

A young girl with dark hair, wearing a light-colored school shirt and a colorful striped tie, is smiling and peering through a blue-painted wooden door. The door has a metal handle. The background is dark and out of focus, suggesting an indoor setting.

unicef 

for every child

# RISING TO THE CHALLENGE

Youth Perspectives on  
Climate Change and  
Education in Nepal

**Cover:** Satinat, 9 years of age, standing behind a door in front of her home in Buddhi village, Kapilvastu District.

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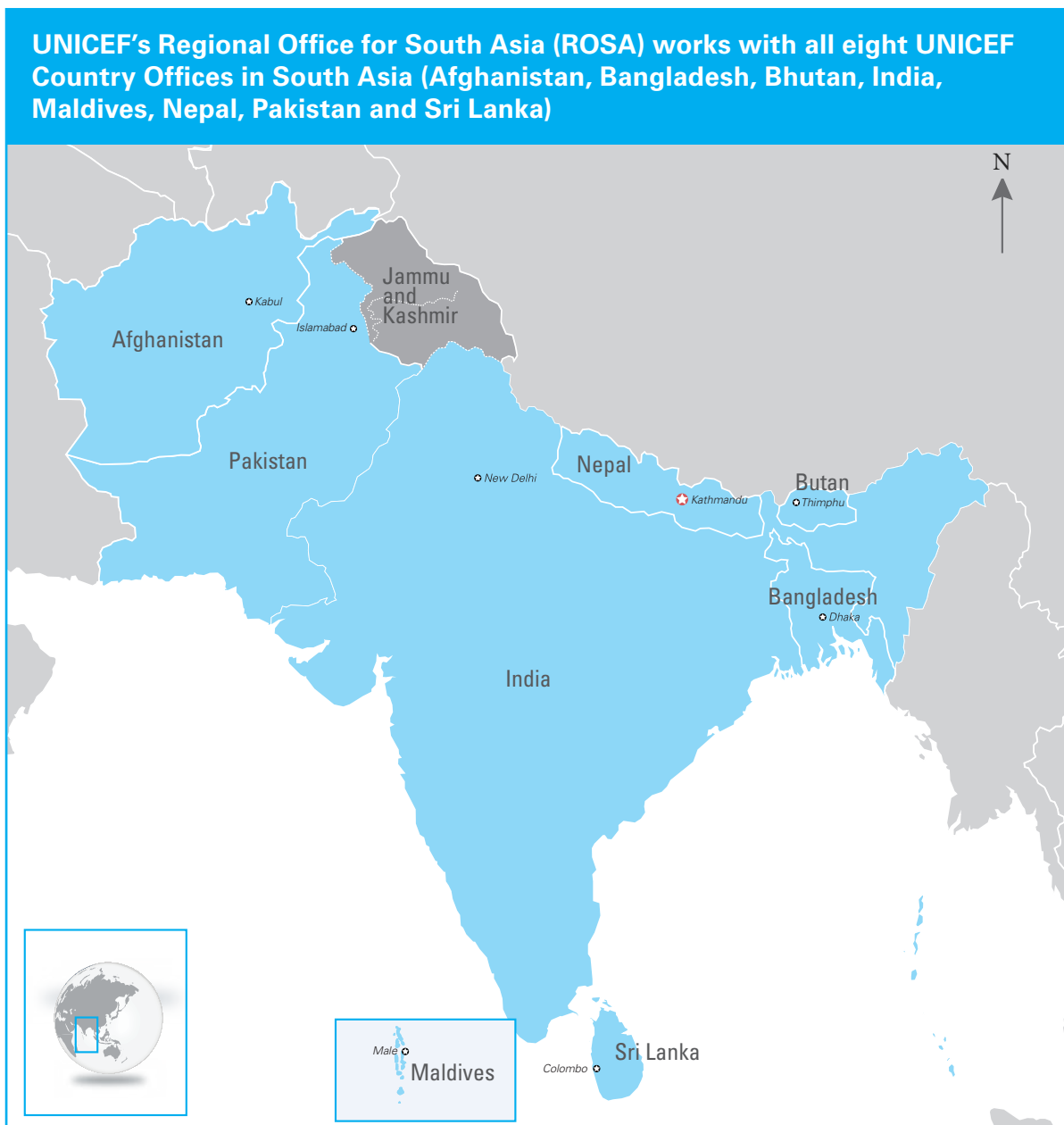
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**OBJECTIVE**





# OBJECTIVE

The survey was structured to examine the following:

- > **Youth experiences and perceptions** of climate change in their locality and surroundings.
- > Youth perceptions of **climate change learning and action opportunities at school** and in their community.
- > Youth experiences of, and involvement in, climate change **learning and action initiative(s) at school and in their community.**
- > Youth views on support **needs to empower them** to become effective and confident agents of change.

