led to key findings and identified themes for further exploration.

Phase 4 followed up these themes with an additional 100 young people. Focused case studies explored specific issues and youth strategies in small groups across the research sites using creative, moving and participatory methods. Verification and dialogue with local decision-makers and service providers was carried out in regional/ provincial youth seminars, reaching out to, and engaging with, more youth locally.

Phase 5 focused on site, provincial and national processes of research uptake. At a local level, this was done with adult-led groups, community leaders, officials and service providers from NGO partners, Woredas in Ethiopia and municipalities in Nepal. At a national level, it was done with NGO and university partners and national policy makers and practitioners. Although not initially planned, YOUR World Research National Youth Seminars were supported through additional funding in response to the interest of national and international decision-makers and researchers.

In these provincial and national seminars, young people both verified findings from YOUR World Research and presented youth declarations to provincial and national policy makers. Throughout the process, YOUR World Research has been advised through national and international reference groups of policy makers and academics, who also attended the national youth seminars.

International launches and discussions of key findings, held at Goldsmiths and the University of Brighton, supported by GCRF and the ESRC Impact Initiative, focused on major findings from the youth centred and large scale qualitative research. Findings are presented on positive uncertainty and how youth perspectives can feed into inclusive policy making including with youth with disabilities. Outputs include articles and a book on Positive Uncertainty, 2020, co-authored with the full team including all of the southern researchers and directors of partner organisations.

SUMMARY TABLES OF PARTICIPANTS IN ETHIOPIA

Youth Participants

Research Sites	Male	Female	Total
Addis Ababa	44	45	89
Woreta	49	40	89
Fogera	41	34	75
Hetosa	45	44	89
Gender Fluid	0	0	0
Total	179	163	342
Regional and national youth seminar (National-46, ADD-50, WRT-50, FOG-50 & HET-50)			246
Total reach out			588

Adult Participants

Research Sites	Male	Female	Total
Addis Ababa	7	12	19
Woreta	12	11	23
Fogera	11	13	24
Hetosa	12	12	24
Gender Fluid	0	0	0
Total	42	48	90

Stakeholder Participants

Research Sites	Male	Female	Total
Addis Ababa	16	18	34
Woreta	17	15	32
Fogera	17	17	34
Hetosa	18	17	35
Gender Fluid	0	0	0
Total	68	67	135
Stakeholders in youth Seminar (M-24 F-20)			44
Total reach out			179

10 KEY FINDINGS FROM ETHIOPIA AND NEPAL

Full findings are published in site, national and international reports and briefings on websites hosted by Goldsmiths, the University of Brighton, ChildHope, ActionAid Nepal and CHADET in Ethiopia. This section presents ten key findings that arose from the analysis across sites in each country. The following section includes more specific messages and evidence from the four sites in each country. The team selected key policy and practice areas to present cross country findings on: relevant education, employment and the informal sector; street connection; youth living with disability; migration; and gender fluidity (specifically from Nepal where transsexuality and homosexuality is legal, even if youth still feel they face discrimination because of their sexuality.)

Findings from YOUR World Research Ethiopia

In Ethiopia, uncertainty is understood in many dimensions of young lives and seen as both negative and positive. **For the most marginalised youth, whose certainty is povert**y, or who have become street connected, **uncertainty represents hope and creativity**. Many dropped out of school, work in the informal sector, and their role models are successful migrants. **Formal education has declining value** amongst youth, and to support their families, they often have to migrate. In smaller urban areas, services are not providing support for the most marginalised so they may turn to risky and illegal forms of employment as strategies for survival. Many migrate to Gulf countries in search of alternative futures. The ten key findings are as follows:

1. *Organisational approaches to working with the most marginalised youth need to change*. Youth subjective indicators of marginalisation challenge government definitions and specifically include, for example, young people's disability, family situation, experiences of abuse, school drop-out, and forms of labour or exploitation in work.

2. *The value of informal work and labour in urban areas needs to be recognised*, young people lack protection and access to their rights when they are street connected:

    a) Youth working in the informal sector need support on conditions and wages or they have no option but to turn to illegal or risky work, or to migrate.

    b) *Young women and men feel their only option is to leave and migrate to urban settings or internationally* Rural young people face poverty, landlessness, environmental fragility, and harmful traditional practices such as early marriage. Girls in households are expected to work hard and long hours in domestic labour.

3. Youth want to support their families and meet expectations but face rejection, stigma and exclusion when they enter the informal economy and become street connected.

4. *There is a lack of support and services in small towns to which youth migrate,* such as Woreta from the Fogera urban area. In these small towns, which are the first destination for youth migration, services are inadequate or inaccessible for the most marginalised and the poorest.

5. *In larger towns and cities, services are lacking for the most marginalised and street connected youth.* Services fail youth and many agencies focus on clearing the streets of youth instead of listening to them about the support that they need.

6. *Marginalised youth may adopt substance use as a strategy for survival*, especially in the absence of services that are relevant to their lives.

7. *Their role models are migrants not youth that have qualifications or formal employment.* Many of the most marginalised youth have dropped out of school or failed national exams. They feel that there is no value or relevance for them in the formal education system.

8. *Returnee young migrants can feel rejected by family when they are not successful*. If they do send remittances home then they find that there is poor financial management in their absence and all of the money may have been (mis)spent by the time they return. They feel forced to re-migrate.

9. *Peer groups are important to the most marginalised.* They feel inadequate when they can't meet expectations and so break their traditional and social bonds to form new bonds and to seek support from peers.

10. *Youth therefore seek positive uncertainty but this is temporal, and they later seek some certainty, respect and security in their new lives.* Once they have broken bonds with their families and communities, they then want the new freedoms they have found.

Findings from YOUR World Research Nepal

In Nepal, uncertainty is part of young people's lives: in their transitions growing up, their relationships with family and friends and their political and fragile environments. Despite many challenges, poor and marginalised youth are creative in their capacity and take initiatives to support their families, for example through seasonal and international migration. Youth are rejecting traditional lives, and their definitions of marginalisation reach beyond indicators of caste, ethnicity and poverty. The team in Nepal is gaining depth of understanding youth feelings about uncertainty and how it is influenced by family poverty, lack of parental care, lack of available services, discrimination, violence and landlessness.

The ten key findings are as follows:

1. *Marginalised youth do not see their futures in formal education and many have dropped out of school.* They are demanding a different kind of education and training that can help them to build their skills and engage in the informal sector so that they can earn money.

2. *Young women and men value their traditional and cultural context but do want to "edit" some social norms.* For example, many want to change discrimination towards Dalits and on grounds of gender; they also want to choose who they marry and gave examples of inter caste marriage. Youth want to mix traditional and new norms, while still appreciating dance music festivals.

3. *Genderfluid young people feel they experience rejection in families where their shifting identities are often not accepted, and they face discrimination in communities.* They lack information and access to services including medical and sexual health services: many doctors 'freeze' when they meet them. They want to be accepted and feel that they also have opportunities. They form bonds with peers and groups that support them.

4. *Youth agency and their roles in families have changed over the years.* Many of the marginalised young people feel they have freedom and decision-making in families and want to consult with family members, elders and educated people within communities. However, limitations mean that some indigenous Terai Dalit young men and women still seek freedom from their families, and many young Muslim women do not have freedom to travel, even for education.

5. *Across all groups and localities young women particularly are concerned about their shifting roles and relationships, including their agency in decision-making, when they get married.* Young people also recognise changes in their lives and opportunities because of separating and shifting families due to migration, elopement and new parental relationships.

6. *Street connected young people want to feel that they can refer to their families and be accepted by them*. But many have been rejected by families or escaped from alcoholism or abuse. Some street connected youth want to belong to a youth club or group, others find freedom on the street and want to associate with friends. Services do not always consult with youth about their realities and needs, and do not provide services for those that use drugs or are involved in illegal activities. Youth do not want to be confined to institutions but to make the most of opportunities they may be offered.

7. *Urban-rural migration is a strategy that young people and families rely on to find pathways out of poverty*. Decisions are often made with the family, and youth stay connected with them unless they have had to leave due to abuse. However, in urban areas, young people who migrate to slums or become street connected may face discrimination in local communities and find it hard to access services.

8. *International migration is well-established as a strategy for people in Nepal*. However, young people do try to find options within their communities or country rather than migrating internationally. Migration strategies vary for young people depending on their caste, ethnicity and family expectations. For example, Dalit youth still turn to this as a survival strategy; Janajati, specifically Tamang girls have traditionally travelled to India for sex work; and youth who are Brahmin and Chetri often go for employment or education through family connections. For some marginalised youth, negative media or negative experiences of others in their communities has put them off international migration.

9. *Youth who migrate are often supported by family to do this, sometimes relying on loans, and then most send remittances back to families.* Many young people go to India. Young men have also started to travel to Qatar, United Arab Emirates, Saudi Arabia and Malaysia, whilst young women go to Kuwait. If they are unsuccessful in their migration they are accepted back into their families and supported. Few young people have migrants as role models (if they do they are usually from migrants going from rural areas to Kathmandu). Role models are more often movie stars, sports people and government officials.

