

GENDER & ADOLESCENCE: GLOBAL EVIDENCE

Qualitative research toolkit for exploring the lived experiences of adolescents in Nepal

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Introduction

This qualitative research toolkit offers a set of methodological instruments designed to explore the complex, lived experiences of disadvantaged adolescents in Nepal. Developed as part of the broader Gender and Adolescence: Global Evidence (GAGE) portfolio—a decade-long longitudinal research programme investigating adolescent capabilities and wellbeing in the Global South—these tools address critical, intersecting vulnerabilities that shape youth trajectories. Structured into three core thematic areas, the toolkit provides specialised frameworks to investigate the unique realities of young people navigating marginalised spaces: adolescents working within the Adult Entertainment Sector (AES), the structural drivers linking child marriage with internal and international migration, and youth-led political mobilisation in the context of the contemporary Gen Z movement.

By utilising dynamic, participatory methodologies—including focus group discussions, vignettes, key informant checklists, and visual, participant-led timeline mappings—the toolkit centres the agency and voices of young people, their caregivers, and their communities. While grounded in the specific socio-cultural, economic, and political realities of the Nepali context, the underlying conceptual frameworks, semi-structured interview tools and field protocols are highly adaptive. Researchers and practitioners working in diverse contexts can readily tailor these methodologies to investigate similar axes of disadvantage, migration dynamics, gender-based vulnerabilities, and civic participation among different groups of adolescents in other settings. This toolkit serves as a helpful resource for generating robust, actionable qualitative evidence to inform targeted policy and programming interventions designed to transform the lives of vulnerable youth in line with the promise of the Sustainable Development Agenda to leave no one behind.



An adolescent girl writing on the board in class, Nepal © Nathalie Bertrams/GAGE 2026. Licensed under CC by 4.0

Part 1: Adolescents working in the Adult Entertainment Sector (AGES) tools

Introduction

These tools are to be used for inquiry on the lives of adolescent girls and boys in the place of origin. It contains tools for Focus Group Discussions to be used for adolescent boys and girls to understand how adolescent boys and girls experience their adolescence and transition to adulthood. It also contains a checklist for understanding the life history of adolescents in the place of origin (before migration) and vignettes for FGDs with adolescents and adults in the place of origin.



FGD with adolescent girls © Nathalie Bertrams/GAGE 2026. Licensed under CC by 4.0

1. Focus Group Discussion with girls and boys in the place of origin

- To what level do girls generally study here? Same for boys.
- Why do girls drop out of school? Same for boys.
- What are the push factors for girls to start looking for a job?
- What are the push factors for boys to start looking for a job?
- At what age do they (both girls and boys) usually start working?
- First, let them list and probe about gender differences.
- Do girls and boys work in the same type of jobs? What are the differences in the nature of jobs that boys and girls do?
- For whom (boys or girls) is it easier to get jobs? In what ways? Why do you think this happens?
- Why do you think girls drop out of school here?
- Do girls move out of the village/home for work without informing their parents/family?
- Why do you think girls move out of the village for work without telling their parents?
- Why do you think girls choose the adult entertainment sector (hotels, guest houses, brothels, cabin restaurants) to work?
- What factors do you think are responsible for girls working in the entertainment sector here? Are the numbers of girls working in AES increasing here? Why do you think so?
- What are the circumstances that force a girl to join this sector?
- Are girls of certain age/caste/class/geographic location in general more vulnerable when it comes to being trafficked or getting involved in the entertainment sector? Why?
- What are the different ways through which girls reach the AES from their villages?
- How do you think a broker could approach a girl here? (explore the role of social networking sites, cell phones as well)
- Why do you think girls believe these people? Why do they agree to go with them?



Students in Nepal © Nathalie Bertrams/GAGE 2026. Licensed under CC by 4.0

2. Vignettes

This vignette can be used as part of an FGD or as a separate tool for discussion with groups. In the GAGE AGEs research, this was used with parents of adolescents and the following groups of adolescents:

- Girls in massage parlours
- Girls in Dohari
- Girls in dance bars
- Girls in cabin restaurants
- Girls in drop-in centres

Details

- Date:
- FGD with:
- FGD location:
- Facilitator:
- Note taker:
- Number of participants at the beginning:
- Number of participants at the end:
- Observation notes from FGD:

Background information (to be filled in the table given in the sheet of paper)

- Name (we are looking for caste and ethnicity; original name is not required):
- Age:
- Education level:
- Place of origin:
- Place of current residence:
- Marital status: (If yes, at what age? Is she living with her husband? Any children?)
- How long have you been staying in your current place?
- Where are you working now?
- How long have you been working here?

Vignettes

There was a state of chaos in Dolakha as a result of the aftermath of the devastating earthquake. Many families were already struggling to meet their basic needs, and things worsened due to the earthquake. This is the story of 'the girl' who has a dream of living a better life amidst all this frenzy.

She was the eldest child of her parents who quit going to school 1.5 years ago to mother her two tiny siblings, so her mother could work in the fields. A lot of organisations and individuals had come to the area to help the victims. Her family got closer to a person who was there to distribute some individual relief funds with his friends. He looked sad and pitied their living/financial conditions and offered to help them by finding 'the girl' a housekeeper job at his aunt's place, who would also enrol her in a school near their place. 'The girl' was excited yet sad and didn't want to leave home. Seeing her parents happy and hopeful, 'the girl' was reluctant to say anything and decided to go.

The first couple of months were good, and her family was being paid on a monthly basis and were happy. Slowly, things changed when the house owner raped her and beat her when she fought back. She had made friends with a girl from her neighbourhood while going to nearby shops. The girl had shared her story with that friend. The friend worked in a bar restaurant and promised to find her a job and place to stay. 'The girl' moved in with her and started working with the friend. Her expenses dramatically increased since she had to pay for lodging, food, other personal expenses, plus the monthly remittance to send back home.

Working in the bar restaurant, she realised that making her clients happy by giving them whatever they asked was the easy way to earn big amounts, which would help solve her problems. She also saw the high lifestyle of these girls and got attracted to it. After that, she has been working in several capacities in cabin restaurants, massage parlours etc. She is thinking of retiring. She has to make plans for life post-retirement.



Sex work in Kathmandu, Nepal © Nathalie Bertrams/GAGE 2026. Licensed under CC by 4.0

Questions:

- What do you feel about the girl?
- What do you feel about the girl's family?
- What do you think the girl is feeling?
- What do you think the girl should do now? (What if she is 16, 18, 21, or 25 years old)
- How do you think the girl should plan her life post-retirement?
- Do you think she has access to any money in her work life?
- Do you think she has enough savings to plan her life?
- What kind of work can she take up if she wants to leave AES?
- Can she find work?
- Does she need to move to a new place? Do you think her friends will help her?
- What is one thing in the story that you would like to change?

To close: sharing of experiences

In the sheet, write down one thing that the girl could have done before leaving village, what the girl should do post-reti and one skill that the girl might need to plan her life ahead.



A 19-year-old local facilitator in Nuwakot, Nepal © Nathalie Bertrams/GAGE 2026. Licensed under CC by 4.0

3. FGD guidelines for boys working in the entertainment sector

S.N.	Age	Caste/ ethnicity	Education	Place of origin	Duration of staying in KTM	With whom staying with	Duration working in this sector

Getting into the work

- Why do you think boys enter this entertainment sector? (Probes: family pressure, poverty, excitement, lifestyle, peer influence, married life and responsibility, easy to get into, others)
- How and what did they hear about the job? Who informed them about the entertainment sector?
- Recruitment process: any training required? What qualification, attributes do the employers look for? Any training required?
- After getting into work, do they get an appointment letter, contract sign?
- How do boys usually negotiate about initial salary and salary raises? Is it different for girls?
- What kinds of boys are more likely to get into this job? (Origin, caste, marriage and children, geography, social networks, economic status?)
- Do family members usually know what they are doing? If yes, what do they think of it? If not, why would boys not tell? What would the boys tell their family members?
- Do these boys usually live with someone/alone? If someone, who?

Life in the entertainment sector

- What are the jobs available for boys in AES? How do the pay and other benefits differ for each job? What is regarded as a better position than the others? Chances of starting at a lower rung of the job and advancing – career move inside AES?
- What are the duties that boys have to do in this sector?
- What are the general working hours? Weekends and leave?
- How long do they stay in a particular workplace? When/why do they leave? Where do they move to? What is the difference? How do they arrange the move/new job? Information about the new job? How does it differ for girls?
  - Do they get recommendation letters they get from employees? Experience letters? Is it different for girls and boys?
  - Do/can boys negotiate about their capacity when they move from one employer to another? –e.g. I can bring in X number of clients from my old contact, and based on that negotiate better salary, position, etc.
- What are the challenges for boys in this work? Apart from other challenges, probe also for both physical and emotional violence – e.g. physical violence on boys, affairs and break-ups, personal intimate relationships, relationships with peers and family? For girls?
- Do boys also go and work abroad in this sector?
  a. If yes, why do they want to go abroad for work? Destination-where do they go mostly? Do they get to choose?
  b. Do boys with certain skill sets have more opportunities to go abroad? If yes, which ones, why?
  c. What other attributes are more likely to open up more opportunities abroad?
  d. How do they know about the opportunities available for them abroad? Through whom? How?
  e. Do boys triangulate information from other sources?

f. Do they incur costs when going abroad? If yes, how much is the cost - who funds/ do they pay everything?
g. How does this differ for girls?

Earning

- What do they get mostly: salary or daily wage? How much? If commission, how much and how often? If tips from the clients, how much and how often? Do they need to divide it with anyone at work? If yes, ask for details.
- Are there any differences in income in this sector between boys and girls? What? Why?
- Use of earnings: where do boys spend most? What do they give the most priority to? Remit back home?

Technology

- Do boys have mobile phones? If yes, how do they use the phones?
- Do boys have internet access? If yes:
  a. How often do boys use the internet?
  b. What do they use – Facebook, WhatsApp, other?
  c. What do they use it for? What content do they see/look at the most? What are the most popular contents/sites? Why?
  d. Do they use it for their work, in what ways? (Probe to find clients/customers, advertise, etc)
  e. Does the internet make this work more / less dangerous? Are boys more / less able to be exploited/ abused? Why? How?
  f. Are there new kinds of work opening up as a result of the internet / mobile phones? If yes, what, for whom, and what challenges might there be in that?
  g. Is the internet/these sites changing relationships between boys and clients/people who go to the AES, between boys and girls working in the same sector, between other boys, between boys and their families, etc.? If yes, how, why?
  h. Is it contributing to new forms of CSW? What, how, etc.
  i. Does it affect their career pathways, possibilities of leaving the sector? If yes, how, why? Details.
  * What about girls? (for all of the above)

Attending programmes

- Do boys go to any drop-in centres? Other programmes?
  a. If yes, how did they know about it? What do they do there?
  b. Do they have to ask permission to attend? From whom?
  c. What is helpful about the programme, and what is less helpful?
  d. What changes/additional things would you like to see in the programmes? How could it be made more useful for boys? For girls?

Boys' thoughts about girls working in this sector

- What do boys think about girls working in the sector? Do boys have girlfriends? Are they from the same sector? If not, why? How do they usually meet at first? Do they live together?
- What work do girls do here? Are some works same? Are there differences? What?
- Do they get the same pay? Amount? Is it on a wage basis or monthly? How do girls' and boys' earnings differ in this type of work?
- How do girls come to this sector?
- Are girls continuing their studies or taking any training? Trying to get out of this work? Details
- What challenges do girls face in this sector?
- How is life different for girls and boys in this sector?