# 2

## SAMPLE AND METHODOLOGY



# SAMPLE AND METHODOLOGY



**25,826**  
respondents



**8**  
countries



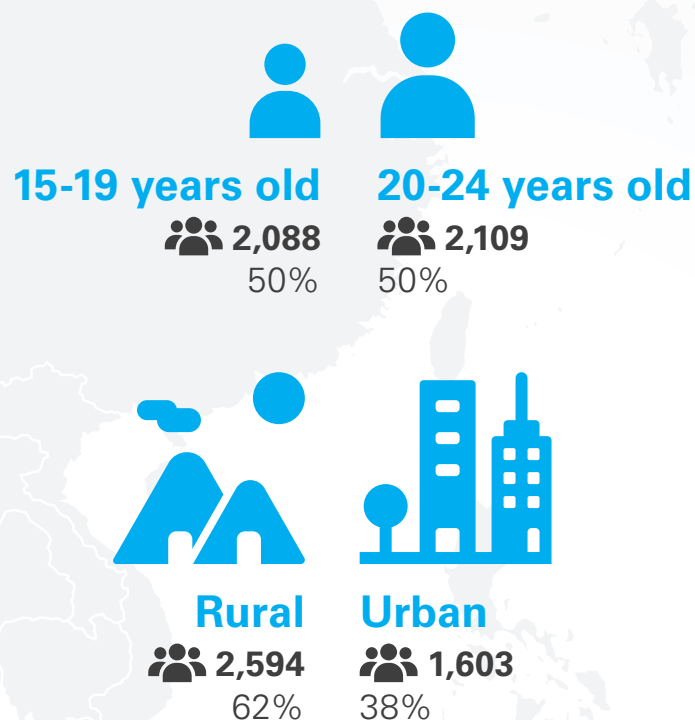
**10\***  
languages

The survey was conducted online in Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka between 7 August and 9 September 2020. It was administered through Facebook Messenger, Viber and Whatsapp. Cleaning steps were undertaken for cases that had erroneous entry, were outside the age range or empty cases, and 4,231 cases were dropped.

\*Dari and Pashto (Afghanistan), Bangla (Bangladesh), English (Bhutan), Hindi (India), Dhivehi (Maldives), Nepali (Nepal), Urdu (Pakistan), Sinhalese and Tamil (Sri Lanka).

## SAMPLE AND METHODOLOGY

### Nepal



#### Weighting:

- **Iterative proportional fitting** was used to weight the sample intra-country to correct for non-response and selection bias across demographic factors.

- **Gender** and **age** were adjusted using 2020 population data from the International Labour Organization database ILOSTAT.

#### Other Countries:

- For this country report, each response from Nepal is compared to the overall regional response from all respondents\* to the survey.

#### Limitations:

- **Demographic:** Respondents were not asked questions about socio-economic status, education or region.
- **Imbalanced response:** Given the incomplete demographic profile of the respondents, data presented should be interpreted “in-sample”, meaning that these attitudes are from a sample population with internet access, literacy both in terms of reading and ability to navigate internet-enabled devices, and willingness to opt-in to a survey.

- **Drop-off:** As with many online surveys, there was a consistent drop-off in respondents throughout the survey. Missing data were treated as missing at random (MAR) with the assumption that auxiliary variables in weighting adjusted for missingness. It is possible, given point 1, that there are additional factors related to drop-off. Moreover, a respondent who does not know about climate change is potentially more likely to drop off than those that know a lot about the subject. Results should be interpreted with this in mind.

\*Based on first question (does not incorporate drop-off).



# 3

## DETAILED ANALYSIS





## SECTION 1: **PERSONAL PERCEPTIONS AND EXPERIENCE**

Respondents were asked about their knowledge of, and exposure to, climate change.