10. *Children's rights are a popular discourse throughout Nepal.* Policies addressing rights and discrimination at national level, and a local governance structure include child clubs and youth clubs, albeit with varying effectiveness. Civil society and the freedom of NGOs and INGOs to discuss and work on rights in communities have facilitated local discussion of rights. Youth tend to know about their rights from being taught at school or from connection to organisations.

Detailed site reports can be found on the YOUR World Research websites of the universities and partners. Findings are also available in separate short summaries, and a forthcoming book on Positive Uncertainty. Each site had around 40 detailed, and 20-25 focused case studies. An outline of youth perspectives and key policy and practice issues for each site in Ethiopia and Nepal follows.

Key findings from four sites in Ethiopia

Addis Ketema, a sub-city of Addis Ababa

Many of the 40 youth, that were interviewed in detailed case studies on the streets and in the slum areas of Addis Ketema, had escaped abuse and relationship breakdown in families and had come to the city to find new futures. **They spoke about their certainty of poverty, their insecure lives and the discrimination they faced on the streets**. One young man, who worked with his peers in Addis Ketema to set up temporary toilets and slept under a bridge, reported that despite deportation from Gulf countries he kept his passport ready and would go again. *"I am living in the street under the bridge with a community of street connected young people. I have migrated several times to the Gulf but unfortunately deported due to my illegal entry. I am always ready to migrate again, if you check my pocket now I have kept my passport with me. Whenever I get money, I will save it for my journey. Living here poverty is certain, I feel happy when I migrate, it is uncertain but it offers hope".   (Abdi, Young man aged 19, Addis Ketema, Ethiopia)*

Many young men and women living and working on the streets felt that they lacked support, opportunities for employment and access to services. The most marginalised youth in urban and rural areas had dropped out of school and, unable to provide earnings through formal employment, migrated to other towns and cities to find an alternative income from work in the informal sector. Some of the young women were escaping from early marriage.

Having become street connected young men and women try to earn a decent wage but are often pushed into exploitative labour and commercial sex work or illegal activities in order to survive. They feel ashamed to go home and sometimes pretend that they have found more legitimate and acceptable forms of work so that they are not rejected by family members. **Even when street connected youth are working hard in the informal sector they are often misrepresented and wrongly accused of crimes.** Many discussed their use and abuse of various substances including glue and benzene to relieve their difficulties and cope with everyday life. They say these substances help to forget their vulnerability, calm their hunger, but also offer entertainment, provide courage and a feeling of belonging with other youth. Unfortunately, while some young people do struggle with addiction, all have to cope with social labelling, called thieves, drug addicts and feeling alienated. They are often regarded as the primary suspect for any criminal activity. As a result of this, **street connected young people reported non-judicial torture and imprisonment.** They also assert that the judicial system is discriminatory, and that they are marginalised and not included in the provision and access to social services.

"We don't get the chance to take part in the affairs of the community. We are not regarded as a benefitting group by the local administration. There is a youth centre in the Woreda. But, street youth hardly go there as they are regarded as outsiders." (Zeru, young man aged 23 years)

Policy and Practice

Street connected youth develop strong attachment to public space and adopt resourceful and resilient strategies for living. Rather than top down provision of shelter that removes youth from the streets, young people want to be involved in solutions, have recognition and understanding of the challenges they face on the street, and appropriate services to help them to access their rights.

Youth in street situations suggest that formal and informal support systems need to be strengthened but that development of services and relevant education and training needs to take into account different needs and aspirations.

Youth centres and sports facilities could help young people to interact in a positive way and to co-construct appropriate services and provision to support their strategies in informal work and trying to support their families. The creation of employment opportunities is key, as is information about services that are accessible to street connected youth.

The small town of Woreta in Amhara in Northern Ethiopia

When youth migrate from rural areas, such as the surrounding region of Fogera, into towns, it may be for many different reasons. Young people are generally keen to meet expectations to help support their families but have to go into towns due to landlessness, unemployment, abusive family relationships or to escape from early marriage. They become street vendors, seasonal migrant workers, labourers, domestic workers, scrap metal and used plastic collectors, and *Khat* or local alcohol delivery workers or sellers.

Services in small towns such as Woreta frequently cannot cope with the ever increasing numbers of youth. In circumstances of high rates of unemployment and migration, along with discrimination, abuse, exploitation and lack of protection, particularly for casual workers, **many young people turn to substance use to cope with their daily realities.**

As elsewhere in Ethiopia, *Khat* leaves (*Catha edulis*) are widely used among young people. *Khat* chewing is more common among young men than women, and is also associated with smoking cigarettes, heavy consumption of alcohol, addiction, and exposure to sexually transmitted illnesses. High school students in Woreta with poor academic performance, unemployed young men and those who work for people who chew *Khat*, young men who work in and around the bus station, truants and school dropouts, daily labourers and street connected young men commonly use *Khat* and consume alcohol. Peer influence is significant and there has been a public outcry about the problem of substance use, abuse and addiction and its consequences in Woreta. **Family members and friends were mentioned as important protective factors and good role models**.

Policy and Practice

Youth in Woreta suggested that more help with rural employment would curb migration. They often migrate due to lack of employment opportunities. They suggested agro-processing as a sector they might find employment in if given appropriate training.

Once in towns, youth need to be supported in the informal sector in casual work so that they are not exploited and their rights violated. This would need to be monitored to address corruption and to ensure that youth have access to social services.

Substance use, for example *Khat* and alcohol, needs to be addressed through community based interventions where youth are involved and listened to. Young people suggested that Iddirs (funeral associations) and also Kebele (local government) officials could work with school clubs and adults in the community to help young people with preventing and regulating substance use and establish rehabilitation services that includes counselling.

"*One needs to separate addicted and non-addicted Godanist [street connected youth]. One can teach addicted ones and try to change them. Support them to be able to work and support themselves. If everyone is given a chance he can be able to change and support himself. As an intervention you don't simply give them money. First give them advice. And then given them money so that they can change. Above all pilot your intervention before implementation". (Defaru, young man aged 15)*

Youth discussing internal and international migration in research sites in Amhara in the north of Ethiopia.

Drought affected Kebeles of Rural Hetosa

Some Kebeles in Hetosa are drought prone and, due to **a combination of environmental fragility and young women escaping from early marriage,** there has been increased migration both to towns and cities in Ethiopia and internationally to the 'Gulf countries'. There is high unemployment, and rather than trying to follow aspirations of formal education and employment, youth have as role models migrants who have dropped out of school but been successful in providing for their families. Those migrants that are unsuccessful may well then feel rejected if they return empty handed.

"Currently I don't have any paid job. I am dependent on my family for all of my expenses. Therefore, in order to improve the quality of my life I want to go to Dubai and work. I heard that people faced many challenges in Dubai. But death is unavoidable and I pray for God to protect me. When I come back with seed money from Dubai, I would like to set up my own small business in my country. I believe the only means I have to improve my life is to migrate out and work in another country. Being here there are no other ways by which I can transform my life". (Aminet, young woman aged 20)

In the dry season, young and old people have to fetch water from rapidly drying rivers and also queue for water collection. Young people cut wood for fuel and construction, and charcoal production further exacerbates environmental fragility. **Despite agriculture being seen as a main source of employment, it is not sustainable for young people, w**ho have to increasingly migrate to find work and provide for their families. They suggest that there are few off-farm opportunities for employment. When young men migrate in the dry season, young women, who are left to do the farming and fetch water, also want to escape. Youth dream of getting out of the country to find a different future. Young people describe formal education as a long route out of poverty that feels irrelevant to their lives and to their fragile rural context.

Policy and Practice

Young people in rural drought prone kebeles of Hetosa question the relevance of formal education to their local context. Many need immediate income generating opportunities for their daily subsistence. **The curriculum needs to be revisited, taking into consideration local contexts such as drought and mobility, and focus on creating market oriented TVET (Technical Vocational Education and Training)** programmes that can engage and make rural marginalised youth competent in their local contexts.

Strategies also need to be adopted to address barriers to schooling, including parents' need for child labour, engagement in informal work to generate basic income, distance to school, water shortage and drought.

Young people have limited information about resources and available services in their locality. Youth suggest they could be involved in designing an information campaign and a service that meets their needs and provides relevant, accessible information at local level.

Environmental fragility plays a pivotal role in the future prospects of young people. Practical steps therefore need to be taken towards addressing climate change and environmental fragility locally, including adaptation strategies, alternatives to charcoal production, regulation of deforestation for the sale of firewood. Steps should involve young people in devising sustainable sources of income in the local area that protect rather than erode the environment.

Migration is a livelihood strategy for many youth and their families in Hetosa. More information and discussion is needed to ensure youth have adequate information, support and advice to make journeys and find possibilities for successful employment. Mismanagement of remittances limits the gains of their investments and curtails young migrants' ability to use this strategy to turn their lives round. Youth suggest establishing training and support services for young migrants and their families, to ensure transparent, informed maximisation of the potential that remittances provide.