Future plans

- Can someone leave this sector? If yes, how and if no, why not? Ask for boys and girls
- Can boys and girls working here continue their education? Informal learning- trainings, etc.? If not, why? What would be the challenges? Who could help? How?
- Do you think going back to formal education or getting any training would be any help? How? Ask both for boys and girls.

4. FGD guides for girls who work/have worked in AES

Begin with socio-demographics (See appendix 1)

How do they get into the work?

- Why do girls get into this job? (Probes: family pressure, poverty, excitement, lifestyle, peer influence, married life and responsibility, others)
- How do they hear about the job? And get into the job? What did they hear about the job?
- Role of the internet and mobile phones in girls getting into this job?
- What kinds of girls are more likely to get into this job? – origin, caste, marriage and children, geography, social networks, economic status
- What kind of work do girls do in AES?
- Do they work elsewhere before coming to this job? If so, why do they leave the previous job?
- Do boys work in this sector? What kinds of work do boys do?

What does the work and work life itself look like? Their experience

- What are their duties at work? Who else is there- what do boys do? What do other girls do?
- How much do girls generally earn? What additional money (apart from salary) do they make? Probe around commission, tips, etc., from whom, how it differs, if they have to pay back to employers?
- Do they send any remittance home? How? How much? How often? What happens if they cannot send, or send less? Through whom?
- What do girls do in their free time? Do they visit home? How often?
- Who do they interact with at work, and how and for what? (managers, drivers, peers, clients)
- Who are their clients in terms of age? Socio-economic status, occupation? How do they meet them? (also probe around roles of ICT)

What is the role of technology in AES? IS it contributing to new forms of AES? Explain

- Do girls have mobile phones? If yes, how do they use the phones?
- Do girls have internet access? If yes:
  a. How often do girls use the internet?
  b. What do they use – Facebook, WhatsApp, other?
  c. What do they use it for? What content do they see/look at the most? What are the most popular contents/sites? Why?
  d. Do they use it for their work, in what ways? (probe to find clients, arrange meetings with clients/customers, advertise, etc).
  e. Does a mobile phone help them to get access to new clients? Are these new clients different from those that come to the bars, parlours etc.? How? What kind of clients are more likely to connect from mobile phones and the internet, and what kind of client is likely to be a walk-in client?
  f. Does the internet make this work more / less dangerous? Are boys more / less able to be exploited/ abused? Why? How?
  g. Are there new kinds of work opening up as a result of the internet / mobile phones? If yes, what, for whom, and what challenges might there be in that?
  h. Is the internet/these sites changing relationships between girls and clients/people who go to the AES, between other girls, between girls and their families, etc.? If yes, how, why?
  i. Is it contributing to new forms of CSW? What, how, etc.
  j. Does it affect their career pathways, possibilities of leaving the sector? If yes, how, why? Details.
  k. What about boys? (for all the above)

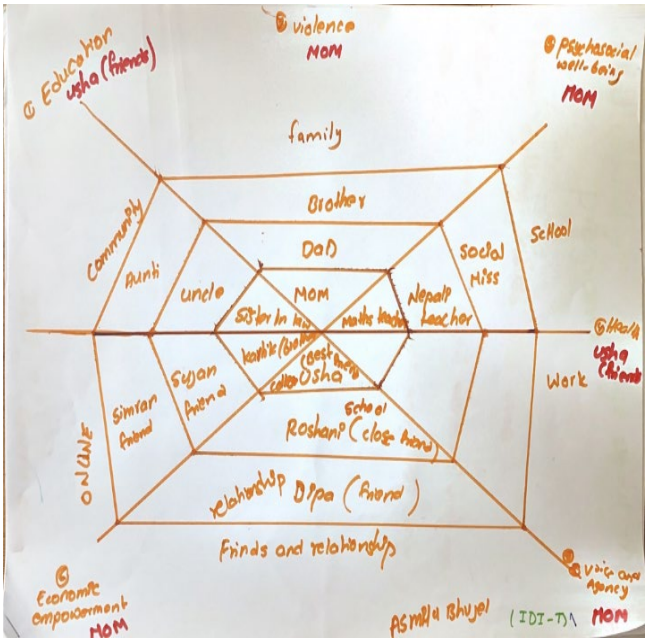
Does international migration have any linkage with AES

- Have you heard about girls working in AES going abroad? Do you know of girls going abroad?
- What do they do? Where do they mostly go? How do they know of these opportunities? Who helps them find the money, make the documents, etc.? Do they go alone or in groups?
- Where do they live (rent, hostel)? With whom do they live there?
- What stories have you heard about the work they do there, working conditions, etc.?
- Would you want to go abroad? Why do they want to go abroad? What work would you want to do abroad? Where? etc.

What challenges do girls face living in the city?

- What challenges do girls face? (stigma, disrespect, shame, violence, monitoring of movement and daily activities)
- What do girls do to solve challenges?
- Who do girls turn to for support in case of problems? (financial, abuse, health, childcare, emotional, etc)
- Why is it difficult for girls to leave the sector?
- Why is it difficult for girls to continue education and/or take training?

Social hexagon:



What works in programmes so far, and what works less? How can we help girls and boys in this sector?

- Do you go to any drop-in centres? Other programmes? How did they know about it?
- Why do some girls not like to go to programmes?
- If they go to drop-in centres, do they go to other programmes? What do they do there?
- Do you have to ask permission? From whom?
- What is helpful about the programme and what is less helpful?
- What changes/additional things would you like to see in the programmes?
- Would girls leave the work in the sector if their targeted programmes? If not, why?
- What kind of programmes would that have to be? In what ways should that be different from what we have now?
- Do you think going back to formal education or getting any training would be any help? How?



Street scenes in Janakpur, Nepal © Nathalie Bertrams/GAGE 2026. Licensed under CC by 4.0

5. Interview guides for boys working in the entertainment sector

General information

- Basic information: name, age, how long in Kathmandu, completed education level, place of origin, marital status (love or arranged), age at marriage and family members.
- Where does he currently work? What work? At what age joined this work?
- Did he work somewhere before coming to Kathmandu? Details of earlier work?

Family and socio-economic background

- What is his present living arrangement like?
- How many members are there in your family (immediate family)? Main family occupation, main breadwinner, anyone involved in this sector.

Life before entering AES

- Where and reason for entering into this sector?
- If you dropped out, why did you drop out of school?
- What did you want to become when you were in school? (career aspiration)
- Did your siblings (brother and sister) go to a different school? Till what class? If they left, why did they leave?
- What other things did you do at home? Probe around HH chores, fieldwork, playing, etc.; ask about HH work division for siblings- male and female
- How did you feel about having to do these activities? What would you have rather liked to do?

Life in the entertainment sector

- Where are you working now? For how long? Age when started working in this sector?
- Who informed you about the job? Why did you come to this sector? Ask about training
- What was the recruitment process like? How did you get this job?
- What work do you need to do? Has it been the same or evolved over time? What is the career trajectory? Is there a possibility of being promoted? What does promotion depend on? What are the facilities that come with promotion? Is it the same for girls?
- Work conditions: working hours/days? Any extra work? Salary or daily wages? Extra income (Tips, commission)/other facilities apart from the salary? How often? How much?
- What are the good things about the work?
- Do your parents know you work in this sector? How do they react?
- If in school/college: How do you manage to continue your studies? Do you face any problems in school/college due to your involvement in this sector? How do your friends and teachers react when they know that you work in the entertainment sector?
- What are the good things about this sector? What are the not-so-good things about this sector in your perspective?
- What do you do in your free time? Leisure/recreation/pther engagements

Challenges in work

- Challenges/ problems faced: at work in current place of residence from employer, clients, family members, community members, colleague's male and female, house owner, others.
- What do you do to solve challenges? Are they part of any unions?
- Who do you turn to for support in case of problems? Do employers help? If violence comes up, ask: Have you ever reported cases of violence? If yes, to whom? What happened? If not, why? What relationships are important to her now? Why?
- What do you like in your life now? What do you like less? If he could change something in his life, what would he change?
    - Today, whom does he miss the most? Why? Why are those people important to him? Why is he important to these people?

Use of earnings

- What are the main expenses? Where does he spend more?
- Does he send money back to home? How often? Does he need to share the money or help anyone financially here in Kathmandu?

Technology

- Do you have your own mobile? Simple phone or smartphone?
- Do you access the internet? How do you access the internet?
  - How often? What applications? What content/sites do you usually visit?
- What do you use your mobile / the internet for?
  - Did you get help from your mobile / the internet to get in contact in this sector? If yes, how?
- Do you use the internet for work purposes now in this sector? What do you use it for?
- What do people largely use the internet for in your work? Employers? Peers, clients?
- Do you use mobile phones to reach out to clients? Does the office make you do that?
- What about girls? Do clients use mobile phones to reach out to girls? Do girls use mobile phones to reach out to clients? Any other business transaction by use of mobile phones? Does the internet make this work more / less dangerous? Are you more / less able to be exploited/ abused? Why? How? What about girls?
- Are there new kinds of work opening up as a result of the internet / mobile phones? If yes, what, for whom, and what challenges might there be in that? What about for girls?
- Is the internet/these sites changing relationships between you and others (clients, customers, peers, girls, family members, etc.)? If yes, how, why?
- Does it affect your career pathways, possibilities of leaving the sector? If yes, how, why? Details.

Future plans

- Do you plan to continue working in this sector? Why? Why not? On what condition will you leave this sector?
- Do boys of your age leave the sector? If yes, how/ when? If not, why not?
- How will your parents'/friends/community members react to your return if you decide to go back to them? Do you harbour any fear about not being accepted back by your family/friends/community? Is there any other work that you would have liked to do if you were not working in this sector?
- Are there people who tell you they will look for jobs for you abroad? Who are these people? What do they tell you?
- What do you think can be done to improve things for girls and boys who work in this sector?

Interview guides for girls still working in the entertainment sector

General information:

- Name- we are looking for caste and ethnicity; original name is not required
- Age:
- Education level:
- Place of origin:
- Place of current residence:
- Marital status: arranged or love? At what age? Is she living with the husband? Children?
- What does/did the husband do? What is his education level?
- How long has she been staying in the current place?
- What is her present living arrangement like?

Current working condition

- Where are you working now?
- Did you receive any training in the AES sector?
- What are the working hours?
- What wages do you receive?
- Do you send remittances back home?
- How often do you go back home?

Girl's life before AES at home

- If dropped out, why did you drop out of school?
- What did you like and dislike in your school?
- What did you want to become when you were in school? (career aspiration)
- Did your siblings (brother and sister) go to a different school? Till what class? If they left, why did they leave?
- What other things did you do at home? Probe around hh chores, fieldwork, playing, etc. Ask about hh work division for siblings- male and female
- How did you feel about having to do these activities? What would you have rather liked to do?

Girls leaving home getting into AES

- At what age did you leave your home? How /why did you leave home? With whom?
- Where did you go first? What did you do there? When and why did you leave the place? With whom?
- What work did you do when you first arrived in Kathmandu?
- Who informed you about work opportunities? How did you get recruited into this work?
  a. Do you remember who told you about the job?
  b. Did you get to know from a male relative/ female relative?
    - What did you know about the place and nature of work?
    - What kind of information did you have about the wage and working conditions?
    - If you were recruited by an agent, who negotiated on your behalf?
    - Did the agent pay any money to your family members?
    - Did your family know about your place of work and the nature of work?
    - Did you travel in groups?
    - Did someone accompany you? Who was she/ he?
    - How many places have you worked? Have you worked outside Nepal as well? If so, where? When? How long? What work? Why did you leave the work?
    - How often can you take leave? Whom do you ask?
    - How much salary do you get? Monthly or in instalments? Any other income? Source of income?
    - Are you a member of any union/ organisation?
    - If yes, how did you come to know of such unions working with AES workers?