## KNOWLEDGE OF CLIMATE CHANGE

**Students were asked:**

*How much do you know about climate change and global warming?*

*Do you learn about climate change in school?*

**34%**

of respondents in Nepal reported that they could explain climate change

**82%**

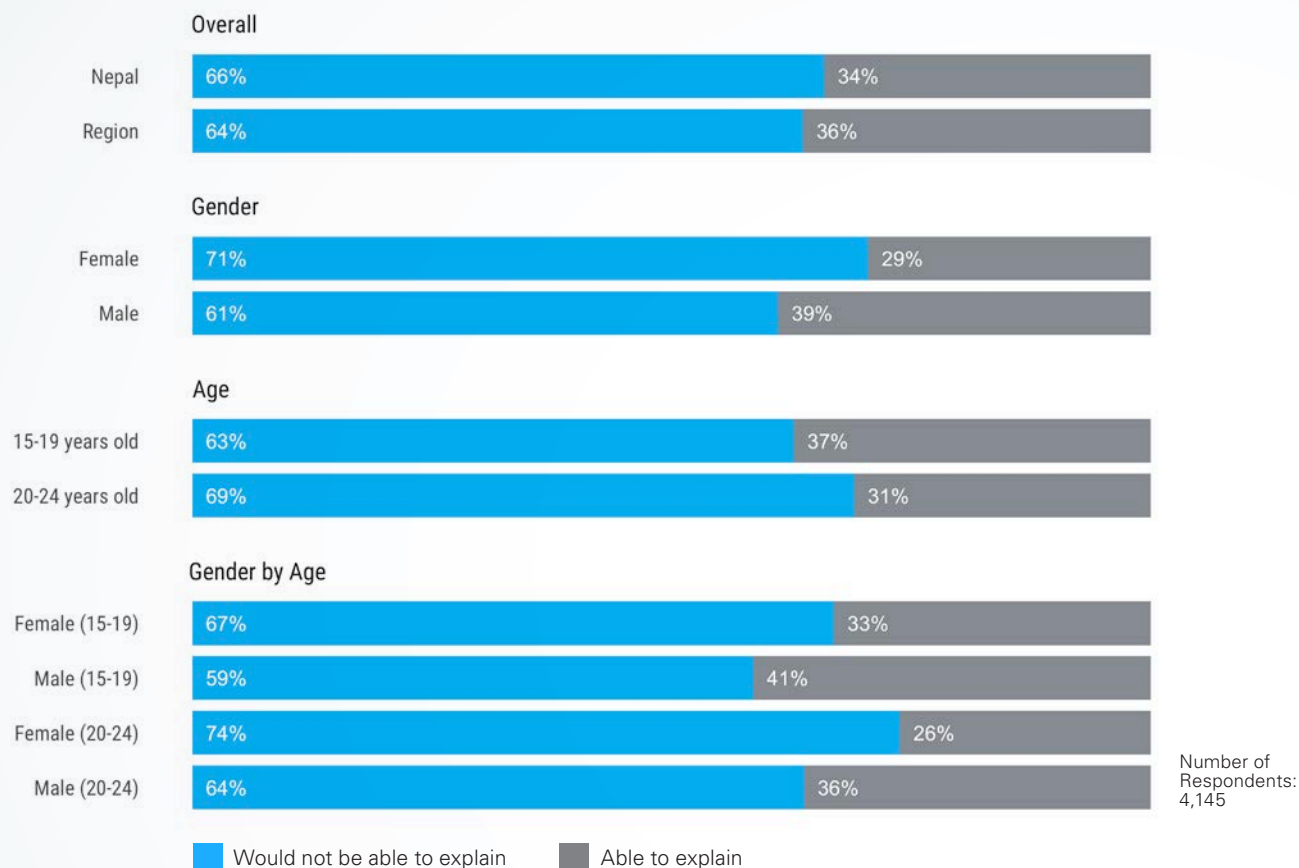
of respondents in Nepal reported that they “very often or often” learned about climate change in school

**5%**

of respondents in Nepal reported that they “never” learned about climate change in school

## KNOWLEDGE OF CLIMATE CHANGE

### How much do you know about climate change and global warming?



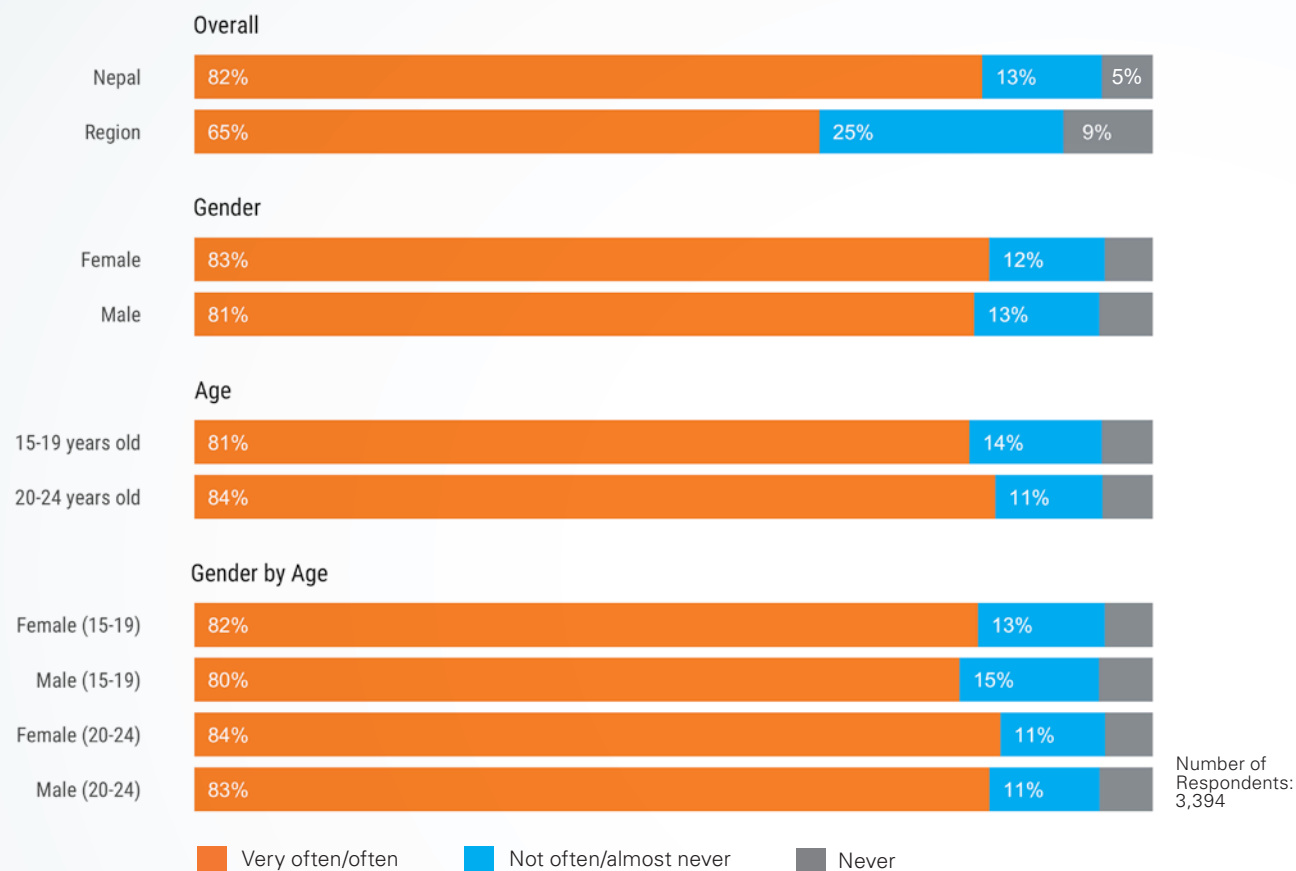
- Overall, 34% of respondents in Nepal reported that they were able to explain climate change and global warming – this was slightly lower than the regional figure of 36%.