Fogera, the rural area surrounding Woreta

In rural Fogera there is much landlessness and unemployment amongst the most marginalised young people. Many are employed informally from their childhood onwards and families with small plots of land use their children's labour to diversify their income. **Young women are mostly employed as domestic workers in their community and young men are employed to herd cattle**. Those young people with an experience of domestic and farm work reported violence from employers, denial of primary education and exploitation by a heavy workload with minimal pay.

"As my parents didn't have land they made me get employment formally from the age of 10. I worked for 10 years in 10 different households…. My parents were the ones who negotiate on my behalf with landlords…"   (Maru, young man aged 20).

Marginalised young people in Fogera Woreda reported their **parents' reluctance to send children to school because of the need for their labour**. Many youth had to drop out of school for varied reasons including pressure to marry young, unaffordability of formal education, limited access to library and availability of books. Some migration is unsuccessful and then youth are reluctant to return. They, and others who fail in work or education, feel that parents may reject them for having left and failed.

"My parents decided that I should get married at the age of 13. With a lot of struggle, I was able to complete grade 8. Then I moved to Woreta Town for grade 9 and 10. The struggles in Woreta were too many…… I came back to my parents." (Haimanot, young woman aged 19)

Secondary schools are located in towns, so youth from poor rural family backgrounds engage in informal work to cover costs of living. **Combining work and school is a challenge,** and gives limited study time outside school. Youth who manage to combine work with schooling, may still fail to score a pass mark in the National Exam in grade 10. This National Exam is a source of considerable uncertainty and reported to be a barrier in young people's school journey, but formal education is also seen as irrelevant. School lessons are thought to lack appropriate content or applicability to young people's daily activities.

Policy and Practice

Young people recommend more attention to and monitoring of the conditions of exploitative labour, and say that children and **youth need education and protection from abuse and violence in the home and in workplaces, especially in domestic work.** They also say they need advice about family relationships.

Young people also suggest that **secondary schools need to be built in rural villages** because moving to town is unaffordable. Strategies are needed to help marginalised young people to cope with failure in national exams. Education systems need to take into consideration marginalised youth living contexts, in addition to the access and quality of education provided in rural areas. Vocational education and training needs to be developed along with academic guidance as part of the formal education system.

More sustainable off-farming livelihood opportunities need to be created for marginalised youth in rural locations. Agriculture is a primary means of livelihood in rural Fogera, despite land shortages and landlessness amongst marginalised young people and their families. Since many of the most marginalised depend on subsistence farming, there is a significant and urgent need for alternative off-farming livelihood opportunities amongst the youth and their families.

Collecting firewood in drought prone Kebele of Hetosa research site in Ethiopia'

Young people explaining about their uncertainty using physical maps in a Fogera research site in Ethiopia

Key findings from four sites in Nepal

Kathmandu: slums, street connected youth and genderfluid young people

Young people's definitions of marginalisation and vulnerability are based on their experiences of abuse in families, their encountering exclusion and rejection within communities, and inequalities such as those based on gender, sexuality, (dis)ability, religion and family status.

"I felt marginalised as I was growing-up in the street without family. I also saw many children in the street who are marginalised. People with disability are another segment of marginalised people as they can't do anything by themselves. People who do not have family are also marginalised people in my opinion." (Kamal, young man, aged 16)

Youth embrace uncertainty to find hope. Many young people want to break with family expectations and social norms in their communities and move to uncertain situations to seek new social bonds and gain a sense of belonging. Many migrate to urban centres, and when they still find poverty, insecurity, lack of social status or respect, they migrate internationally to seek different futures.
Young people interviewed feel gender discrimination is rife and often experience clashes between traditional and modern lifestyles and values. Although young people are rejecting some traditional norms, especially socio-cultural differences between ethnic groups and caste based discrimination, they still mostly want to be accepted by their families.

Many young people question the relevance of formal education, seeing skills development as a much more viable route to being able to make a living. Young people are keen to work, and the most marginalised often end up in informal or seasonal employment, where they are at risk of exploitation and often unable to earn enough to meet basic needs. Young people living in poverty with their parents have to work from a very young age to support their family, making it difficult to continue schooling. Young women in particular do not get enough time to study due to a heavy workload at home.

Some young people have chosen to migrate in search of earning an income. Many marginalised young people who migrate internally, and those who want to go abroad, experience difficulties because of finances and problems in obtaining citizenship documentation.
Young people generally report that public services are extremely complicated to access for those from marginalised communities, because of bureaucracy, political interference, nepotism and corruption.

Shelter homes are providing a safe environments and basic education for street connected youth. But they feel insecure about leaving the shelter homes after their designated 'two years' period.

Policy and Practice

Policies to recognise and respond to young people's domestic and care workloads need to be developed including support mechanisms for them to continue their schooling.

Youth suggest employment plans for the most marginalised, that are focused on skills development including apprenticeship programmes.

Specific mechanisms targeted at marginalised young people need to provide information and support for citizenship documentation and safe migration and employment.

Local governance systems need to be enhanced for effective public services, policies and practice to support the most marginalised to access services and use them effectively, accompanied by attention to programmes to address corruption.

Marginalised young people are not aware of government policies and existing provision for support. Useful services need targeted promotion. Services need to be publicised and communication improved so that information about relevant and helpful government initiatives may reach the most marginalised young people.

Shelter homes need to make sure that they listen to the needs of youth. After street connected youth leave shelter homes, they need support and after-care programmes, along with life skills, livelihood and vocational skills training. There needs to be attention to some transitional homes or support to enable youth to live independently.

Earthquake affected areas of Sindhupalchowk

The uncertainty of marginalised young people in Sindhupalchowk is influenced not just by environmental fragility, but also family poverty, poor parental relationships, neglect in childhood, domestic violence, and family separation, which leaves young people responsible for the household economy from a very early age.

The earthquake left families displaced and unable to rebuild their homes. After their houses were destroyed in the earthquake, many young people are living on other people's land. Most are struggling to reconstruct their houses, as government support is insufficient, leaving them vulnerable to financial exploitation and recurrent landslides. *"I always feel insecure here since all the houses in my village are on steep slopes. A couple of years back a landslide swept away all our houses. The earthquake caused more destruction. I cannot sleep a whole night during the rainy time. The place is vulnerable to landslide. The roads are not safe to go to the market or the forests. They are not well built and are vulnerable to landslide."* (Senita, young woman, aged 16)

Marginalised young people in Sindhupalchowk have difficulty accessing and continuing primary education. Most of those interviewed dropped out of school before completing primary education, due to a combination of poverty and distance to school. Young people from poor households have to work from an early age to support their families, especially those affected by parental migration. Long distance to school presents a further barrier. Marginalised young women's education is particularly at risk, as parents prioritise sons' education over daughters'. A combination of tradition and gender discrimination leaves many young women with limited or no schooling.

Young women live in fear of violence and abuse, including rape and sexual harassment. Many have direct experience of abuse. Young people, including young men, feel this gender discrimination must be addressed to ensure basic safety for young women in their lives and the pursuit of opportunities outside the home. Youth identified some traditional values and practices as good but wanted to change those that discriminate by caste or gender. For example, some people still refuse to eat with people of the 'Dalit' caste. When young women menstruate, they talk about how they have to eat and sleep separately from the rest of the family. *"I feel some traditional values and customs are good but not all. I do not like the tradition of keeping women separate for 7 days during menstruation. But I like the old cultures."* (Suna, young woman, aged 20)

Many young people question the value of formal education, seeing skills development as a much more viable route to being able to make a living. Many say they prefer to migrate because they do not have employment opportunities in the village or access to capital to start a business.

Young people lack access to information about legal migration. They are migrating to different countries without proper information about safe and legal routes. As a result, many are being cheated and young women in particular are at risk of human trafficking and labour exploitation.

The problem of alcoholism is high in Sindhupalchowk, particularly amongst older people, leading to abuse in families, and amongst young men. This has significantly affected the lives of young people. Their relationships with family members are affected, which leaves them feeling helpless. Young women in particular experience abuse and harassment due to alcoholism.

Policy and Practice

Problems of displacement due to the earthquake need to continue to be addressed, and the support system for people to reconstruct their houses must be enhanced.

Education policy needs to be devised so that it recognises marginalised young people's barriers to accessing and completing primary education, particularly taking into consideration distance to school and responsibilities at home.

Young women need support to continue education of their choice. Gender discrimination needs to be addressed through campaigns that emphasise the value of educating girls, and an education policy that addresses gender and support for girls to continue education must be developed.

Gender discrimination through action on women's safety and security in domestic, community and workplaces needs to be addressed so that young women can feel respected and safe.

Employment plans need to be put in place that focus on skills development. Youth suggest that these should promote apprenticeships and skills oriented education, and create employment opportunities in the villages. Young people would also like to have more support in provision of small loans for young entrepreneurs.