Technology

- Do you have your own mobile? Simple phone or smartphone?
- Do you access the internet? How do you access the internet?
    - How often? What applications? What content/sites do you usually visit?
- What do you use your mobile / the internet for?
    - Did you get help from your mobile / the internet to come in contact in this sector? If yes, how?
- Do you use the internet for work purposes now in this sector? What do you use it for?
- What do people largely use the internet for in your work? Employers? Peers, clients?
- Do you use mobile phones to reach out to clients? Does the office make you do that?
- What about boys? What do they use the internet for mostly in your sector? Do boys use mobile phones to reach out to girls as clients? To access brokers? To access employers for girls? For engaging in online CSW (for example, with blue films, pornographic videos, searching clients for girls or girls for clients who make such videos, etc.)? Any other business transaction by use of mobile phones?
- Does the internet make this work more / less dangerous? Are you more / less able to be exploited/ abused? Why? How? What about boys?
- Are there new kinds of work opening up as a result of the internet / mobile phones? If yes, what, for whom what challenges might there be in that? What about for boys?
- Is the internet/these sites changing relationships between you and others (clients, customers, peers, boys, family members, etc. if yes, how, why?
- Does it affect your career pathways, possibilities of leaving the sector? If yes, how, why? Details.

Challenges in work

- What challenges do you face? From employer, boyfriends, clients, family members, community members, colleagues: male and female, doctors, police, house owner, others. What challenges might boys face in this sector?
- What do girls do to solve challenges? Who do girls turn to for support in case of problems? (Financial, abuse, health, childcare, emotional, etc.)? Do employers help?
- Have you ever reported cases of violence? If yes, to whom? What happened? If not, why?
- Who does she interact with in her daily life and for support?
- How often and for what purpose? By what means (also look for internet-based social network and

interaction. What and how often she uses social networking site - Facebook, Snap chat, Viber, Emo Whatsapp, etc.) what does she talk there? Why does she find it interesting to use them?

- What relationships are important to her now? Why?
- What do you like in your life now? What do you like less? If she could change something in her life, what would she change?
- Today, whom does she miss the most? Why? Why are those people important to her? Why is she important to these people?

Future plans

- Do you plan to continue working in this sector? Why? Why not? On what condition would you leave this sector?
- How can someone leave the sector? If yes, how and If no, why not? Do you see any possibility of leaving this sector in the future? If yes, could you explain in detail? Where would you go? Can you return back to your family/community? If no, is there anyone who you can go to and seek help?
- Do you think going back to formal education or getting any training would be any help? How? Ask both for boys and girls.
- Do you know about any organizations that help girls and women to get justice if they face abuse/ injustice in these sectors? Do you know any organisation that rehabilitates girls and women who want to leave this sector?
- If yes, how did you know about them? Have you/ haven't you contacted them? Why? For what purpose?
- How will your parents'/friends/community members react to your return if you decide to go back to them?
    - Do you fear not being accepted back by your family/friends/community? Is this fear in any way stopping you from leaving this sector?
    - Is there any other work that you would have liked to do if you were not working in this sector?

a. Are there people who tell you they will look for jobs for you abroad?

b. Who are these people? What do they tell you?
    - Do you want to continue education? Informal learning- trainings, etc. If yes, what? If not, why? What would be the challenges? Who could help? How?
    - Is it possible for you to go back to formal education? Take trainings? Do you think going back to formal education or getting any training would be any help? Why? / Why not?

Thank her for her time and ask her if you can come back if you have any confusion, etc.



Street scenes in Tanahun, Nepal © Nathalie Bertrams/GAGE 2026. Licensed under CC by 4.0

6. KII checklist for different actors

Employers:

(For icebreaker, please ask relevant questions about their business – when did they start, how, how is the business, what are the services, how many employees, who are the clients etc)

- What are the jobs available for girls in AES? How do the pay and other benefits differ for each job? What is regarded as a better position than the others? Chances of starting at a lower rung of the job and advancing – career move inside AES?
- Do boys also work in AES? What work do they do? e.g. probe around dancing? How do their salary and other facilities differ from those of girls?
- Do you also employ disabled people? What work are they generally assigned? What age? Do they have skills? What do you look for in them? What are the good aspects and challenges of employing them? Salary difference?
- What skills are tested/any interviews the girls and boys need to give? How is the recruitment process for girls and for boys? (ask separately)
- Where do girls and boys stay, and with whom? Do they cook their own food? Does the house owner not make it difficult for them when they come home late? With boys?
- What kind of girls generally come looking for jobs there? Any returnees from abroad who have worked in the AES sector?
- We understood that contacts with clients are established in the restaurants and girls take them home/ live with them in partnership relations: Is this true? If yes, who are these men? What do they do? etc
- Loss in business in restaurants, cabins, etc. How does this impact girls' and boys' work in the sector?
- If they looked for work in other sectors before coming to AES/ which sectors, do they usually look for/ get employed in? What information source they use- eg did they use newspaper-based advertisements? If no skills, did they try to work as domestic help, as it is widely available? /role of networks in landing them in this job?/ what work do they do there/ why do they leave the previous sector? / – (as gendered drivers)

NGOs working with adolescent girls and boys working in the AES

1. How long have you been working in this sector?
2. What does this sector consist of- what is it called? How do you define the entertainment sector?
3. What programmes do you do in this sector? Are these programmes intervention-based? What kind? How many programmes? Who do you work with – your partners?
4. How do you identify your targets? Coverage – how many? What kind of? How do you get funded?
5. Which are the geographical areas that you work with in terms of source and destination? Where would you like to expand?
6. What services do they provide to girls working in CSE situations? Whom do they work/partner with? Modality of working?
7. What are the different kinds of interventions/policy/programmes and actors that they work together with?
8. How many outreach centres do you have? How many workers in each? How do you recruit outreach workers? What skills do you look for when recruiting them? Skills/training on the job? Retaining outreach workers- is that difficult? Why? What were things that struck you (that you had never thought of) when working in this sector
9. Have you seen a change ever since you entered this sector? What kind of – probe: gender, demographic, reasons, nature of work, class, caste background of workers as well as clients, dangers and violence, policy,
10. Changes in terms of ICT use and getting into AES- ICT use and its impact in the job itself (e.g., in access to clients, retaining girls). Do girls face any harassment via ICT
11. Has there been an increase in the number of girls working in AES? by how much? Why?
12. Do they send remittances back home? How much?
13. What do you tell your parents about the job in AES? What are you doing? Where do you work?
14. What do you do about your job in AES when parents come? –e.g. going to duty late at night?
15. In your own experience, do you think the parents suspect that the girls are working in AES?
16. What kind of girls generally come looking for jobs there? Any returnees from abroad who has worked in the AES?
17. Where do these girls stay and with whom? Do they cook their own food? Do the house owners not make it difficult for them when they come home late? With boys?
18. 'Voluntary narrative from research and NGOs' If they

looked for work in other sectors before coming to AES/ which sectors do they usually look for/ get employed? What information source do they use to seek information about the job- e.g. do they use newspaper-based advertisement?

19. What are the Linkages between newspapers-based advertisement and works in AES? Do girls use newspaper-based advertisement to seek work in AES?
20. If no skills do they try to work as domestic help as it is widely available? /role of networks in landing them in AES?/ what work do they do there/ why do they leave the previous sector? / (as gendered drivers)
21. What are the jobs available for girls in AES? How do the pay and other benefits differ for each job? What is regarded as a better position than the others? Chances of starting at a lower rung of the job and advancing – career move inside AES?
22. With regards to living together and partners leaving them after some time – gendered factors:
    a. Why do they need to stay with male partners?
    b. Who are the male partners? How do they meet? How to they negotiate to live together?
    c. What information do they have about each other?
    d. Male partner's education and employment status?
23. Present scenario of Abortion rate among girls working in AES-:
    a. Where do they go to get an abortion?
    b. Who helps financially and physically? Who accompanies them?
    c. How are they treated by the doctors? Rest after abortion?
    d. Going back to the same work?
    e. Do they share it with employers? What happens if they share-e.g. impact on salary, etc? Who helps?
24. Transition to other work:
    a. How long do they stay in a particular workplace? When/why do they leave? Where do they move to? What is the difference? How do they arrange the move/new job? Information about the new job?
25. Working environment:
    a. How long are the hours? How strict is the timing? Difficulties at work?
    b. Violence in work- physical, other exploitation-direct and indirect – violence from employers/ colleagues/ clients
26. Do they learn any skills outside while working? Continue formal education? Take informal education? How does it differ for boys working in the same sector?
27. Linkages between national and international migration for such work?
    a. Why do they want to go abroad for work?
    b. Do girls with certain skill sets have more opportunities? What are they?
    c. Other attributes that are more likely to open up more opportunities?
    d. How do they know about the opportunities available? Through whom? Where do they meet with them? When do they talk about it?
    e. Do girls follow up on information? How? Do they also triangulate information from other sources- e.g. drop-in centres, etc? Cost – How much is the cost – who funds/ do they pay everything? Do they triangulate about the cost? Destination-where mostly? Do they get to choose?
    f. How long is the contract? How long do they stay? Do girls negotiate about work, working hours,
    g. How does the pay compare?
28. Do girls leave the sector altogether?
    a. When and how?
    b. At what age?
    c. Why do they leave this sector (probe if anything related to education)?
    d. How long will they have stayed in the sector?
    e. What do they usually do after that? Challenges they face?
    f. Do they move back to their place of origin? Get married and move to husbands' community of origin? Stay in Kathmandu? How does it differ from boys?
29. Do they move back into the sector after trying some new jobs? Why? After how long?
30. Disability: 'girls with disabilities are engaged in this sector' –
    a. Do they employ disabled people?
    b. What work are they generally assigned? What is their age?
    c. Do they have skills? What do you look for in them?
    d. What are the good aspects and challenges of employing them? Salary difference?
    e. NGO service givers: ask if disabled people come to their drop-in centres or take services, and ask in detail about them- who are they? Where are they from? What kind of problems do they come with? Do they come alone? How do they find out about the service? Is there a separate service for them?

31. Do boys also work in AES? What work do they do? E.g. probe around dancing? How do their salary and other facilities differ from those of girls?
32. Do Nepali boys exploited for sexual work: paedophiles (e.g. foreign tourist clients)
33. If/how are national and cross-border CSE linked?
    a. Gay boys working in orchestras in neighbouring states of India e.g. Bihar, and in our state no 2.
    b. Are girls taken to India from here?
    c. Are girls taken to other countries (except India): where? For what work? How do the employers/middlemen reach the girls? How are the papers arranged? Do they go via India/ other countries/ or fly directly to the destination? How are they placed in jobs there? What do they do? Working hours and conditions? Payments? Risks and challenges for the girls? For employers?
    d. Does it happen that they first work for a few months/years in India and then only get go to other countries? (Also, for Indian team)
    e. Do these girls return? Upon what condition? Where do they work in after that?
34. Risk of violence faced by girls working in AES:
    a. Physical harassment by employers, co-workers. Customers, others: injury on the job
    b. Social support network and the role of employers / role of colleagues: male and female
    c. Emotional violence: e.g. verbal harassment by employers, co-workers, customers, others
35. Voice and agency:
    a. Are girls members of any union? What kind of unions? Are there separate unions for AES? Are there separate ones for girls and women?
    b. Are they the same for girls and boys? Do girls go to union? Do boys go? Why do girls/boys go? What happens- are problems solved? Do they approach such union? Medical insurance etc facilities as per law of labour unions?
    c. Who negotiates on the behalf of the girls? Role of brokers in negotiation of behalf of girls? What do they negotiate about what can they not negotiate about?
    d. On the job trainings: Ask girls? Not only skills – but documentation of skills – e.g. training certificates? Recommendation letters they get from employees? Experience letters? Is it different for girls and boys?
    e. 'Contacts are established in the restaurants and girls take the contact to their own house- this is more profitable for the girls' Do/can girls negotiate with other restaurants – e.g. I have x number of clients and hence will be profitable to your restaurant when they are looking for jobs in new places?
36. About interventions
    a. What are possible interventions for the girls?
    b. Among the services that you provide- What are on high demand? What do the girls not like that much? Why? Did you have to change your services (that you provide to the girls) because of this?
    c. There are two voices around interventions: What do you think of each?
        i. Labour Right: Stay in the AES, as girls are likely to get more salary there- but make it safe for them; make them powerful enough to negotiate – how can it be safe?
        ii. Interventions so that girls do not take this job in the first place:
    d. Present interventions: awareness to girls who are already in the sector (and not to girls who have not entered in this sector- e.g. in place of origin- e.g. there is in trafficking and not risk of entering in the AES itself)
37. What are their general needs of these girls when they come to you seeking help? What are their general aspirations? Educational and learning skills?
38. Are there any organizational limitation and challenges that is impact your work especially with regards to AES?