- **Gender:** Older female respondents in Nepal were less likely to be able to explain climate change (74%) than male respondents (64%).



## CLIMATE CHANGE IN SCHOOL

### Do you learn about climate change in school?

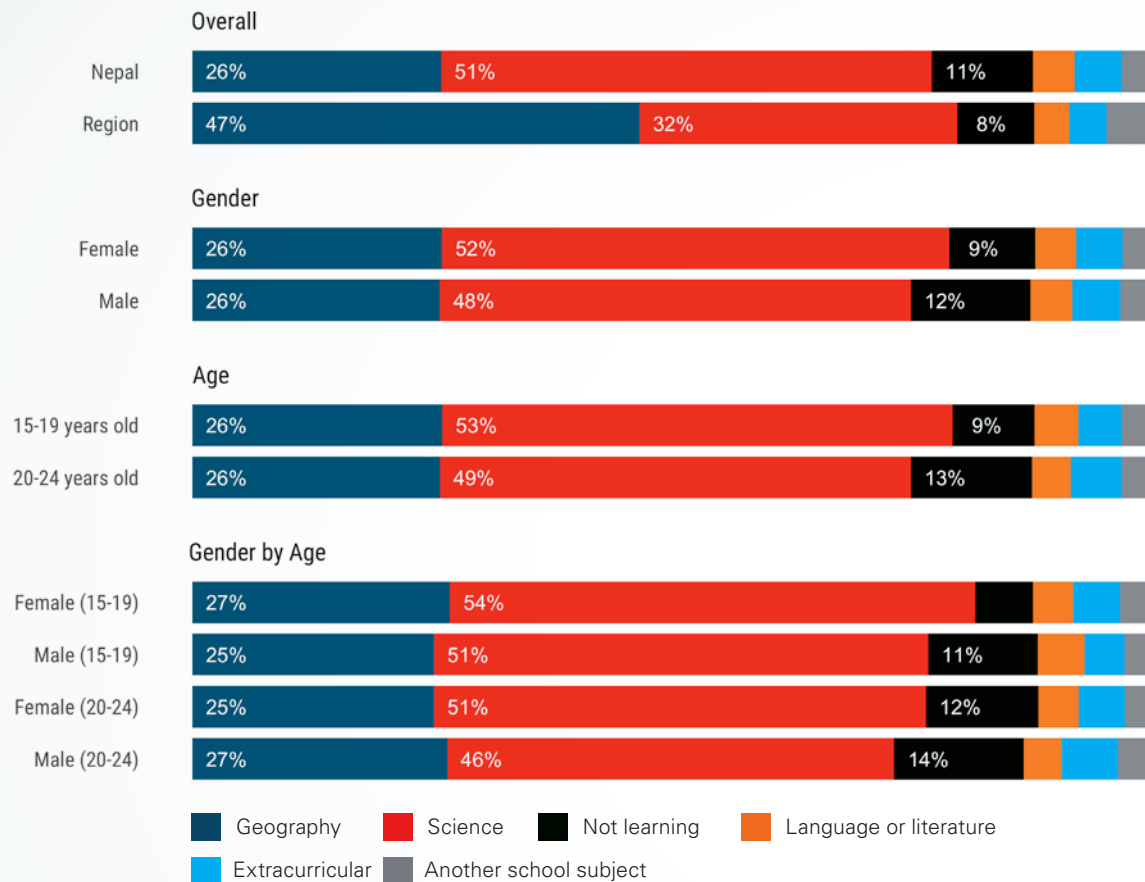


- Overall, 82% of respondents in Nepal reported that they “very often or often” learned about climate change in school. This was higher than the regional response (65%). The figure was the second highest across all the countries surveyed.
- Only 5% of respondents said they “never” learned about climate change.
- **Age and Gender:** There was not a notable difference in responses across age or gender.



# CLIMATE CHANGE IN SCHOOL (SUBJECTS)

## How do you learn about climate change in school?



- Overall, 51% of respondents in Nepal reported that they learned about climate change in their Science class, while 26% stated that they learned about it in Geography.