Youth who face complex and risky migration, and have experienced illegal migration, suggest that information services are established about legal migration that is accessible to all.

Youth suggest that the significant problem of alcohol abuse is addressed through supporting provision for associated domestic violence, financial and other problems.

Kapilvastu urban localities

Young people are experiencing uncertainty in both negative and positive ways. Family poverty, exposure to violence and abuse, communal tensions, conflict, alcohol and drug use, and insecure living environments are major causes of negative uncertainty. Where families are supportive and relationships and networks are good, young people have positive uncertainty in looking to their dreams and aspirations, and have more motivation.

Many youth migrated to urban Kaplivastu with parents from other parts of Nepal. Young people generally feel insecure and disturbed because of communal, religious and local-migrant tensions and conflict. They want secure living, livelihood opportunities and access to good public services. Young people now find their situation insecure and want to migrate on to bigger cities and abroad.

"I migrated internally with my mother, elder and younger brothers from Gulmi to Chandrauta, Kapilvastu 12 years ago. My father was a drunkard and he burnt the house. We all became very sad and tired with his day-to-day quarrels, and fights at home. We decided to migrate to Kapilvastu in search of a safe and good place to live. I went to Qatar for work and returned home one year ago after 3 years there. Now, I am preparing to go to another country (Poland) for employment. I feel uncertain and tense being here in Nepal." (Jyaseelan, young man, aged 24)

Many of the marginalised young people from Kapilvastu who were interviewed dropped out of school, and are forced into risky work, leave home, or drift about because of difficulties and abuse in their families. Children and young people experience abuse and violence in the family associated with alcohol use by adults. Young people also find the current education system is not suited to their situations as they are expected to look after their families and find future employment, which causes them to drop out. Young people seek information and support when leaving home or when they drop out of school, but many fall into vulnerable and difficult situations. Most young people lack support through living in separated and shifting families or working in the informal sector, but have aspirations for further education, or craft skills, leading to employment.

"My father used to drink alcohol and quarrel at home which I did not like. My step mother discriminated us because of which I felt bad. I felt that my parents are not responsible to me. They are not supportive for my education and requirements." (Rameshwor, young man, aged 17).

Young people recount situations where they are forced to work in risky and informal sectors, often on a seasonal basis in construction, or have to migrate abroad. Although some have skills such as cooking, carpentry, house painting, this is insufficient to find regular and decent local work. Some young people are also using alcohol and drugs to help them to cope with their situation.

Many young women fear harassment, violence, kidnapping, trafficking, and rape because of local incidents. Their parents and elders also fear on their behalf. Because of this, young women's mobility and access to education and other services are further restricted.

Marginalised young people interviewed in urban Kapilvastu generally struggle to access public services, and especially to find information and access to services when they are in need. Barriers to access include location and cost. Membership, participation and representation for young people in child/ youth clubs has been helpful for them to develop strategies for the future. However, very few marginalised young people are involved in youth clubs.

Some young people have married through meeting on social media. Many young people use social media to connect and build networks. Most marriages that started in this way have ended in separation after a few months. Young people take up and adapt new cultural practices and fashions, but also keep up traditions that support them towards their aspirations. Communal tensions in the area affect young people's everyday lives. Young women especially feel restricted in going out, limiting their access to services.

Policy and Practice

Employment plans, focused on marginalised youth, that include training in specific market-based skills that are relevant and may enable young people to work locally need to be developed. Youth information service centres providing relevant information about training, education, jobs, sports, health and other needs could then be integrated into this plan.

The education system should include, and make available to marginalised young people, relevant and locally useful technical skills and other vocational training. An education policy and campaigns in the community could also create supportive and harmonious environments which address discrimination and tensions, and recognise the value of diversity.

In order to address problems of violence, that is gendered, related to conflict in the area or due to substance use, youth suggest some strategies. Policy and practice should address the problems of violence and abuse at home, and support change in alcohol and drug use. Plans and urgent actions should be put in place to address harassment and violence to ensure safety, security and mobility of girls and young women. They also suggest mechanisms in family/ community environments to listen to young people and their problems, and the establishment of responsive services to support youth and families.

Youth also recommended strengthening public services including job centres, training, education and health that should be free of charge. They suggested that policies and practices should enable access for marginalised and poor young people and families.

Kapilvastu rural localities

The feeling of uncertainty among marginalised young people in rural Kapilvastu is influenced by family poverty, heavy demands on their labour to support their families, lack of parental care, alcoholism, violence, changing cultural and social norms, landlessness and lack of access to public services.

"I feel marginalised as me and my family are living in slum. We do not have land ownership and other property in our name. I have a small hut with two small rooms here. Me and my parents do labour work and other seasonal work for living. There is no tube-well at home for water. I feel very bad going to collect water from either a neighbour's house or in the community. Me and my parents are poor. We do not have anything. When I was a child there was nothing at home. Now, I become older and can go for work and earn something myself." (Mohan, young man, aged 20)

Most of the young people are living with their parents, where there are heavy demands on their labour to support their families. While young women mainly are expected to do household work such as cooking, cleaning, washing dishes and taking care of cattle, young men are engaged in labour from an early age to support their family financially. Many young people did not get the opportunity to go to school and cannot read and write simple sentences. Young people dropped out from school at an early age before completing primary education because of poverty, commitments at home, long distances to school, or needing to contribute to family income. Young women in particular do not get enough time to study due to a heavy workload at home.

In order to access employment opportunities, most marginalised young people, especially young men, tried to gain access to learning skills while in informal employment. These skills include driving, cooking, carpentry, repair work, house painting and sewing. Without land of their own, families are particularly vulnerable to poverty, environmental fragility and discrimination. Landlessness cuts across their livelihoods, living situations and social contexts and has largely influenced feelings of uncertainty. Many young people want to exercise economic freedom from a young age, prioritising risky work in the informal sector over education.

Young people do not have access to basic services in their communities, including health services. Barriers preventing marginalised young people from accessing services include having to walk long distances, cost, and the need for citizenship documentation, which not all can afford.

Gender and caste-based discrimination are prevalent in the lives of marginalised young people across this site. Based on socio-cultural norms and values, discrimination further perpetuates marginalisation of the most vulnerable young people. Young women live in fear of violence and abuse, including rape and sexual harassment, and many have direct experience of abuse. Young people, including some young men, feel this gender discrimination must be addressed to ensure basic safety for young women in their pursuit of opportunities outside the home. Many young people grow up in abusive family environments, unable to access financial or emotional support from their parents.

"He [step-father] used to love me for his vested interest because he thought that if I work then he would have something to eat. He used to think bad about me. He used to say that if I do [keep physical relations] with him, then we will have food to eat. I feel very sad that I was born as a daughter. I wish no one should suffer like me. I used to think - why was I born? I did not enjoy my life". (Sarbati, young woman, aged 24)

Many young people were affected by conflict in this area, losing parents or siblings. The devastation happened in front of their eyes when they were small children. This has left a cohort of young people distressed and unable to continue schooling. Some have developed a retaliatory feeling.

Policy and Practice

Young women from poor families need to be supported to continue their education. This means recognising young people's care and domestic work in the home, and establishing support mechanisms so that they can continue their schooling.

Alongside this, rural employment plans need to focus on poor and marginalised young people. Youth also recommend that this focuses on strengthening skills-oriented education and developing employment plans for marginalised young people.

Because of extremely poor youth access, services in this area need to consider carefully how to support the most marginalised, so they are not further discriminated against due to barriers and inability to access citizenship papers.

As gender and caste-based discrimination are still rife, youth feel that inequality needs to be addressed through public campaigns, in particular emphasising the value of educating girls.

To ensure better safety and security for young women, all youth including young men suggest that gender discrimination needs to be addressed. This could be tackled through action on women's safety and security in domestic, community and workplaces so that young women are and feel respected and safe.

Young people feel a key issue to be addressed is to support peaceful relations among different communities. They suggest the older generation needs to work with them to make sure that this does not transmit through the generations. In order to do this, and to deal with employment issues, landlessness needs to be addressed.

Thematic Findings

Education, Employment and the Informal Sector

Across all four sites in both countries, formal education was found to have failed many marginalised young people because of its lack of relevance for their lives and circumstances, costs and pressures of combining domestic work and school. Many had dropped out of school or failed national exams.

"I felt marginalised as I have no home, no land, no property. Me and my family live in a small hut. Me and my family do not have sufficient food and other requirements for a good home. I have no good education, no good skills to get good and decent work. I have to do whatever I can get, even risky work to earn money. I do hard work and earn some money. People can't even see that and try to dominate me and react badly to me." (Moti, young man, aged 16, Kapilvastu)

Instead of seeing formal education as a solution to finding a job and being able to meet adult expectations to support their families, young people, especially in rural Ethiopia, see successful international migrants as role models. *"As there are no educated role models in the Town and there are many uneducated youth. I lost interest in formal education." (Ayalew, young man, aged 19 years, Woreta in Ethiopia)*

Across the sites in Nepal there was strong evidence of gender discrimination and lack of understanding of the value of girls' education. Some of the most marginalised may be interested in education, but lack financial means. Girls, especially from Muslim families, do not have the mobility to travel for education beyond primary level. In Kathmandu young people feel they need skills based training to support their work in the informal sector and often feel pressure from families and peers to find work or take their chances on the streets rather than to stay at school.