Sex work in Kathamandu, Nepal © Nathalie Bertrams/GAGE 2026. Licensed under CC by 4.0

Part 2: Interlinkages between child marriage and migration

Introduction

This toolkit is to be used for key informants and with adolescents to explore their experiences and perspectives on the Gen Z movement in Nepal.

Kindly note that the adolescents were our previous respondents (whom we have been following in longitudinal studies) and so we do not delve into many details about personal information. We have interviewed them in more than two occasions and have read the transcripts before this interview.

Key informant interviews (KIIs)

National Level

Type 1: KIIs who work on migration

- This is a guide for a semi-structured interview – while some questions might be asked directly, it is desirable for the interviewer to engage in a discussion with the interviewee which might cover additional issues that stem from the responses to some of these questions.
- Linked to the above, the order of questions proposed here does not necessarily need to be followed but can be adapted during the conversation as it proceeds but always ensuring that all topics are covered during the interview.
- It is important to obtain information/probe for details on all the different groups, especially the impact of migration on child marriage as there is generally more information on the others. So, for each question probe for the different groups (also see prompts below).
- Estimated duration of discussion: Around 45 minutes -1.5 hour.

Introduction

- Read out/summarise informed consent form

Background to key informant

- Position / role in organisation / where (location) works
- How long they have been working there

Background to organisation / programming

- What are the primary functions and core areas of work undertaken by your organisation? Which sources or frameworks does your organisation derive its strategic objectives and performance targets from? Does your organisation explicitly align its activities with any SDG indicators? If so, which indicators are referenced? Are there additional/ cross-cutting indicators or thematic areas that your organisation's work addresses in a significant or deliberate manner?
- Which group of migrants do you/your organisation focus on/work(s) with? (Once the respondent has answered, focus on those groups but probe for the others in case they may know something)
- What work/activities/interventions do you/your organisation conduct, especially focusing on migrants? Since when? Who funds it? Coverage?
- Are there specific groups (men/women, boys/girls, elderly people, etc.) you target within these groups?
  - How do you work? Who do you partner with?
  - Do you have any gender-related objectives? If so, what kind of gender transformation does your organisation aim to achieve?
- What are the challenges faced by these groups?
- Are these challenges specific for certain types of migrants? (Probe by age, gender, ethnicity, married and unmarried migrants and returnees, others)
- Is it changing over time? If yes, in what ways? What has led to this change?
- What are other cross-cutting issues that you frequently see amongst migrants?
- How do you coordinate with your partners on gendered issues that arise in your area of work?
- What are your policies and ways of working to make your responses inclusive?
  - Whom do you collaborate with? What are your expectations of the partners?
  - How does your organisation partner with provincial and local governments? Do issues of forced and self-initiated child marriages crosscut your work in certain provinces? If yes, in what ways?
  - How does your organisation partner with other stakeholders who work on similar/ complimentary works?

Experiences of a link between migration and child marriage?

- Is forced or self-initiated child marriage linked in any way to your work/the kind of end beneficiaries you work with? Does it come across as an issue when you discuss migration/in your areas of work? If yes, in what ways?
- In your work with migrants, have you come across cases which are linked to/might have a potential impact on forced and self-initiated child marriage?
- If yes, would you share in detail about what the cases are generally about?
  - Does this vary for certain ethnic groups, geographical groups, across genders, between aspiring, current and returnee migrants and for men and women, girls and boys? In your opinion, are the reasons for child marriage different for boys and girls? Why so?
- How do you deal with such cases?
  - What strategies do you use while working with institutions that do not agree with the current legal age of marriage, if any?
  - In your view, are there any policy gaps in ensuring the implementation of child marriage law?
- In your work with migrants, have you encountered cases which may have an impact on/are related to migrants' children? If yes, would you share in detail what the cases are generally about?
- Does this vary for certain ethnic groups, geographical groups, across gender, aspiring, current and returnee migrants and for men and women, girls and boys?
  - How do you deal with such cases?
- In your work with migrants, do you encounter cases which may have an impact on/are linked to child marriage? If so, would you please share in detail what the cases are usually about?
- Does this vary for certain ethnic groups, geographical groups, across genders, aspiring, current and returnee migrants and for men and women, girls and boys?
  - How do you deal with such cases?
- Do you think it would be beneficial for you to understand how migration intersects with forced and child marriages? If so, how would it help your work? Have there been any studies/discussions from your organisation around this?
- Do you foresee any challenges for your organisation in integrating issues of child marriage in your work?
- Does your organisation promote a multi-sector approach in ending child marriage? If yes, who do you work with? Which sectors are most challenging to work in? What strategies do you use to strengthen interlinkages between multiple sectors to address the root causes of child and forced marriage?

Future plans/recommendations

- Are there opportunities for migration programmes to address child marriage? If yes, in what ways? What could be done at the federal, provincial and local levels?
- Are there opportunities for child marriage programmes to address migration-related challenges? If yes, in what ways? What could be done at the federal, provincial and local levels?
  - What do you think could be done to coordinate multi-sectoral interventions (at the local or national levels) for migration and foreign employment programmes to address issues of child marriages and for programmes on ending child marriage to work together with organisations like yours?

Type 2: KIIs who work on child marriage

- This is a guide for a semi-structured interview – while some questions might be asked directly, the interviewer should engage in a discussion with the interviewee which might cover additional issues that stem from the responses to some of these questions.
- Linked to the above, the order of questions proposed here does not necessarily need to be followed but can be adapted during the conversation as it proceeds, while always ensuring that all topics are covered during the interview.
- It is important to obtain information/probe for details on all the different groups, especially the impact of migration on child marriage, as there is generally more information on the others. So, for each question, probe for the different groups (also see prompts below).

- Estimated duration of discussion: Around 45 minutes -1.5 hour.

Introduction

- Read out/summarise informed consent form

Background to key informant

- Position/role in organisation / where (location) works
- How long they have been working there

Background to organisation/programming

- What are the primary functions and core areas of work undertaken by your organisation? Which sources or frameworks does your organisation derive its strategic objectives and performance targets from? Does your organisation explicitly align its activities with any SDG indicators? If so, which indicators are referenced? Are there additional/ cross-cutting indicators or thematic areas that your organisation's work addresses in a significant or deliberate manner?
- Are there any specific groups that you/your organisation focus on/work(s) with? (Once you have the answer, focus on those groups but probe for the others in case they may know something)
- What work/activities/interventions do you/your organisation do on the issues of child marriage? Since when? Who funds it? Coverage?
- Are there specific groups (men/women, boys/girls, elderly people, etc.) you target within these groups?
  - How do you work? Who do you partner with?
- What are the challenges faced by these groups?
- Are these challenges specific to certain groups? (Probe by age, gender, ethnicity, married and unmarried migrants and returnees, others)
- Is it changing over time? If yes, in what ways? What has led to this change?
- What are other cross-cutting issues that you frequently see amongst your end beneficiaries? Is migration one of them? If so, what are the issues? Are they internal or international migrants? Where do they largely go? Age, gender, and what kind of work do they do?
  - Do you coordinate with other partners to address these issues? Whom do you collaborate with? What are your expectations of the partners?
  - How does your organisation partner with provincial and local government? Do issues of migration crosscut your work in certain provinces? If yes, in what ways?
  - Does your organisation partner with other stakeholders who work on migration? If so, how? What are the shared objectives?

Experiences of a link between migration and child marriage?

- Is migration linked in any way to your work/the kind of end beneficiaries you work with? Does it come across as an issue when you discuss forced and self-initiated child marriage/in your area of work? If yes, in what ways? Where is it more frequent – in forced or child marriages?
- In your work on child marriage, do you come across cases which are linked to migration? Or cases that might have a potential impact on migration?
  - If yes, would you share in detail what the cases are generally about?
- Does this vary for certain ethnic groups, geographical groups, across genders, between aspiring, current and returnee migrants and for men and women, girls and boys?
  - How do you deal with such cases?
- In your work on child marriage, do you encounter cases that are related to migrants' children? If yes, would you share in detail what the cases are generally about?
  - Does this vary for certain ethnic groups, geographical groups, across genders, aspiring, current and returnee migrants and for men and women, girls and boys?
  - How do you deal with such cases?
- In your work on child marriage, have you encountered cases that are related to child migrants? If yes, would you share in detail what the cases are generally about?
  - Does this vary for certain ethnic groups, geographical groups, across genders, aspiring, current and returnee migrants and for men and women, girls and boys?
  - How do you deal with such cases? Which stakeholders do you usually have to engage with for this?

- Do you think migration has an impact on child marriage? They can have both positive and negative impacts. Probe for direct and indirect impacts. If so, would you please share in detail how?
- Does this vary for certain ethnic groups, geographical groups, across genders, aspiring, current and returnee migrants and for men and women, girls and boys?
- Do you foresee any challenges for your organisation in integrating issues of migration in your work?
- Does your organisation promote a multi-sector approach in ending child marriage? If yes, who do you work with? Which sectors are most challenging to work in? What strategies do you use to strengthen interlinkages between multiple sectors to address the root causes of child and forced marriage?

Future plans/recommendations

- Are there opportunities for migration programmes to address child marriage? If yes, in what ways? What could be done at the federal, provincial and local levels?
- Are there opportunities for child marriage programmes to address migration-related challenges? If yes, in what ways? What could be done at the federal, provincial and local levels?
- What do you think could be done to coordinate interventions (at the local or national levels) for migration and foreign employment programmes to address issues of child marriage and for programmes on ending child marriage to work together with organisations like yours?

Type 3: others (such as National Planning Commission)

- This is a guide for a semi-structured interview – while some questions might be asked directly, it is desirable for the interviewer to engage in a discussion with the interviewee which might cover additional issues that stem from the responses to some of these questions.
- Linked to the above, the order of questions proposed here does not necessarily need to be followed but can be adapted during the conversation as it proceeds, while always ensuring that all topics are covered during the interview.
- It is important to obtain information/probe for details on all the different groups, especially the impact of migration on child marriage, as there is generally more information on the others. So, for each question, probe for the different groups (see prompts below).
- Estimated duration of discussion: Around 45 minutes -1.5 hour.