## WORRY ABOUT CLIMATE CHANGE

**Students were asked:**

*Are you worried about climate change and what it means for the future?*

**78%**

of respondents in Nepal reported that they were at least a little worried about the future effects of climate change

**22%**

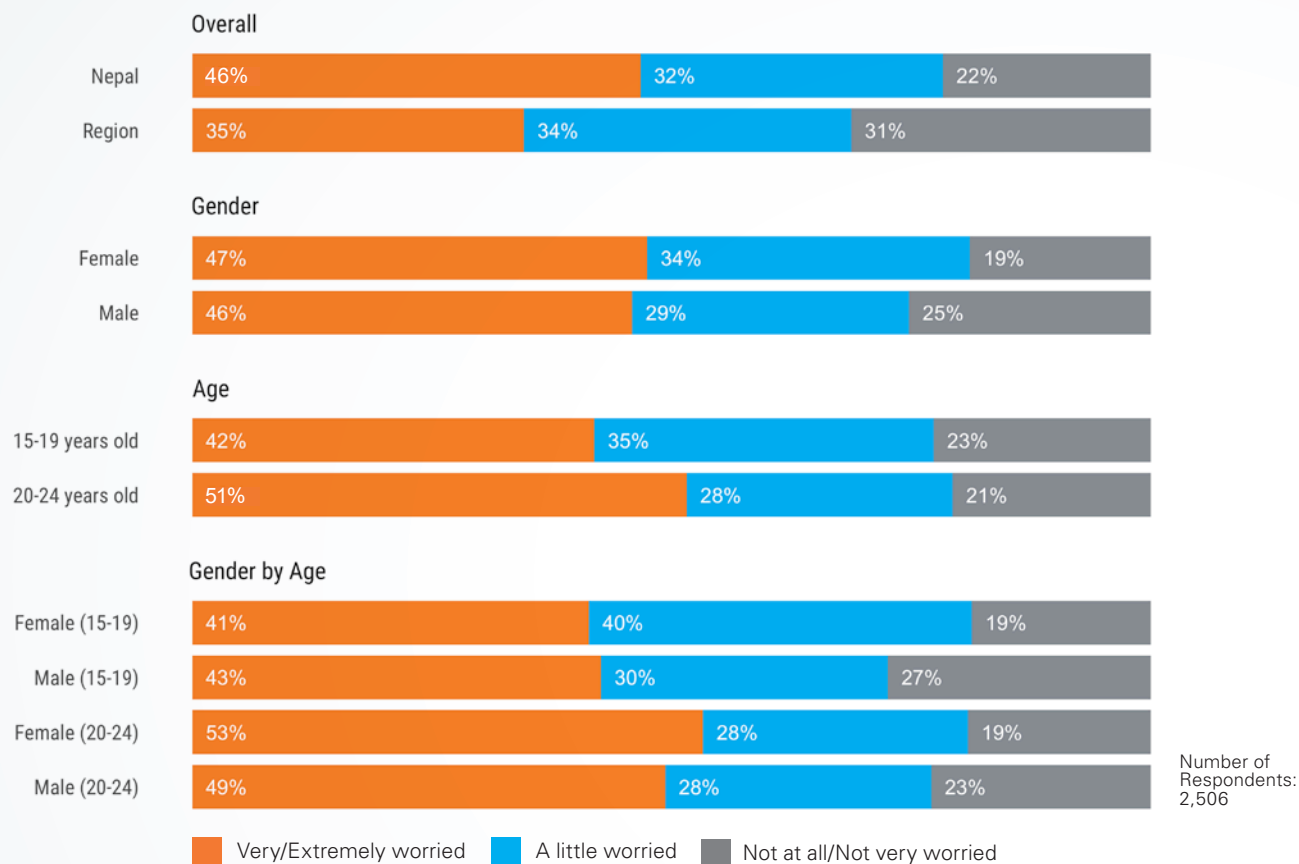
of respondents in Nepal stated that they were not at all or not very worried about climate change

**81%**

of female respondents were at least a little worried about climate change

## WORRY ABOUT CLIMATE CHANGE

### Are you worried about climate change and what it means for the future?



- Overall, 78% of respondents in Nepal were at least a little worried about climate change and its impact on the future. This is the third highest in the region.

- **Gender:** A greater proportion of female students (81%) were at least a little worried about climate change compared to male students (75%).



*“Climate change has psychologically or physically affected the process of our learning. It is also making the school unhealthy day by day. It is also the reason behind dizziness of students towards learning. In fact, I believe that our wrong behavior towards nature is adversely changing the system of nature.”*

*Male respondent in Nepal, age 18*





## INTEREST IN LEARNING

**Students were asked:**

*What do you most want to learn about climate change?*

**50%**

of respondents in Nepal said that they wanted to learn about “all” aspects of climate change