"I started to work from the age of 10/11 though I never received money/ wages in my hand directly as my elder brother collected money from work providers. As I grow and become a young man, family expectations have been increasing" (Inder, young man, aged 18, Kapilvastu)

Policy and practice

Taking account of marginalisation: most of the young people, that community members and peers felt were most marginalised, had dropped out of school or failed in exams. Continuously trying to encourage them back into formal education is not an option for these young people. Youth definitions of marginalisation are important because they illuminate the reasons for what youth feel and experience in processes of marginalisation in different contexts, including across different personal intergenerational dynamics in families and relationships with other significant peers and adults, in varying cultural contexts in communities, and in environmentally fragile and fast changing political contexts.

Education and training that is relevant: far from wanting to fail at school and avoid their responsibilities, youth that have been excluded in one way or another from formal education need to find a sense of pride in what they are doing and to feel that they can support their families.

Supporting youth strategies and avoiding criminalisation: some of the most marginalised youth have dropped out of school and rely on strategies such as internal and international migration for their survival and to provide for their families. Many also do not have ID cards, especially the most marginalised and those living and working in street situations. If working on the streets and/or international migration for the less well educated is made illegal, rather than stopping these trends it may simply criminalise hard working hopeful marginalised youth. Their strategies need to be supported, as does alternative training and education that is relevant to find paid work developed. The national YOUR World Research teams in both countries are advising on training curricula that is relevant to youth realities and may help them in their small scale enterprises and in safer migration. Fast changing political and environmentally fragile contexts means seeking new and innovative strategies to achieve social justice. Conducting youth centred research, and recognising youth creativity, particularly that of marginalised uneducated young people, may help to achieve societal transformation more broadly.

Gendered and disability issues of inclusive education: gender, sexuality and disability discrimination were noted by marginalised youth throughout the in-depth case studies. In addition to youth experiencing discrimination as a young woman, as genderfluid, or as a disabled young person, young people noted additional, varied forms of marginalisation, discrimination and exclusion. They provided analysis, for example of what they could see in their families and communities and how peers needed to support each other, invariably saying that these issues of inclusion should be taken into account in youth policy and practice in order to achieve improved wellbeing, and education and employment opportunities for young people. Youth facing intersecting structural inequalities were looking out for each other and their families.

Working with genderfluid youth in Nepal

It was only possible to work on detailed case studies with young people in Nepal who are gender fluid or have any non-binary sexuality, referred to in Nepal as 'Third Gender'. In Ethiopia homosexuality and non-binary sexuality is not legal. Any discussion of these issues in initial workshops met with fear and embarrassment and YOUR World Research felt that it was not in keeping with ethical protocols to pursue these issues in Ethiopia due to the illegal nature of the issue. However, in this report the team would recommend that issues of youth sexuality are considered fully in youth policy. There is important learning from the case studies conducted with genderfluid youth carried out in Nepal.

Despite the legal framework in Nepal having specific reference to non-discrimination towards people of 'the third gender', youth who were gender fluid described how they were discriminated against in the street and within communities. They also described how they felt disrespected by service providers. This indicates how more research and development of training for youth friendly services can be further developed. As with other issues of difference, exclusion and marginalisation, local partners helped the research team to gain trust and understand genderfluid young lives. These organisations and youth peer groups are important in young genderfluid lives. This was also important learning for team members who had not previously worked on issues of youth sexual rights.

Genderfluid young people in Nepal described their traditionally gendered families, in which their parents and siblings find it hard to accept their sexuality, although the research did show cases of acceptance increasing. But many genderfluid youth still do not declare their sexuality or feelings because of fear of rejection. They lack information and access to services including medical and sexual health services. They just want to be accepted and feel that they also have opportunities.

When I was 8 years old, I felt that I was different since I was born as a girl, but I was sexually attracted towards a girl. I do not have any feelings towards a boy. I had many friends from the age of 8 years old. When I was studying at grade seven, I was 17 years old. I had an affair with a girl in my village. I told these things to one of my best friends, but she leaked this information and I had to face several problems in the village. People started to discriminate me because of my sexuality. The villagers started saying that I should be exiled from the village." (369 G Rudip24 KTMu C3)

"If I went hospital there would be problem. As I look like man but my original name and sex organ is female. There is problem where to stand in queue for ticket and check up. Generally, I (transgender man) have gyno problem as menstruation hygiene, surgery/ operation of uterus, some problems in breast (as I use binder vest and it regularly press breast but there will be high chance of to get cancer and other reaction) and I have to go for treatment. Doctors and nurses also don't know about my sexual and transgender things and they ask my questions which are not relevant. Similarly, they start gossip with another person. Sometime, they neglect me. Sometime they ask being a boy, why uterus problem like that.With such conversation and situation, I feel marginalized as I am not getting good health services. I also feel discrimination many time going hospital. Due to which, I stopped going hospital for check-up too. Later, I decided to visit private clinic instead of hospital so that I could not face such challenges and discrimination." [(123 G Pappu 24 KTMu C3)

Migration Internal and International

Young people continue to migrate seasonally and internally in search of work in both countries, but increasingly seek alternative and creative employment in the informal sector or through international migration. Many young people in both countries were expected to provide for their families and had to take low paid or exploitative work in order to do so, often migrating within Ethiopia and Nepal for education or in search of employment.

In Nepal, the period of the research (2016-2019) followed the earthquake. Young people migrated to gain education and skills in the hope of returning to help rebuild communities. Although many in the hills of Sindhulpalchowk have an interest in staying in the village or in the country, they migrate due to the fragility of the environment or lack of work, while some migrate depending on caste and ethnicity as this is traditionally expected. For example, the girls from the Tamang community go to India to engage in commercial sex work. In Kapilvastu many young men and women find work from Indian employers in the Terai or travel to India for work.

"If I am a boy, I would have been going somewhere for work, study or any other business. As I am a girl it is restricted". (Lasi, young woman, aged 15, Kapilvastu, Nepal)

Seasonal and internal migration is often a main feature of the lives of marginalised youth and families across Ethiopia. In one of the research sites, Hetosa, a fragile environment combined with threats of early marriage and abduction of young women have increased youth migration as an escape out of the area. Young people are also increasingly migrating from Fogera in the northern Amhara district in search of employment in plantations in the north of the country. Small towns like Woreta become transit 'corridor towns' with increasing numbers of youth seeking alternative futures so that they can provide for their families. But the services in these towns cannot support the numbers of youth seeking work, and many become street connected and then turn to substance abuse when their endeavours in the informal sector are not successful.

The lure of international migration has been increasing because of limited opportunities and lack of support in the informal sector for the most marginalised young people in urban centres. This may now change with increasing space given to listen to youth and developments in youth policy in the country after recent political changes.

"The problem is that the unemployment and the ambition of the youth are really opposite. The youth aspire of changing their life immediately rather than through process, which makes them pursue migration" (Belay, young man, aged 18 years, Woreta).

Many of the marginalised youth interviewed in Ethiopia felt that they had no future in their homes situated in fragile communities, little access to their rights and services in small towns or as street connected in cities, and wanted to migrate internationally as their only strategy for survival and to seek an alternative way of providing for their families. Young people from Ethiopia were often encouraged by adults to migrate to earn money, and those who did not meet with success internationally were often not welcomed back by families on their return. Two PhD students in the team are following up on these issues of migration decision-making in families and destinations in international migration.

Policy and Practice

Internal and international migration is a major part of life for most of the marginalised young people across all research sites in Ethiopia and Nepal. Many of the young study participants have migrated by themselves or with their families. Most of those who have not, and who are still nearby their first home location, are expecting to migrate, or have close or extended family members who have migrated. It appears that everyone knows of people who have left or returned in their community, and who are often held up as examples of migration.

Although some internal migration of young people by themselves is for education and training, most is for seeking work. Some migration is prompted by a need to escape abuse and violence in particular, but also discrimination and poverty in the family and community. Much internal migration of children and young people with parent(s) or relatives is a strategy for escaping poverty and improving family income and prospects. Many young people also migrate by themselves to seek employment and income to contribute to their families.

International migration is a significant part of all migration in both countries. Rural migrants may move to urban areas before international departures. The destination and other characteristics of international migration, and criteria of success, return and other features vary by site and country. International migration to the Gulf region is significant for both Ethiopia and Nepal. But in locations such as the southern plains of Nepal, with proximity to India, international migration is easier.

Migration – key messages for policy and practice

Education, employment, knowledge, information, safety and protection, and legality are key issues underlying migration, both internal and international.

Education: young people find that formal education is not relevant or helpful in finding employment or providing skills for earning an income. They want appropriate education and vocation training.