Introduction

- Read out/summarise the informed consent form.
- Background to key informant
- Position/role in organisation / where (location) works
- How long they have been working there

Background to organisation/programming

- Are there/what are the primary functions and core areas of work undertaken by your organisation that relate to migration? Which sources or frameworks does your organisation derive its strategic objectives and performance targets on migration from? Does your organisation explicitly align its activities with any related SDG indicators? If so, which indicators are referenced? Are there additional/cross-cutting indicators or thematic areas that your organisation's work addresses in a significant or deliberate manner that might touch upon issues of migration?
- Are there/what are the primary functions and core areas of work undertaken by your organisation that relate to child marriage? Which sources or frameworks does your organisation derive its strategic objectives and performance targets on child marriage from? Does your organisation explicitly align its activities with any SDG indicators on this? If so, which indicators are referenced? Are there additional/cross-cutting indicators or thematic areas that your organisation's work addresses in a significant or deliberate manner that might touch upon issues of child marriage?
- In your experience, are migration and child marriage linked? If so, in what ways? What are the impacts of migration on child marriage and vice versa – could be positive and negative?
- At the policy level, do you think there are linkages between migration and child marriage policies? Do you see benefits in using migration policies to

reduce child marriage? If yes, how can we do this? Which policy can we use as the entry point? Ask the same for using child marriage to address challenges related to migration?

Provincial and local level

Type 1: NGOs and INGO partners and grassroots and CBOs

- This is a guide for a semi-structured interview – while some questions might be asked directly, it is desirable for the interviewer to engage in a discussion with the interviewee, which might cover additional issues that stem from the responses to some of these questions.
- Linked to the above, the order of questions proposed here does not necessarily need to be followed but can be adapted during the conversation as it proceeds, while always ensuring that all topics are covered during the interview.
- It is important to obtain information /probe for details on all the different groups, especially the impact of migration on child marriage, as there is generally more information on the others. So, for each question, probe for the different groups (also see prompts below).
- Estimated duration of discussion: Around 45 minutes -1.5 hour.

Introduction

- Read out/summarise informed consent form

Background to key informant

- Position/role in organisation / where (location) works
- How long they have been working there

Background to organisation/programming

- Are there/what are the primary functions and core areas of work undertaken by your organisation that relate to migration? Which sources or frameworks does your organisation derive its strategic objectives and performance targets on migration from?
- Does your organisation explicitly align its activities with any national plans? If so, which? What indicators are referenced? Are there additional/ cross-cutting indicators or thematic areas that your organisation's work addresses in a significant or deliberate manner that might touch upon issues of migration?

About migration

- What is the trend of out-migration from this area? Has it changed in the past few years?
- Where are people going? Have you observed any change in the destinations over the past five years? What do you think is driving these changes?
- What skill sets do they go with? What jobs do they engage in?
- Is poverty still the main reason to look for job opportunities outside Nepal? If yes, who is covering the cost of migration? How are poor people able to afford to migrate for work? Do they use dowry or borrow money at high interest rates?
- How is return migration in this area?
- Who usually returns? (Male, female, age, education level, marital status, from which destination countries?)
- Where do they return from?
- What do people usually do upon their return?
- What is the pattern of in-migration in the area?
- If common, where are they coming from?
- Who is coming? Is this migration temporary or permanent in nature?
- What skill sets do they come with? What livelihoods do they pursue here?
- How important is migration in people's livelihoods here?
- What do they usually do with the remittances? (probe if they are investing in education for girls and whether this has helped girls stay in school longer than before)

Migration and child marriage

- What is considered a good age of marriage for boys here? At what age does marriage happen in practice? Who usually initiates marriage at this age?
- What is considered a good age of marriage for girls? At what age does marriage happen in practice?
- Is there a difference of opinion among people regarding the good or appropriate age of marriage for boys and girls? If yes, why?
- Who is at risk of child marriage here? Why so? Are there particular communities where child marriage

is high? Do these communities have specific migration trends (such as mixed communities due to high in-migration, or more people in foreign employment)? If yes, what?
- Do you think migration has pushed the age of marriage for boys here? If yes, how so? If not, what has been the outcome?
- Do you think migration has pushed the age of marriage for girls (and if so, upwards or downwards)? Are parents marrying their daughters off later than previously following migration? If yes, how has migration led to this change? If not, has migration influenced child marriage? How so?
- Who usually initiates discussions of a daughter's marriage at home – is it the migrant parent or the one who stays at home? What leads to this parent initiating the decision to arrange marriage for the daughter at a child's age? (Ask the same for sons.)
- Probe for social reasons
- Probe for economic reasons
- Probe for cultural
- Probe for other factors
- What is the role of the migrant parent in initiating marriage? For daughters? For sons?
- Has the parent's migration helped girls stay in school for longer? If yes, what is the impact on child marriage? Same for boys?
- Does exposure acquired due to migration influence parents' decision to allow girls to marry late, support higher education and careers for their daughters? If yes, how?
- Are the spouses of migrant workers more vulnerable and at risk of social and sexual exploitation than others? If yes, why so?

Migration and eligibility for marriage

- Does (self) migration make girls more eligible for marriage? How about boys? Does this have any impact on the age at which they marry?
- What impact does (self) migration have on decisions about age of marriage and partner's choice? Can a girl decide to delay marriage if she has migrated? How about partners' choice? Ask the same question for boys.
- Does the parents' migration make girls more eligible for marriage? How does this influence child marriage for girls? Ask the same question for boys.
- Is it accepted in your society if girls and boys decide not to marry at all and instead migrate for work?
- Is it the same for girls and boys if they decide to marry child, late or not at all and migrate for work?

Recommendations

- What kind of programmes can reduce child marriage in this community? What services or systems could be introduced to communities with high rates of migration to minimise child marriage? How, if at all, can we leverage return migration to reduce child marriage?

Type 2: government

- This is a guide for a semi-structured interview – while some questions might be asked directly, the interviewer should engage in a discussion with the interviewee, which might cover additional issues that stem from the responses to some of these questions.
- Linked to the above, the order of questions proposed here does not necessarily need to be followed but can be adapted during the conversation as it proceeds, while always ensuring that all topics are covered during the interview.
- It is important to obtain information /probe for details on all the different groups, especially the impact of migration on child marriage, as there is generally more information on the others. So, for each question, probe for the different groups (also see prompts below).
- Estimated duration of discussion: Around 45 minutes -1.5 hour.

Introduction

- Read out/summarise informed consent form
- Background to key informant
- Position/role in organisation / where (location) works
- How long they have been working there
- Background to organisation/programming
- Are there/what are the primary functions and core areas of work undertaken by your organisation that relate to migration? Which sources or frameworks does your organisation derive its strategic objectives and performance targets on migration from?

- Does your organisation explicitly align its activities with any national plans? If so, which? What indicators are referenced? Are there additional/ cross-cutting indicators or thematic areas that your organisation's work addresses in a significant or deliberate manner that might touch upon issues of migration?

Policies and programmes to reduce child marriage

- How common is child marriage here?
- Do you have policies and programmes to reduce child marriage? Would you share details about them? How effective have they been over the years?
- What other programmes might have had an impact on reducing child marriage in your area?
- Are there other stakeholders who also work on reducing child marriage in your area?
- Where are things changing positively/you are achieving positive results and where are the bottlenecks? What do you think are the reasons for slow change in these areas?
- What impact is migration of parents having on child marriage in the community? For girls? For boys?
- What impact is self-migration (by girls/boys) having on child marriage in the community?
- How does migration impact your work on reducing child marriage for girls?



A 16-year-old girl who had an eary marriage in Kathamandu, Nepal © Nathalie Bertrams/GAGE 2026. Licensed under CC by 4.0

2. Focus Group Discussion

Guidelines for FGD

Namaste!

My name is ..... I am from NRI, a national research organisation. Currently, on behalf of Girls not Brides, we are conducting a study on the relationship between migration and child marriage in Nepal. This study includes discussions with families of migrants and non-migrants, as well as with girls and boys. It also includes interviews with members of provincial and local governments, NGOs and INGOs in your area. We would like to talk to you and understand the impacts of migration on child marriage in your area.

We will discuss migration from this area with you, the situation of child marriage and whether and how migration is affecting child marriage. Your opinions are important to us as you know the area better than us. There are no right or wrong statements, so please feel free to interrupt discussions, contradict your friend, and add more insights to the discussions. This discussion will take around 60-90 minutes.

First, I would like to express my sincere thanks to you for agreeing to take part in this discussion. This is voluntary participation. Upon your consent, we will also record the audio of this discussion (consent-taking process to be done here). This discussion may not directly benefit you, however, the information that you provide will be a valuable reference for designing programmes for people who want to travel abroad, return and for the development of your community.

- Do you agree to participate in this discussion?
- Do you have any questions or concerns before I start this discussion?

Warm up

1. Tell us about your community. What is the primary occupation of people living in this area? What are their lifestyles? What are their key sources of income? What is the trend of going abroad and coming back? Is there internal migration as well? Who is coming into the community and who is leaving the community?

About migration

- What is the trend of migration in this area? In what ways has it changed over the years in terms of who is migrating, at what age they are migrating, whether they marry before or after migration, where they are going and their income level?
- Where do people usually go?
- Who is more likely to migrate? (age, gender, education and marital status)
- What level of education do they have? Do they learn skills before migrating? If yes, what kind of skills?
- What work are they doing in destination countries?
- What kind of society do they live in while in the destination country? What kind of culture do they learn there?
- What are the reasons for migration?
- At what age do they migrate?
- With migration, does education completely end for the migrant workers?
- Would an educated girl in your society be willing to marry a boy who has less education than her but has migrated for work? If yes, why? If not, why?
- Would parents be willing to marry off their daughter to a boy with less education than her? If yes, why? If not, why?

About child marriage?

- At what age do girls get married in this area? Same for boys?
- Who is at risk of child marriage in your area?
- What are the reasons for child marriage? What leads people to marry/marry off their children? (Ask for girls and boys and for parents)
- Is there a linkage between education and child marriage? Are boys staying in school more than previously and continuing their education—and has this affected child marriage? Up to what age? (Ask the same question for girls.)
- How does society view child marriage? Is it acceptable or shunned? (Ask for differences when arranged by parents vs. when self-initiated).
- How strongly is the law against child marriage enforced here? Have there been cases where child marriage has been interrupted? If so, by whom? What was the case?
- What are the challenges of poor implementation of the current child marriage law? How can the implementation of existing laws be strengthened?

Link between child marriage and migration

- Do you think parents are investing in their children's education after (parents') migration? If so, has this helped girls continue onto secondary education? Has this led parents to delay marriage for their daughters? (Ask the same question for boys.)
- Do you think parents' migration is changing their view towards their daughters? If so, in what ways and why? Is the migrant parent able to influence how their family views daughters? Has it changed views on when a daughter should be married off? What about her decision-making around the age of marriage? (Ask the same for boys.)
- Do you think parents from migrant families are comparatively more liberal towards their daughter's age of marriage than those from non-migrant families? (Probe for what factors in migration might have led to this difference.)
- Who usually initiates the discussion about a girl's marriage in your community? Does this differ between migrant and non-migrant families? How about a son's marriage?
- In the case of migrant families, what is the role of the migrant parent in initiating the marriage of a daughter?
- Do parents face societal pressure to marry girls after a certain age? If yes, what age is this? Is it often the male or female parent?
- Does the above pressure differ for migrant and non-migrant households? (What if the migrant is a mother vs when the migrant is a father?) How about for internal migrants vs international migrants? Migrants to the Gulf countries vs those who migrate to Europe and elsewhere? Where are these pressures stronger/weaker? For whom is the pressure stronger/weaker? Is it relatively more for the migrant or the non-migrant family members?
- Is it unusual or common for a spouse of the migrant worker to continue his/her education?

3. Marriage network case study

IDI with the girl (core respondent)

Namaste!