**16%**

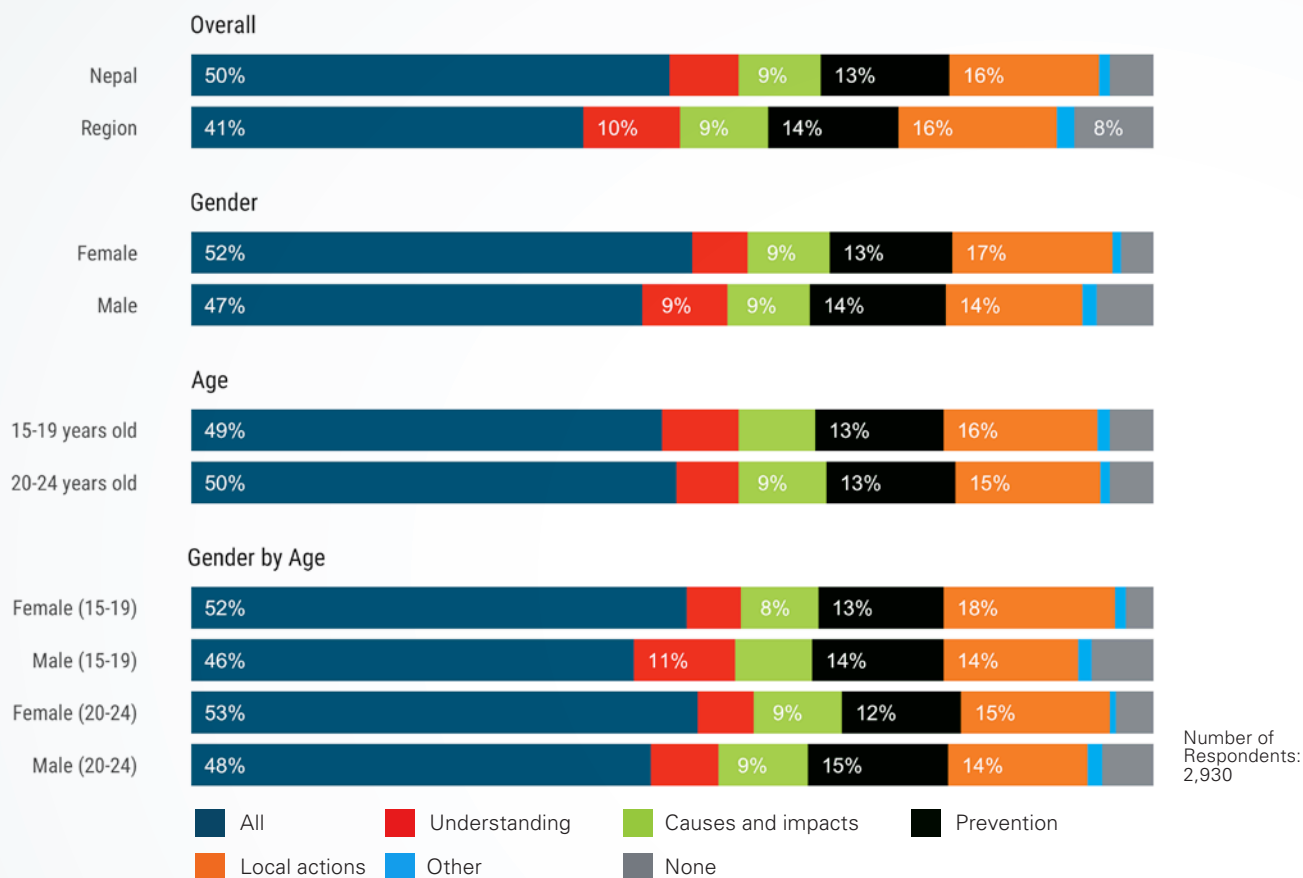
of respondents stated that they were interested in learning about “local actions”

**5%**

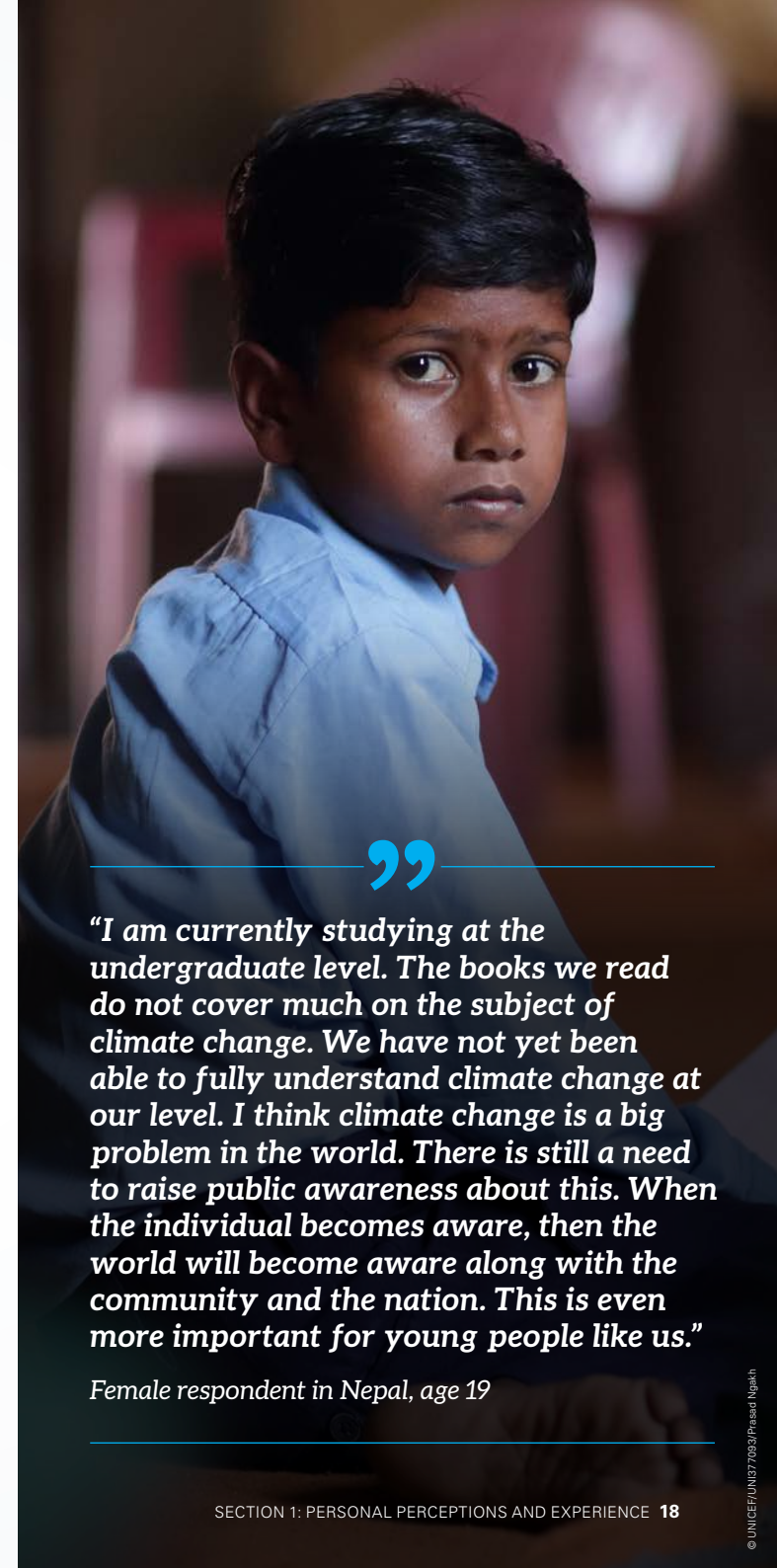
stated that they had no interest in learning about climate change