Employment: the problem of local unemployment is a push factor. An increase in provision for rural employment and industries is needed. Skill training for these programmes is also required, as is support for individual small business development by young people.

Knowledge and information: young people need information about migration, and the possibilities and pitfalls at different destinations. They need to know what sort of work is available and have knowledge of what skills and capacities are required and whether it is appropriate for them. They also need to know what resources and opportunities are available in their locality. Parents and guardians need to know about migration and its realities.

Remittances: migration is a livelihood strategy and as well as supporting their families, young people often look to this as a future resource, for example in setting up a business. Mismanagement of remittances limits or consumes all their gains. Training and support for young people and families on the best use of remittances should be provided.

Safety and Protection: processes of migration need to be safe, both internally and internationally. Use of brokers and services needs to be regulated in order that candidates for international migration are provided with full and appropriate information and suit the skills and capacities required at their destination. Migrants need protection, both internal and international. Internal and international migrants need labour protection from abuse, exploitation and discrimination.

Legality and avoiding criminalisation: government and NGOs need to recognise that one of the main strategies for the most marginalised is to migrate internationally to support their families, and so they need support to do this legally and safely. They also need support and international liaison to negotiate and maintain appropriate status and conditions at their destinations. Rather than making or enforcing laws that restrict youth, especially those that are most marginalised without education, paperwork or money, NGOs and government departments developing and implementing youth policy and services need to listen to marginalised youth strategies.

The importance of migration as a survival strategy means that policies and practices need to understand realities of their lives and avoid criminalising young people.

Street Connection and Substance Use

YOUR World Research was conducted in rural and urban sites during a period when policies changed in both countries. This affected how research could be carried out with children or youth in street situations, and influenced practical strategies towards working with street-connected youth. In Nepal, changes in government policy now prohibits contact with youth currently in street situations, and research was conducted with young people recently street connected but placed in a shelter home run by non-government organisations. In Ethiopia, policies to provide shelter for youth in street situations has resulted in youth sometimes just feeling displaced from the streets, while they still hope that authorities will listen to them rather than presuming they know what actions will be beneficial in their lives.

Street connected youth are not homogenous: they include youth of different gender and age and in different situations with regard to being on the street, for example with peers having left their families, or being connected and living with families in slums and on the streets. Street connected youth that took part in YOUR World Research were of different ethnicity/ caste and religion and identified as young women, men, genderfluid or third gender, and disabled youth. The terms `street situations' and `street connected youth' are used here interchangeably in recognition of the multiple dimensions, characteristics, backgrounds and lives of young people for whom the street is a focal point in some aspect of their regular living. Their street situations vary, from sleeping and living on the street, to employment or work based on the street, to use of the street for daily survival, becoming exploited and often misusing drugs.

The reasons for their circumstances vary from escaping physical and sexual abuse and violence, migration and unsuccessful attempts to find employment, to family poverty, difficulties at school and status discrimination. When they are in street situations they experience further marginalisation, stigma and discrimination and are vulnerable to violence from peers, adults, and local authorities including the police, likely to be pushed into exploitative work in the informal sector or hassled when attempting to develop their own small businesses, vulnerable to commercial sexual exploitation and to drug and other substance misuse. Their lives in street situations are often mobile, changing, insecure and uncertain. For some this involved their escape from abuse and discrimination within their families and communities. Others felt heavy expectations to provide for families in the face of high unemployment, landlessness, environmental fragility or simply that they sought to emulate their role models who are successful migrants. On the street, young men and women can feel insecure, out of control of their lives and uncertain of how to earn a living or just survive day-to-day. Some youth living and working on the street find it hard to survive on low incomes and turn to exploitative work, for example commercial sex work, and/or the use of substances to relieve their difficulties.

"After I started working as a commercial sex worker, my life became all the same. The payment is very minimal and couldn't bring change way of life. Rather my life became a routine and boring one. This business made my life certain. I usually woke up in the middle of the day, drink coffee and chew khat and when I have customers I will work." (Kokebe, young woman, aged 24 years from Addis Ketema, Ethiopia)

Youth who migrate to urban sites of Woreta and Addis Ketema in Ethiopia and urban Kapilvastu and Kathmandu in Nepal do so with the best of intentions. They have aspirations to find different ways to meet adult expectations and to support their families. Far from breaking family and traditional community bonds, they want to feel proud of what they can contribute.

Many urban marginalised youth have also grown up in towns and cities. In the research, street connected youth included young people living by themselves and with peers and working on the street, but also youth living in slums with families and then working on the streets. They told their life-stories using rivers of life to help the team to understand how they became connected to the streets.

Young people in the street situation in Kathmandu research site

Young men and women are working in the house construction in urban Kapilvastu research site in Nepal

Street situations Policy and practice

The National Seminar held in Ethiopia in March 2019 included a day workshop involving some 40 street connected young people aged 15 to 25 years. These included some (20) who work and live on the streets, some (13) who work and sleep on the streets, and seven disabled youth who tend to be street connected. The young people prepared a declaration, a set of messages for policy makers and practitioners to show what they felt should be changed, which is laid out in the separate thematic summary of youth in street situations.

Employment: once young people are on the street, services need to take youth perspectives into account to engage with, and find ways to work with, the most marginalised, and to ensure provision is non-discriminatory and inclusive. Employment support in the informal sector could offer alternatives to street connected youth and their families. If young people return to communities having not succeeded in employment or migration, mediation may be important in mending broken family bonds so that the youth can feel that they belong.

Shelter homes: in Nepal, additional policy considerations involve the need to further develop policy and practice around the concept of transitional homes. Shelter homes have collected street connected children and young people and been used by them for many years. Children have often not engaged with the place and some experienced moving many times between homes and street situations before settling in.

Shelter homes are providing safe environments for street connected young people and basic education. But young people feel insecure about leaving the shelter homes after their designated 'two years' period. Youth in Nepal recommended providing support and after-care policy and programme along with life skills, livelihood and vocational skills training.

Substance use: in both Ethiopia and Nepal there is a need for appropriate policy and practice to address drug and substance use, which is not limited to young people in street situations. This needs to ensure that youth perspectives are understood about why they use substances and what would help them to overcome misuse and addiction. More research is needed towards youth-centred policies that will work.

Prevention: Policy and practice needs also to look at prevention, for example in terms of education, through family and community life, and diversion from the youth justice system. Many young people become street connected because of abuse and violence in the family, at home and in communities. There is a need to develop policy and practice to address the problems of violence, abuse, and exploitation, particularly within families, providing support for youth and families. Services should include social support schemes for orphans and disintegrated families, and engage with children and young people through developing their participation in communities.

Education: the relevance of education and school for children and young people needs review to both address problems of dropping out and to make curriculum useful, with attention to vocational training. Many young people in street situations become involved with the police and justice system and this requires significant attention with aims of diversion. Authorities such as the police need training in working with young people to understand their complex realities.

Recognition: street connected youth should be engaged, involved and valued as members of the community. Experiences of abuse, discrimination, vulnerability, and pressures on livelihoods, can alienate street connected youth from the local community in which they live. It is important to recognise the value and potential contributions of all young people to communities. Services should be designed to engage with street-connected young people and support them to connect with local residents and local government, developing mutual relationships with peers, becoming involved in development work and participating in their community.

Youth policy: government policies to clear the streets from youth and support them in institutions can be counter-productive in supporting youth agency and innovation in their strategies out of poverty. One of the main strategies for the most marginalised youth in order for them to survive, and to try to support their families, in both Ethiopia and Nepal is to work in the informal sector. If they are working hard on the streets and sometimes needing to sleep and live there, then authorities need to work with them rather than assume they are anti-social and involved in criminal activities. Their small enterprises and creative survival ideas need to be supported and they need to be helped out of exploitative and illegal work through working together on alternatives for paid work.

Youth Living with Disability

Disability was found to be a major concern for youth in both Ethiopia and Nepal. The importance of understanding the varied dimensions and implications of youth being disabled themselves, or living with family members with disability, emerged in the research in both countries. The disability themed workshops held in Ethiopia as part of the verification and dissemination process involved groups of street connected and disabled young people, as well as researchers and policy makers. As a result of a National Youth Seminar, held in partnership with the Ministry of Women, Children and Youth in Ethiopia, recommendations on disability were made a part of a process of developing inclusive national youth policy.

Disability is an umbrella term encompassing subgroups of disabilities, and varied categories of impairments, including physical, visual, hearing, mental and intellectual, which intersect with other socially defined diversities, such as gender, ethnicity/ caste, class, sexuality, wealth and income status. These variations may increase marginalisation and difficulties experienced, for example for women with disability, people with multiple disabilities, people with severe disabilities, disabled people who are poor, and so on.

The term disabled youth/young people is used here following consultation with disabled colleagues and young people, rather than for example always using the term 'youth living with disability'.

The research shows how young people are disabled through the lack of provision as well as social attitudes and discrimination. While disability is often individualised in the way it is described, the broader impact on family and society needs to be considered. Disability also affects households, families and people who are non-disabled.