My name is ..... I am from NRI, a research organisation. Currently, on behalf of Girls not Brides, we are conducting a study on the relationship between migration and child marriage in Nepal. This study includes discussions with families of migrants and non-migrants, as well as with girls and boys. It also includes interviews with members of provincial and local governments, NGOs and INGOs in your area. We would like to talk to you and understand the impacts of migration on child marriage in your area.

We will discuss migration from this area with you, the situation of child marriage and if and how migration is affecting child marriage. Your opinions are important to us as you know the area better than us. There are no right or wrong statements, so please feel free to interrupt discussions, contradict your friend, and add more insights to the discussions. This discussion will take around 60-90 minutes.

First, I would like to express my sincere thanks to you for agreeing to take part in this discussion. This is voluntary participation. Upon your consent, we will also record the audio of this discussion (consent-taking process to be done here). This discussion may not directly benefit you, however, the information that you provide will be a valuable reference for designing programmes for people who want to travel abroad, return and for the development of your community.

- Do you agree to participate in this discussion?
- Do you have any questions or concerns before I start this discussion?

Warm up

1. Tell us about your community. What is the primary occupation of people living in this area? What are their lifestyles? What are their key sources of income? What is the trend of going abroad and coming back? Is there internal migration as well? Who is coming into the community and who is leaving the community?

Note: Timeline of marriage

Please use a timeline looking backwards from now to understand the **factors that influenced child marriage and the steps involved in child marriage**. Then use different coloured markers to annotate key points related to the four categories of **how**? **Who**? **What** factors played a role? **Steps of the child marriage and any other influencing factors** vs her interest and agency. **Probe for migration and how it links to child marriage influencing factors** and write them on the timeline chart. We will need four coloured markers.

History, how, what and why?

Decision making process

(Age xxx) _____Now

Now, I would like to draw a timeline of different events related to your child's marriage. We will first draw a timeline from a few years before marriage to now and fill it based on your memory. We will write events, things that bring you good feelings above the line and things that do not bring you good feelings below the line. We will use different colours for this. Also, we will circle things that might have led to your child's marriage as we go through and upon completion of the timeline.

- Ask about her family and siblings – who, age, what are they doing, what education level they completed, if they are married and at what age they got married?
- When did she start going to school? Is she the first one from her family to go to school? Did she go to a private English-medium or a government Nepali-medium school?
- How was her educational achievement? Did she pass her exams/classes regularly? Any facts she remembers about her parents discussing her education? Among themselves, with her, with teachers or with others? If so, what – ask for both positive and negative facts.
- Anything she remembers about her class? (Good facts above the timeline and sad facts below the timeline)? Did she like her school? Did she like her teachers' behaviour? Did she like her peers' behaviour?
- Did she have time for her homework/extra studies? How was the burden of household work compared to the time she needed to give to her studies? Did she understand her lessons? Were

there opportunities to ask questions if she did not understand her lessons? Were there opportunities for sports and extra-curricular activities? If so, did she actively participate in sports and extra-curricular activities? If not, why? If not available, does she think the availability of sports and extra-curricular activities would have made a difference to her?

- At what age did her parent migrate? Who migrated first – father, mother or other members of her immediate family? Where did the parent migrate to, and for what work? Did s/her return in between? Was it for holidays or when the job contract ended? Did they remigrate?
- Did the migration influence her marriage as a child? If so, how?
- Did she continue her education until she was married? If not, how long ago did she drop out of school? What did she do after dropping out?
- At what age did she start hearing people talk about marriage? What did they say?
- When did her parents start discussing her marriage in the family? Whom did they start discussing it with? Were they actively looking for a groom for her? How was the process—where were they looking, whom were they approaching? If not, how was the marriage arranged? What did she think at that time? Did she want to get married as well? If not, did she talk to her parents about it? What did she say? What was the response?
- What was her age at the time of marriage? Did she know that she could file a complaint for child marriage at the time? If yes, who told her about it? When did she know? Did she discuss this with anyone? If not, why? If yes, with whom? What did they do? What was the outcome? Why do you think her parents decided to get her married?
- Thinking about it now, was there any way that she could have stopped her child marriage? If yes, what? If not, why?
- Did anyone in the family consult her about her marriage? If yes, what happened? If not, does she feel like it would have made a difference?
- When the marriage took place, was the migrant member at home? Did s/he also agree to the marriage? Did s/he return only for the marriage, or was it a permanent return?
- How was the dowry process?
- Where is the groom from? What was his age at the time of marriage? What is his education level? What job was he doing? Was he also abroad? Since when has he been abroad?
- Did he go abroad after marriage?

With the parents of the girl

Repeat the same questions with the parents about the daughter's education.

- Does the migrant parent discuss the culture and rules/customs/norms of the destination country with their family/spouse/children? Does s/he share the ways of living and behaving s/he has seen in the destination? If yes, what has s/he shared?
- Does the migrant parent try to teach things s/he has learnt in the destination country to the family members? If yes, what kind of things? Does s/he try to teach behaviours—how to dress, present oneself, how men and women/girls and boys should behave, etc.? Does the migrant parent try to teach their daughters/sons about the culture of the destination/influence and how they behave?
- Follow up with decisions related to marriage decision-making?
- Why did you decide to marry XX (girl's name) at the age (x)? Did you consider the fact that it was illegal? Why did you decide to go against the law? Did you have plans for what you would do if you were investigated?
- What age was XX when you started thinking about her marriage?
- What triggered this thought? To father? To mother?
- Was this decision yours? Or was it that of other family members? Do you think having a migrant member in any way influenced the decision to marry your daughter off at that age? Would it have been the same if the parent/family member had not migrated? Or was it sending remittances?
- What was the role of the migrant member in making this decision? Why that role?
- What was the role of the parent who stayed back in initiating the marriage? Why did s/he initiate discussion about XX's marriage?
- For the girl, why do you think you chose to take her out of education for marriage? What were the reasons she dropped out of school? Had you and

your migrant family member discussed sending her for higher education? Allowing her to pursue a career?

- If there was a possibility, what level of education would you have liked her to achieve? What job would you have liked her to get? Would you have liked her to get the job before or after the marriage? Why?
- Did your other children also marry at the same age? (Ask about boys in the family as well.)
- Is there anyone in the family who has married at a much later stage compared to the girl? What led to this delay? How do the parents feel about the delay? Have there been any consequences of the delay? (See if they first think of negative consequences and probe for positive consequences if they do not come immediately – or vice versa)
- Around how much did you have to invest in her marriage –this includes dowry, marriage functions and all other expenses related to the marriage? Did you use remittances for marriage related expenses? What were the major expenses in which remittance contributed? Would it be the same if there was no remittance?
- Thinking about it now, would there be anything that could have led to the marriage of the girl a few years later than when she was married? What do you think of it now? Why was it not possible at the time?
- Did it ever occur to you that not marrying at all was also okay?

With in-laws of the girl

In case of the mother-in- law and father-in-law, the above questions need to be tweaked as follows:

- What led you to think about marrying off the boy?
- At what age did you start to think about marrying off the boy? What was the age of the boy when he was married? What education level had he completed by then? Did he have a job? If yes, what?
- If he dropped out of school, why did he drop out/ what was he doing before marriage (as in job)?
- Did he continue his education after marriage? If he dropped out after marriage, why? Who decided that he should drop out?
- Did the daughter-in-law want to continue her education after marriage? Was she able to do so? Is she still in school now? If not, what grade did she drop out of? What was the reason for her dropping out?
- What job did he take up after marriage?
- If it involves any kind of migration, probe for how long after marriage he migrated. What led him to migrate? Would he have migrated at that age if he was not married? What was the role of the parents and his wife in his decision to migrate?
- In case of migration, probe what destination, how long, what work, how often he visits and re-migration?
- How did you establish the link with XX (girl's name) regarding the marriage?
- What qualities were you looking for in a daughter-in-law? Did you have any age in mind? Would you have preferred someone more mature? Discuss the pros and cons. Would you have gone through with the marriage if the girl was the same age as your boy? Would it have been okay for your boy to marry a girl who was more educated than him?
- Was this the first girl you considered, or had you explored other possibilities as well? How did this girl/ her family compare to others you had considered? Why did you decide on xx?
- Has having a migrant parent had any impact on the upbringing of the girl? If yes, in what ways? See whether they start with positive or negative impacts and probe on the other one.
- Do you think having a migrant parent impacted how decisions around the marriage were made? Did it have an impact on how the marriage was arranged and the marriage process? Is there a possibility that this could have been different if the girl did not have a migrant parent?
- Do you see any possibility of your daughter-in-law continuing her education now? Getting a job? Engaging in a job that requires travelling out of the community?
- Given you have been living with her, do you think it would have been better if she were married later than the age she was married at? If yes, why? How would it have made a difference to you? To your son? To your family? Others?
- If you agree with the above, what could have stopped the child marriage in the case of your daughter-in-law?

4. Outliers

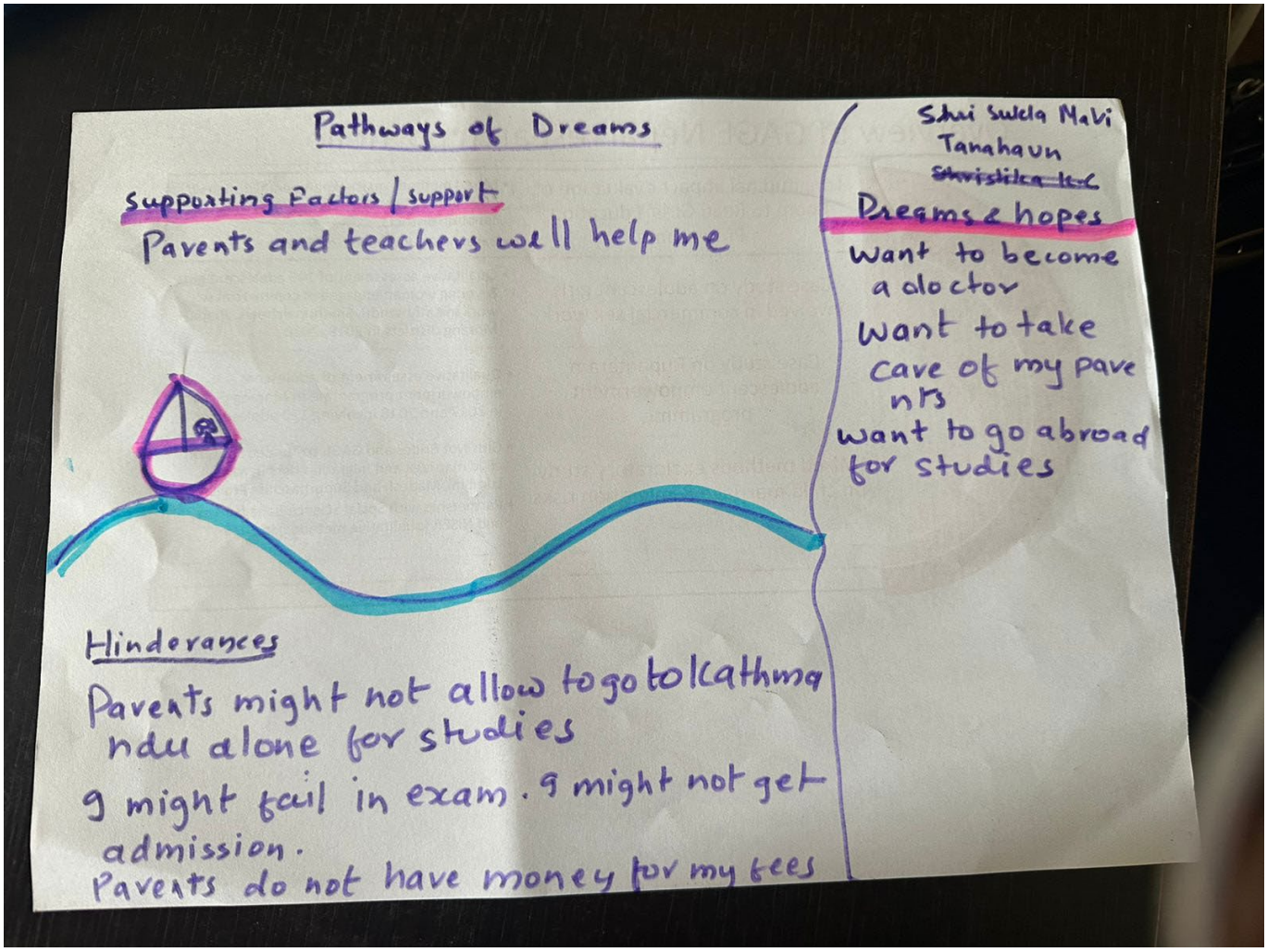
Type 1: Negative Outliers

Use the same timeline as above to explore what led to the child marriage.