## INTEREST IN LEARNING

### What do you most want to learn about climate change?



- 50% of respondents said that they wanted to learn about “all” aspects of climate change. This is greater than the regional response of 41%.
- 16% of respondents said they wanted to learn more about “local actions”.
- 5% of respondents in Nepal stated that there was “nothing” they wanted to learn about climate change.



**“I am currently studying at the undergraduate level. The books we read do not cover much on the subject of climate change. We have not yet been able to fully understand climate change at our level. I think climate change is a big problem in the world. There is still a need to raise public awareness about this. When the individual becomes aware, then the world will become aware along with the community and the nation. This is even more important for young people like us.”**

*Female respondent in Nepal, age 19*



## SECTION 2: **POLICY AND LEADERSHIP**

Respondents were asked about who they believed should be responsible for addressing climate change.



## RESPONSIBILITY FOR ACTION

**Students were asked:**

*Who should be taking the most action to address climate change?*

*Do you think your government will take actions to address climate change after the COVID-19 pandemic?*

**57%**

of respondents in Nepal believed that government should take the most action

**63%**

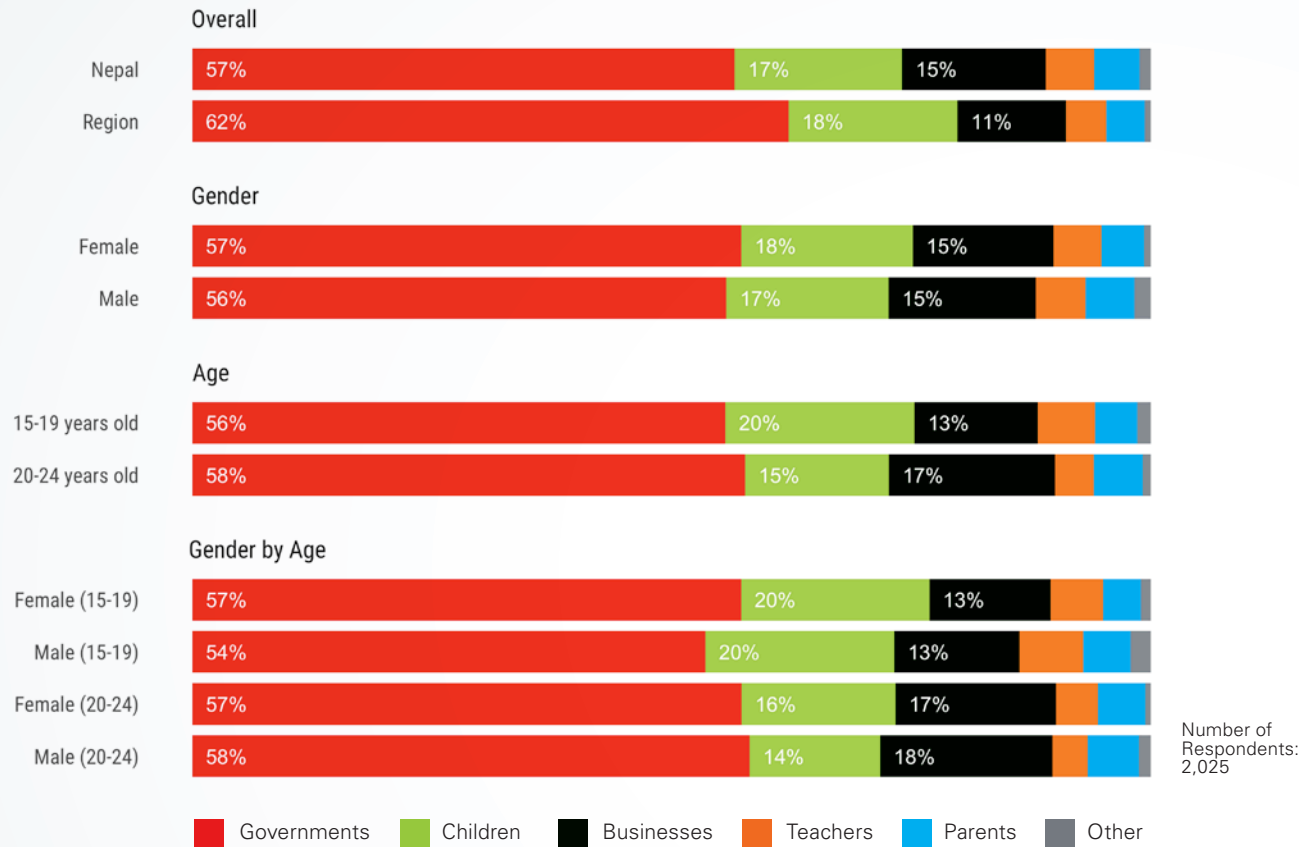
believed that government would, would likely, or would definitely do something to address climate change after COVID-19