"In our area there is a blind woman. Her family hesitated to take her out of home for a walk let alone sending her to school. Now she is 17 years old, but she doesn't have the chance to go out and experience the outside world. The marginalisation begins from her family members themselves." (Yared, young man aged 24 years, Hetosa, Ethiopia)

Key findings across Ethiopia and Nepal include problems in education, access to healthcare and services, lack of employment, migration, isolation, lack of support, stigma and discrimination.

Many of the problems of healthcare, employment and income, as well as discrimination, are experienced by marginalised non-disabled youth, but the situation for disabled young people is generally exacerbated through various social barriers, stigma and other difficulties.

Disability policy and practice

These messages for policy and practice have been drawn from the research and supplemented by specialist workshops in Ethiopia with disabled young people, researchers, policymakers and expert practitioners.

The broader impact of disability on families and communities, as well as individuals, has implications across all areas of policy and practice. **A key message** is for **mainstreaming disability issues and responses** across all levels of government, organisations and services. Government and non-government organisations and departments need to consider and take into account the effect of their policies, services and practices on disabled people of all ages, particularly for the world which disabled children and young people are growing up into, and make provision for similar oversight in the private sector.

Young people highlighting the issue of disability in a national youth seminar in Ethiopia

Mainstreaming of disability issues requires specific actions to be taken to address a number of key problems experienced by disabled young people.

Education: the experiences of disabled youth in education have included marginalisation, alienation, isolation, lack of support, poor treatment by teachers and bullying by peers as well as barriers in access to, and the layout of, schools. Many drop out or fail examinations. Major changes are needed in the training and attitude of teachers and other personnel, including dealing with bullying, and in the social environment of schools. Access to schools needs to be addressed along with the design and changes to buildings where necessary.

Employment: young people report difficulties in gaining employment because of their own or family disabilities. Government and non-government organisations can take the lead in changing employment practices to ensure disabled applicants are welcomed and appropriately supported. Other employers need encouragement and oversight to address disability issues to increase employment, such as incentives to guarantee disabled youth inclusion and an equal chance in the job sector (such as rewarding businesses that hire a substantial proportion of people with disabilities).

Healthcare: young people report problems in accessing healthcare because of cost, distance or location, in addition to the need for relevant information. Accessibility of health care needs to include mechanisms to deal with treatable diseases that are increasingly seen as the cause of a variety of disabilities. Disabled young people are also at higher risk of contracting diseases because they are restricted from accessing information and gaining appropriate knowledge for prevention and early treatment. This includes contracting HIV and other sexually transmitted diseases, and being excluded from sexual and reproductive health classes.

Infrastructure: in many places buildings, roads and transport is not accessible or effective for disabled people and has a particular impact on disabled children and youth needing to attend education, find and take up employment, travel to health facilities and other services. Changes in existing infrastructure and new developments need to specifically take account of the requirements of disabled people.

Participation: disabled young people report being excluded from participation in local decision making and policy making. The development of participation practice for young people, including involvement in community and government policy and decision making, needs to specifically include provision for participation of disabled young people.

Support: disabled young people report a lack of support, including psychological support, in various aspects of life, particularly in areas such as education, employment, health services, as well as in participation in public life. Services and provision are needed to address support for disabled youth, which should include particular attention for those who have migrated.

Law enforcement: disabled young people are engaged in a variety of situations and work, including being street connected. They report a lack of support from law enforcement bodies. Attitudes and practices need to be addressed and change to provide attention to, and positive support for, the needs of disabled youth in communities.

Stigma and discrimination: The experiences of marginalisation, stigma and discrimination of disabled young people, is often extended towards their family and household. Shifting and changing attitudes towards disability need to be taken up through awareness raising and behaviour change programmes within public, government and non-government services and in communities and the private sector.

Data collection: data is needed on disability issues in order to respond to the needs of, and properly provide for, all ages of disabled people. Disaggregated data collection is needed and a programme for this development, led by government throughout departments and services.

Research Partnerships, Capacity Building and Impact

There is still a long way to go to support marginalised youth who have trouble with access to services and experience discrimination against them, even though adults in communities freely discuss rights and say they are willing to listen to young people. There is still a gap between the rhetoric of policy making and the reality of marginalised youth gaining their rights and access to services, but there are spaces where the views of the most marginalised may be listened to. These spaces for dialogue included YOUR World Research Provincial and National Youth Seminars in Ethiopia and Nepal, where government and non-government representatives came to listen to the views of young people and youth declarations were produced as part of this research.

The YOUR World Research project in Ethiopia and Nepal uses the socio-ecological Change-scape framework to understand how participants in the research need to be facilitated to work together within a landscape of changing institutional, environmental and political contexts. Trustful relationships, ownership and commitment can contribute to more effective societal change through research. In an IDS Bulletin (June 2019) on 'Exploring research-policy collaboration for societal impact' YOUR World Research team members and partners from university and non-governmental organisations suggest possible indicators of successful partnership derived from the different contexts in which the research took place. These indicators include: histories of interpersonal relationships; shared vision and motivations; building ownership; shared platforms and spaces for dialogue; and flexibility to respond to shocks and changes in context. Recognising the power and politics of partnership can help support high quality rigorous research whilst creating impact at local, national and international levels.

Several important mechanisms were built into YOUR World Research in order to help create impact. These included building national teams with academic leads in each country, and a structure whereby research assistants could build capacity and grow as researchers. The universities from the global North, Goldsmiths (University of London) and the University of Brighton supported fees being paid to students from the overheads that they received from the grants and non-governmental organisations, and Southern universities supported and gave secondments for staff to do doctorates as part of the research programme.

Support and mentoring in research, as well as supervision, was provided by the Principal Investigator and Co-Investigator as well as international advisers. Research periods in-country for the UK members of the team served as times to plan and mentor, co-construct methodology, carry out analysis and jointly write outputs. There were also spaces for South-South learning and co-construction with the whole international team, including during inception in Nepal, during analysis in Ethiopia and during both periods of research verification and dissemination leading up to National Youth Seminars. Ongoing communication amongst all the team was facilitated by the PI and Research Officer so that challenges were recognised, negotiated and sorted out.

The YOUR World Research went through some challenging times that included an earthquake, conflict in site localities in both countries, two state of emergency declarations in Ethiopia, changes of government and systems of governance in both countries and a change of university for the PI and research team mid-way through the project. Through constant remote communication and nurturing of trust, most of these situations were addressed and navigated. However, there is no replacement for face-to-face opportunities to work together, appreciate different skills, and establish roles and different contributions of team members. Also important are the opportunities to meet the broader network of partners and collaborators, and to learn from each other, alongside spaces for celebration.

National teams were based in well-established national NGOs, CHADET in Ethiopia and ActionAid Nepal, with local offices or partners who had long standing and trusted relationships in communities and access to working with marginalised youth. The teams counteracted bias by not assuming that their beneficiaries were the most marginalised and working to snowball out the most marginalised youth by understanding young people's own definitions of marginalisation.

The partnerships with the Southern universities, Addis Ababa University in Ethiopia and Tribhuvan University in Nepal have also proved important in following up from YOUR World Research and placed youth and uncertainty into national academic and policy discourses.

The team leaders and partners in each country have built relationships so that there has been productive collaboration with the governments. In Ethiopia the Ministry of Women, Children and Youth have held a National Youth Seminar in partnership with CHADET and the YOUR World Team, with input on disability with colleagues from UCL and Leonard Cheshire. In Nepal, the new devolution to Provincial and local government meant that youth seminars in the research sites, with attendance of municipality officials and mayors, were particularly important, in addition to the national youth seminar held with the Youth Advocacy Nepal.

National Youth Declarations

In Ethiopia and Nepal, in February – March 2019, local youth seminars were held at the research sites, and a National Youth Seminar in Addis Ababa and Kathmandu. These were part of the research uptake to create opportunities for policy makers to understand youth strategies and what support they need. The seminars provided a process and space for young people to be in dialogue with policy makers and practitioners to influence youth policy. The National Youth Seminars brought together youth representatives from different locations, and senior representatives of government, NGOs, academics and practitioners meeting to discuss themes and issues. In both countries young people in each location and nationally compiled a youth declaration, presented to local and national government. Examples of two national declarations are given below.

Ethiopia National Youth Seminar – Declaration by young people with disabilities

Young people who were street connected and with disabilities identified their day to day problems and suggested solutions through participatory methods such as problem and solution trees. They also categorized their problems as severe, mild and less severe in three different coloured papers. Declarations were prepared by young people on street connection, youth justice and disability. The example of the disability declaration follows consisting nine points, prepared and presented for policy makers, researchers and practitioners.

Youth Declaration- Prepared by a group of young people with disabilities, calling for:
1. Formulation of laws and establishment of implementing institutions that support and assure persons with disabilities mobility for work;
2. Considering persons with disabilities in the country's budget allocation;
3. Considering persons with disabilities while formulating law
4. Formulation of laws that protect the rights of persons with disabilities and establishing an institution to safeguard them;
5. Facilitating discussions on the issues of disabilities;
6. Provision of assistive devices for persons with special needs;
7. Considering persons with disabilities in construction work and their need for an inclusive environment;
8. Protection to persons with disability from law enforcing bodies;
9. Participating persons with disabilities on social, economic and political issues.