Once that is complete, use the 'Pathways of Dreams' tool to explore what could have supported the girl to stay in school, get a higher education, aspire to a career and fight child marriage.

(Get the 'Pathways of Dreams' picture for her, explain it and let her work on the picture. If she is unable to read and write, support her to fill the picture. Once the picture is complete, fill in the boxes). Use the 'Pathways of Dreams' picture to explore factors that contributed to child marriage and those that could have helped end child marriage.

Pathways of dreams:



What factors led and contributed to the following:

Negative factors	Main factors	Contributing factors	Remarks and quotes
Unable to continue education	Failed in class twice	Classroom congested and could not understand the teacher	
Unable to start a career	Restricted mobility	Could not get information on local employment opportunities	
Unableto protest against child marriage	Thought one should obey parents	Other girls were marrying off at the same age	

Once she starts reflecting on the negative factors that led to child marriage, support her to reflect on things that supported her/could have enabled her to delay her marriage. Throughout the above discussion, probe around the role of her/ her parents' migration.

Supporting (to delay marriage) factors	Main factors	Contributing factors	Remarks and quotes
Continuing education	If I knew the implications of leaving my education, I would have continued putting effort in my studies	Tuition classes or taking help from senior persons in the community	
Getting a job after dropping out	I have knowledge that I could use my social network to explore jobs	I have friends who have taken local jobs/have places where I can inquire about potential local jobs	
Protest against child marriage	I knew my parents were wrong to marry me off child and there were options to make them understand this	I am friends with girls who protested and delayed their child marriage	

Type 2: Positive Outliers

Use the same process and the pictures to support the girl to complete the 'Pathways of Dreams' picture. Once the picture is complete, start listing the main and contributing factors that supported her to delay child marriage and probe around them – e.g. whose support did she take? Who helped her? What was her fear at the time? How did she overcome it? Once this is done, ask her to contemplate the risks that would have made her unsuccessful in delaying her marriage and fill the second box.

In-depth Interview with husband of the girl who married a child

Namaste!

My name is ..... I am from NRI, a research organisation. Currently, on behalf of Girls not Brides, we are conducting a study on the relationship between migration and child marriage in Nepal. This study includes discussions with families of migrants and non-migrants, as well as with girls and boys. It also includes interviews with members of provincial and local governments, NGOs and INGOs in your area. We would like to talk to you and understand the impacts of migration on child marriage in your area.

We will discuss migration from this area with you, the situation of child marriage and whether and how migration is affecting child marriage. Your opinions are important to us as you know the area better than us. There are no right or wrong statements, so please feel free to interrupt discussions, contradict your friend, and add more insights to the discussions. This discussion will take around 60-90 minutes.

First, I would like to express my sincere thanks to you for agreeing to take part in this discussion. This is voluntary participation. Upon your consent, we will also record the audio of this discussion (consent-taking process to be done here). This discussion may not directly benefit you; however, the information that you provide will be a valuable reference for designing programmes for people who want to travel abroad, return and for the development of your community.

- Do you agree to participate in this discussion?
- Do you have any questions or concerns before I start this discussion?

Warm up

1. Tell us about your community. What are the key attractions? What is the primary occupation of people living in this area? What are their life-styles? What are their key sources of income? What is the trend of going abroad and coming back? Is there internal migration as well? Who is coming into the community and who is leaving the community?

Note: Timeline of marriage

Please use a timeline looking backwards from now to understand the **factors that influenced child marriage** and the steps involved in **child marriage**. Then use different coloured markers to annotate key points related to the four categories of **how**? **Who**? **What** factors played a role? **Steps of child marriage and any other influencing factors** vs her interest and agency? **Probe on migration and how it links to child marriage influencing factors**, and write them on the timeline chart. We will need four coloured markers: one each for history, turning events, and what and how it was influenced.

History, how, what and why?

Decision making process

(Age xxx) _____Now

Now, I would like to draw a timeline of different events related to your marriage. We will first draw a timeline from a few years before marriage to now and fill it based on your memory. We will write events, things that bring you good feelings above the line and things that do not bring you good feelings below the line. We will use different colours for this. Also, we will circle things that might have led to your child's marriage as we go through and upon completion of the timeline.

- Ask about himself and his family and siblings – who lives with him, any migration history in the family, siblings' age, what are they doing, what education level they have completed, if they are married and at what age they got married?

- When did he start going to school? Is he the first one from his family to go to school? Did he go to a private English-medium or a government Nepali-medium school?
- How was his educational achievement? Did he pass his exams/classes regularly? Any facts he remembers about his parents discussing his education? Among themselves, with him, with teachers, with others? If so, what – ask for both positive and negative facts.
- Anything he remembers about his classes? (Good facts above the timeline and sad facts below the timeline)? Did he like the school? Did he like his teachers' behaviour? Did he like his peers' behaviour? Any changes in school? If so, why?
- Did he have any difficulties paying school fees? Did he feel pressure from parents when asking for expenses related to fees and other educational materials?
- Did he have time for homework/extra studies? How was the burden of household work compared to the time he needed to give to his studies?
- How was the school learning environment? Did he understand his lessons? Were there opportunities to ask questions if he did not understand his lessons? Were there opportunities for sports and extra-curricular activities? If so, did he actively participate in sports and extracurricular activities? If not, why? If not available, does he think the availability of sports and extra-curricular activities would have made a difference in his life?
- What was his age when his parent migrated? Who migrated first – father, mother or other members of his immediate family? Where did the parent migrate to, and for what work? Did s/he return in between? Was it for holidays or when the job contract ended? Did they migrate once or multiple times?
- What job is he engaged in now? Has he ever migrated? If yes, was it before or after marriage? Why did he migrate? Was it his decision?
- Did the migration influence his marriage at a child age? If so, how?
- Did he continue his education until he migrated/was married – whichever occurred first? If not, how long ago did he drop out of school? What did he do after dropping out?
- At what age did he first hear his parents talk about his marriage? What were they about?
- Can he share in detail about how his marriage was arranged? If self-initiated, ask about how he met the girl, why he decided to marry her and why he married her at that age?
- What were their (his and his wife's) age at the time of marriage? Did he know that it was illegal to marry at that age? Did his parents know it was illegal to marry him at that age? If yes, who told him about it? When did he become aware of it? Did he discuss this with anyone? If not, why? If yes, with whom? What did they do? What was the outcome? Why do you think her parents decided to get her married?
- Thinking about it now, what does he think about the age he was married at? Would he have liked to delay it if things had gone his way? Would he have preferred a girl who was the legal age of marriage? If yes, what difference would it have made? Was there any way that he could have stopped her child marriage? If yes, what could he have done? If not, why?
- For arranged marriage, did anyone in the family consult him about his marriage? If yes, what happened? If not, does he feel like it would have made a difference?
- When the marriage took place, was the migrant member at home? Did s/he also agree to the marriage? Did s/he return for the marriage only, or was it a permanent return? Ask the same for him if he is engaged in foreign employment?
- How was the dowry process?



A 20-year-old girl who had an eary marriage and divorce in Janakpur, Nepal © Nathalie Bertrams/GAGE 2026. Licensed under CC by 4.0

Part 3: Exploring the perceptions of young people in Nepal and their communities of the GEN Z revolution in Nepal

Introduction

These tools are meant to be used to explore thoughts about the Gen Z revolution. It explores adolescents' understanding of and participation in the revolution and what impacts key informants, caregivers, and adolescents themselves see on the future of the adolescents.

Interviews should take 60 to 90 minutes

Careful attention is needed regarding the educational and working backgrounds of these groups to gauge different viewpoints.

For IDIs, it is important that interviewers familiarise themselves with the respondent's recently completed endline interview prior to beginning this interview. The same researcher who conducted the endline interviews will conduct the current interviews.

1. Key Informant Interviews

A lot has happened in the past month – with the GenZ revolution – and I'd like to understand your perception of how it would affect the future of our adolescents

1. General information:

- Name:
- Age:
- Education:
- Current affiliation/work:
- Permanent address and location living in now:

a. First, would you tell us about yourself – where did you study, what do your parents do, have you always lived in this place, how active were you socially and politically?
b. Since when and how did you start getting interested in the political and governance system of our country - were there any turning points? Could you reflect on your journey?
c. Do you think people of your age are excited about the new change? If yes, what do they hope? If not, why?
d. Would you describe the Gen Z revolution in your area- what happened, how did it start, when, how was it organised here/locally, who participated (age, gender and other attributes)?
e. You took part in the revolution- would you share with us about it? When and how did you know about it? Why did you decide to participate, and what did you do? How were the second and third days, and the days that followed, for you?
f. What were the three (if they answer, you can also ask for five) most interesting/important things/outcomes and three (same- if they are good at answering, ask five) not-so-positive outcomes of the revolution? How do they relate vis-à-vis adolescents and young people's future?
g. How are you feeling about the dissolution of previous leadership and the parliament? (Probe – feelings are complicated – what are you excited/hopeful/happy/ about, and what are you anxious/apprehensive, fearful and uncomfortable about?)
h. What are some of the first things you hope to see happen now that there has been this new interim government? Do you think these things are likely to happen or not?
i. What are some of the things you DON'T want to see happen? Do you think these things are likely to happen or not?