Nepal National Youth Seminar

National Youth Seminar held in Nepal on 1st March 2019 in Kathmandu. This seminar is grounded to the sub national discourses held in the research sites i.e. Kapilvastu, Sindhupalchowk and Kathamandu in February 2019. The seminar was attended by 54 young people (including three who are gender fluid), the Rt. Honourable Chair of National Assembly (Upper House), officials from the Ministry of Youth and Sports, Ministry of labour, employment and social security, National Youth Council, practitioners, youth rights advocates, civil society leaders, academicians and journalists from local and national media. The young people helped verify findings from the research and came up with a 12-point declaration, outlining their suggested policy and practice interventions.

Youth Demands:

1. Allocate at least 10 percent of the total national budget for the holistic development of young people.
2. Ensure the meaningful representation, participation and leadership of marginalised young people at all levels of the state mechanisms
3. Ensure the easy access of young people in comprehensive sexuality education, sex and reproductive education and services.
4. Develop the appropriate mechanism in each local government to provide guidance, counselling and information to young people.
5. Ensure the fulfilment of basic rights of street-connected young people through their legal documentation
6. Ensure the access of all marginalised young people to quality, technical and vocational education
7. Implement the employment-oriented trainings and skill development programs from the local level for marginalised and youth at risk.
8. Make arrangements for seed money and soft loan for promoting youth entrepreneurship
9. Take appropriate steps to end all kinds of social problems and harmful practices related to youth such as child marriage, drug abuse, *Chaupadi* etc.
10. Ensure the participation of young people from 'sexuality and gender minorities' and their right to marriage
11. Ensure young people's, living in slums, access to public services.
12. Ensure the safety, decent work and right to freedom of youth who are in foreign employment.

The Impact

"This research will change the lives of youth across the country in years to come"

(Matiyas Assefa Chefa, Ministry of Youth and Sports, Director General for Youth Participation, Ethiopia)

Youth action

Some young people want to get going before the policy makers do. For example, in Kathmandu youth organised to access services from local government and access government certified skill development training from HomeNet Nepal. Youth abusing substances in Addis have asked the team to help them access training so they can set up small businesses.

Non-government organisations

In Ethiopia, CHADET and MCMIDO, two local NGOs, have committed to developing their policies and designing interventions with marginalised youth, based on the findings from this research.

In Nepal, ActionAid Nepal, along with HomeNet and NMES, two local NGOs, have developed organisational strategies focusing on marginalised young people, based on the analysis and recommendations from the research team.

Local Government

In Nepal, elected local government representatives in Kathmandu, Sindhupalchowk and Kapilvastu expressed keen interest in developing programmes targeting youth based on research findings.

In Ethiopia, in Bahir Dar, the regional representative from the Ministry of Labour and Social Affairs has asked the team to advise on training for more marginalised youth.

These initiatives were strengthened at the Provincial/Regional and National Youth Seminars in Ethiopia and Nepal (co-funded with GCRF, University of Brighton, and by ESRC's Impact Initiative to address disability in development in Ethiopia)

Regional and National Government

In Ethiopia, the former Ministry of Youth and Sports, now part of the reconstructed Ministry of Women, Children and Youth, revised the draft 2018 Youth Status Report and Indicators of Ethiopia based on findings from this research. Technical, Vocational, Education Training (TVET) have also asked the team to inform a regional training module for training marginalised youth. Representatives from the Ministries and TVET are also jointly holding an inclusive national youth seminar in Addis Ababa, to create a space for marginalised youth voices to inform the development of youth policy nationally.

In Nepal, the under-secretary of the Ministry of Youth and Sports has pledged to develop programmes targeting youth, based on findings from this research. The Child Welfare Board has also consistently called meetings with the research team to inform ongoing strategy.

Academics and Research Communities

In Ethiopia, the lead for YOUR World is reviewing the public seminar forum that seeks to feed research into policy and practice with the Ministry of Women, Children and Youth. They will now integrate youth research presentations into the series, and the Director General from the former Ministry of Youth and Sports asked the YOUR World Team to present their findings at an event on African Youth Day.

In Nepal, a partnership between YOUR World, ActionAid Nepal and the Research Centre for Educational Innovation and Development (CERID), Tribhuvan University in Nepal, has been established to organize Academic Seminars on Youth and Uncertainty.

Internationally, the PI was Conference Director for the Power of Partnership Conference in Delhi, December 2018, the celebration of the ESRC-DFID Joint Fund for Poverty Alleviation Research.

During the period of research uptake, YOUR World Research is working across disciplines and policy arenas. For example with projects at University College London working across sub-Saharan Africa on youth with disability and creating more inclusive youth policy, and with a team in Loughborough working in Nepal to address issues around youth, culture and sports.

Barriers to Impact and Learning

During the time-scale of the proposal, during 2015/2016 until June-2019 there was a major earthquake in Nepal, drought affecting some areas of Ethiopia and a change in both governments. Political unrest in Ethiopia included two major periods where a State of Emergency was declared and in Nepal there was more local unrest due to caste/ ethnicity and religious conflict. Individuals in the team also suffered personal bereavement and all acknowledged holding certain cultural assumptions and biases about what youth could tell us about their lives. Through trust, the team has overcome some difficult times. Systems of co-construction, and cross-team spaces for dialogue, have helped to embed learning in our continually evolving process.

Recommendations for Policy and Practice

Listening and responding to marginalised youth: we need to challenge the notion that adults know what children and youth need and want. All adults were children, but they were young at a different time and in a different context. Children and young people are all experts of their own lives and their developing and shifting identities. They experience many unique processes of marginalisation and intersecting aspects of exclusion and inclusion.

Intergenerational and peer relationships and power dynamics are important to getting policy and practice to be sustainable, but understanding this complexity takes time. Detailed qualitative data will continue to help to explain youth realities and young people's innovative strategies to addresses structural inequalities and individual processes of marginalisation. If adults can support youth agency and creativity, then young people's expertise and strategies can help to develop youth policy and more youth friendly practices. Organisations and authorities need to avoid past and current mistakes where youth are suspected of anti-social behaviour and are criminalised even when they are just working hard, trying to survive and support their families. There are social norms and traditional practices with embedded gendered and generational discrimination. To break intergenerational transmission of poverty it is necessary to convince adults in communities and families that we need youth centred research and new ways to listen to young people

Youth agency: Living rights are embedded in family and community power dynamics and relational agency but in order to also respect child and youth agency then we have to unblock our cultural negative assumptions about youth. Young people can teach us how to negotiate and reverse processes of marginalisation and deal with uncertainty positively. If more qualitative research is commissioned to understand complex young lives, and people in positions of power listen to and support their strategies, then youth may be able to translate more of their rights into realities and to and also contribute to and motivate transformational societal change.

Youth clubs or societies: spaces for youth to interact with each other can build confidence. Young people interviewed in YOUR World Research want to be involved and contribute to policy making and societal transformation.

Meeting expectations: youth interviewed want to be able to fulfil expectations to support their families, but also to follow their own aspirations that may depart from traditional practices. Far from trying to reject social bonds with families and communities, youth sometimes have to temporarily break them in order to deal with insecurity and to embrace positive uncertainty. They then want to find a sense of belonging in destination communities or in new working or street situations, and also back in their communities of origin with their families and peers.

Inclusive policy making: many policy makers locally, nationally and internationally have the will and the mechanisms to develop youth policies, especially with new government processes in place in Ethiopia and Nepal. When engaging with YOUR World Research, government officials have in this project recognised that they have often not reached the most marginalised. In civil society organisations great advances have been made in child and youth participation but there can be capacity and capability issues.

Youth centred large scale creative qualitative research: The YOUR World Research project followed a change-scape youth centred approach that links youth agency to cultural, political and environmental context. The process built mechanisms such as spaces for peer to peer communication and for dialogue between youth and adults and policy makers. Building capacity of the national teams of researchers and practitioners to take youth views seriously whilst following ethical protocols and procedures for the research was important. This also involved choosing engaging creative methods and media whilst ensuring that large scale qualitative research was convincing to policy makers and participants in the research.

The Legacy of the Research: At a time of constantly changing fragile earthquake affected and drought prone areas, and with governments in both Ethiopia and Nepal going through substantial change, YOUR World Research has provided large scale qualitative evidence about the reality of the lives of the most marginalised youth. Their stories are not often sought or heard but in this research the team members, partners and governmental and non-governmental staff has acknowledged changing the way that they can take their perspectives into account to make new and more hopeful futures within both Ethiopia and Nepal. Young people have proved resilient and sensible in the face of difficulties and have embraced and navigated uncertainty in a positive way, demonstrating that we can all learn from them in uncertain or difficult times.