About the revolution

Now I would like to ask you to reflect more generally on adolescents and parents here

j. What do you think was the objective of the revolution? What was the objective here locally? What were some of the popular slogans here? How did it resonate with the daily experience of the adolescents and young people here?
a. So many people participated in the revolution- how was it organised? Do you think the way it was organised had an impact on the number of people who participated? Why did so many participate? Do you think more people would have participated if it was organised differently? (explore both in-person and online components of the organisation of the revolution)
b. In your observation, who supported/participated in the revolution here? What do you think led

to their participation/support for the revolution? (Probe re age, gender, education levels, Was there anyone who did not participate- if yes, why? Were there people who participated less actively than others? Who were they, and what were the reasons for lower levels of participation?)

c. How did the agenda Gen Z raised resonate with their daily life and future here? How does it touch on the challenges that this generation faces here locally?
d. This is the first time ever that adolescents and young people have led a revolution in Nepal. What does it show about adolescents and young people? Why do you think they were able to do it?
e. Why did adolescents in earlier generations not do this? What was the difference between adolescents now and then with regard to their political participation, their voice and agency in local political issues?
f. What impact do you think this revolution will have on the following:

   - Adolescents and young people's participation in local and national governance
   - Adolescents and young people's future (education, health, transition to jobs, participation in civic and political life
   - Parents' concern about the future of adolescents and young adults

g. A lot of adolescent participants in our study wanted to go abroad either of study or work or a combination as they did not see good employment prospects here- do you think the current situation will have an impact on migration aspirations of adolescents and young people?
h. What impacts might the revolution have on adolescents and young people aspiring to try local entrepreneurship in the country?
i. What impact will this revolution have on parents' aspirations for adolescents and young people vis-à-vis their children's future? (probe for girls and boys, differently abled, LGBTIQ)?
j. With the change in the government, do you think parents will want their children to go abroad or stay here?
k. What recommendations would you give to the new government vis-à-vis adolescents and young people (regarding their political participation, voice and agency, other priorities)

2. In-Depth Interviews with adolescents

1. General information
   - Name:
   - Age:
   - Education:
   - Current affiliation/work:
   - Permanent address and location where living now:
   - Is participant part of treatment or control community?:

2. Experience of the revolution
   a. Would you please share with us what you know about the Gen Z revolution in Nepal? What happened? How did it start? Who participated in the revolution? What were they asking for? Can you please share what you heard/ saw through people/ social media?
   b. How did you know about it? (Probe for social media, word of mouth, school, etc)
   c. What are your views about the objectives of the revolution? If good, what did you think was good? Why? If not, what did you think was not good? Why? What was happening in our country before that?
   d. Did you participate in the revolution? If yes, what did you do? (Probe – Participate in any way, like discussing the state of the country with friends and family?) During the revolution, what were your days like? How about your friends- living here, living in Kathmandu, living abroad? Did you have exchanges with them? What did you discuss? (Can you share few things your friend said/ any jokes) Probe: Were you interested in getting any information about the country?
   e. Can you share 3-5 outcomes of the revolution that you really liked? 3-5 that you think were not so good?

3. Future and impacts of the revolution
   f. What are your views on the performance of the previous leadership of the country? (Probe: Anything you can recall about the previous governments?) Where did you get your information about the country's leadership from? (Probe: teacher, villagers, school etc)
   g. What were your views on the army? Before this revolution, how interested were you about following the activities of the Nepal Army? How aware were you about what army does in the country? If aware, how did you know about it? Do you feel you have more interest about the army now? In the future, do you think you will be more interested about the army's activity in the country?

Probe: What will be your source of information? How will you follow-up on what they are doing?

h. How do you feel about the dissolution of the parliament? Probe: What did you hear? Did you watch the news during that period? Were you interested in the activities of the parliament before? Has it changed now? Do you think you will be interested in it going forward?
   a. **Probe** – feelings are complicated—what are your excited/hopeful/happy/ about, and what are you anxious/apprehensive, fearful and uncomfortable about for the next few months regarding our country's situation?

i. Have you voted in an election before? If yes, did you decide whom to vote for? Probe: How are you going to make the decision about whom to vote for? Do you think this time will be different in how you choose your candidate? If yes, how? If not voted yet, why did you not vote in the previous election? Do you think you will vote now? If yes, Probe: How do you feel about it? Do you think the current revolution has changed how you will decide whom to vote?

j. Did you know about the Discord meeting? Did you or anyone whom you know participate in it?

k. What are some of the first things you hope to see happen now that there has been this new interim government? Do you think these things are likely to happen or not? What do your parents, friends and peers think about this change? Explore

l. What are some of the things you DON'T want to see happen? Do you think these things are likely to happen or not? Do your preferences and reasoning differ from those of your parents, friends and peers? Explore

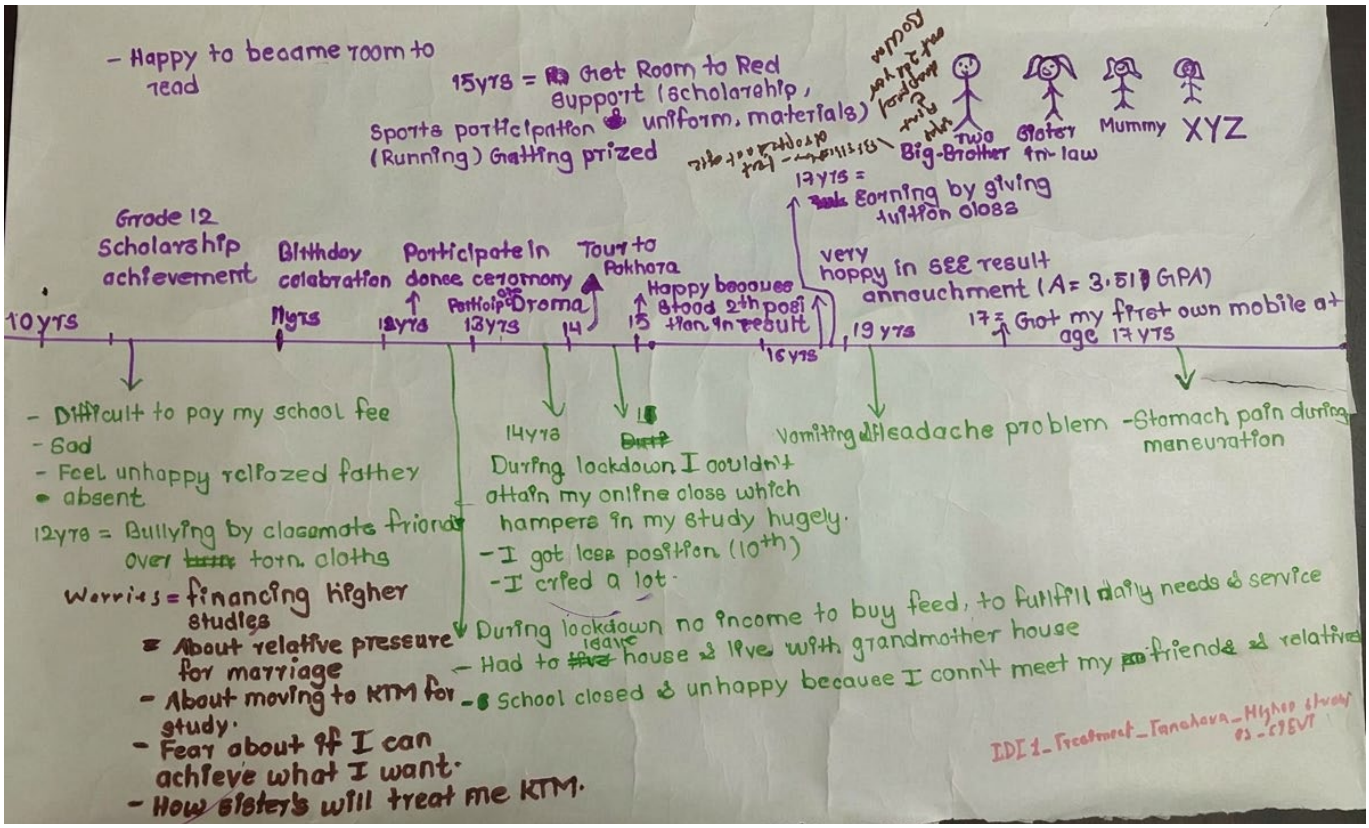
m. Has your interest in civic participation, local and national policies increased after the revolution? Why/ why not? Do you think you will be interacting with the local government around youth issues? Do you feel young people will get more space in local decision-making henceforth?

n. Has your interest in national-level policies and discussions increased after the revolution? Do you think people of your age will be more interested in national affairs after the revolution? Do you think they will be given a voice and space to make decision on things that matter to them in national politics henceforth?

o. A lot of people want to go abroad, as they do not see a future in Nepal. Has this revolution had any impact on your future aspirations? If yes, what? If not, what are your current feelings about migrating abroad? What do your friends feel about it?

p. Do you think people of your age who have been abroad will now return to Nepal because young people have a voice in the country?

IDI life history planning with adolescent girls:

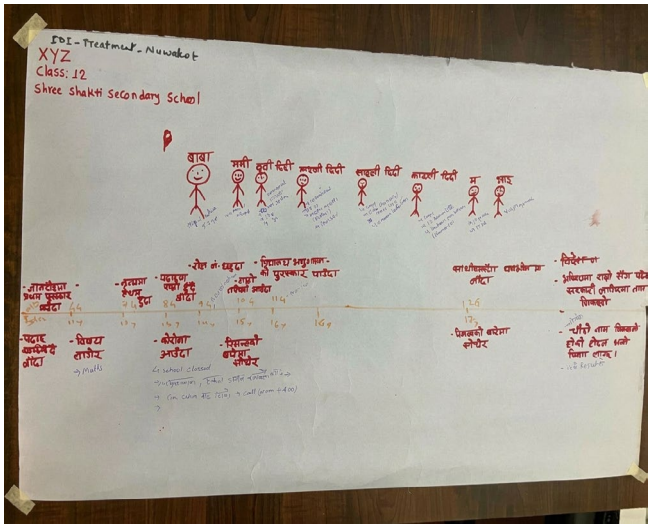


3. In-Depth Interviews with caregivers

- Name of caregiver:
- Name of child:
- Age of child:
- Education:
- Current affiliation/work
- Permanent address and location living now
- Is it treatment or control group:

- Would you share about your child's interests in general- what was s/he generally interested in doing? How did s/he spend free time?
- How interested s/he was in civic activities? Did she participate in any local youth clubs or other activities?
- Would you share with us about the Gen Z revolution here in your area? Your district?
- What do you think about the demands made by the people who participated in the revolution? Does it relate to the current challenges faced by people of your child's age?
- Why do you think people of your child's age did this revolution? Looking at people of your child's age locally, do you think they were interested in civic affairs before this revolution?
- Did your own children show understanding, interest and motivation to participate in civic life before this revolution? What kind of activities did he do that showed you that s/he was knowledgeable and interested? Would you please elaborate?
- What was your child doing during the revolution? How interested and involved was s/he during the 3 days of the revolution and during the formation of the interim government? What did s/he do? Where did s/he get her information from?
- Did your child have opinions that were different from yours regarding the revolution and what happened during the revolution?
- Many parents were fine with children moving abroad because the children thought there was no prospect for education and employment in Nepal. Do you think the current changes will make any difference to how parents would see their children's future?
- How about you? What kind of impact do you think the revolution will have on the future of your children?
- What was your aspiration for your child's migration before the revolution? Has that changed now? ***If so,*** how?
- If your child was studying/working abroad, what would you suggest to them regarding returning to Nepal before and after the revolution?
- What are some of the first things you hope to see happen now that there has been this new interim government- this should be related to children? Do you think these things are likely to happen or not? What do your children think about this change? Explore
- What are some of the things you DON'T want to see happen? Do you think these things are likely to happen or not? Do your preferences and reasoning differ from those of children? Explore
- Has your interest in civic participation, local and national policies increased after the revolution? Do you think you will be interacting with the local government around issues of youth when needed? Do you feel young people will get more space in local decision-making henceforth?
- Has your interest in national-level policies and discussions increased after the revolution? Do you think people of your age will be more interested in national affairs after the revolution? Do you think they will be given a voice and space to make decisions on things that matter to them in national politics henceforth?

IDI with caregiver in treatment group



Appendix 1

Date:

FGD with:

FGD Location:

Facilitator:

Number of participants:

S.N.	Age	Caste/ ethnicity	Education	Where are you originally from?	How long have you been staying in Ktm?	With whom are you staying with?	For how long have you been doing this work?



Students attending class in Tanahun, Nepal © Nathalie Bertrams/GAGE 2026.
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About GAGE

Gender and Adolescence: Global Evidence (GAGE) is a decade-long (2016-2026) longitudinal research programme generating evidence on what works to transform the lives of adolescent girls in the Global South. Visit www.gage.odi.org.uk for more information.

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