**37%**

of respondents thought it was unlikely or not at all likely that the government would do something to address climate change

## RESPONSIBILITY FOR ACTION

### Who should be taking the most action to address climate change?



- Overall, 57% of respondents in Nepal stated that the government should be taking the most action to address climate change. This held across gender and age.



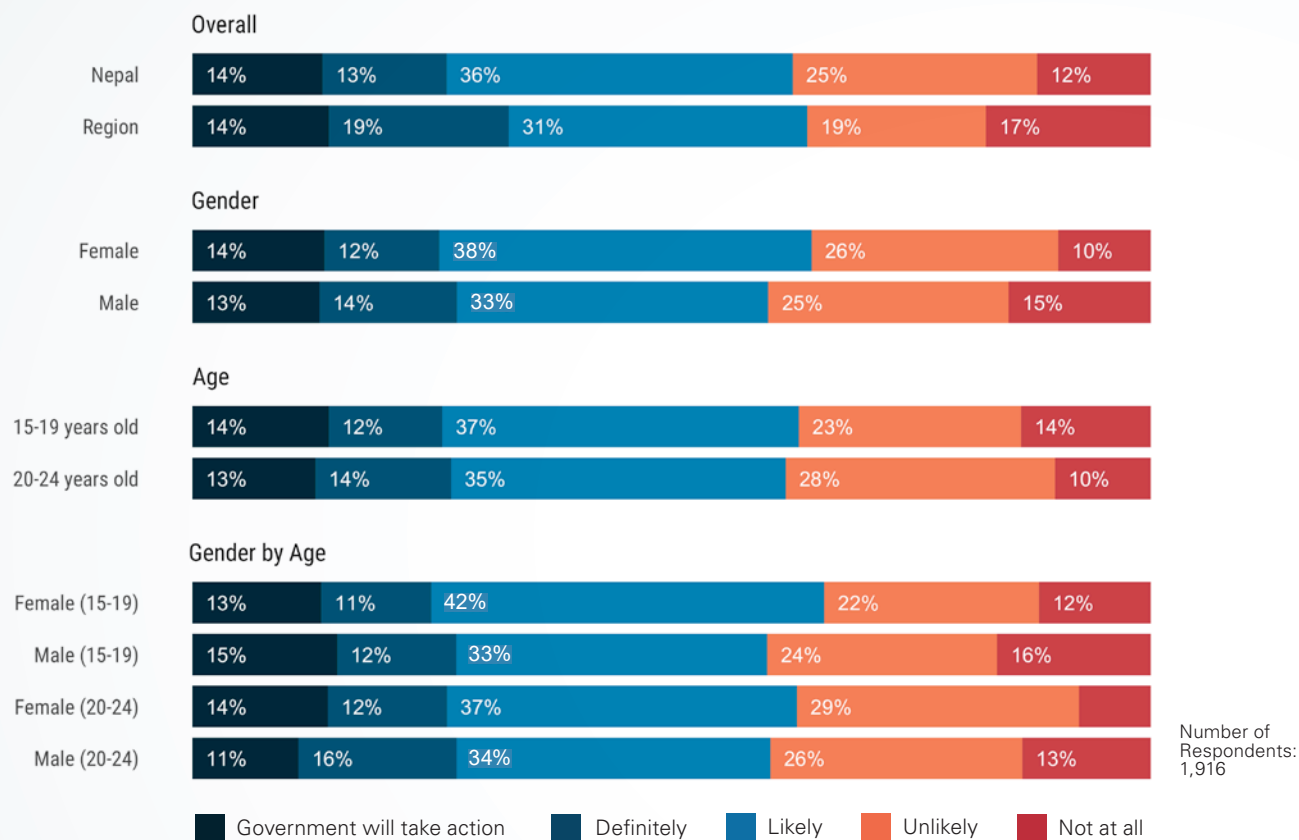
*“The government should be collaborating and supporting those organizations that are working on addressing the effects of climate change and equally provide opportunities for maximum participation of those willing to address the negative impacts of climate change. Also, all sectors, institutions, and people, like businesses, schools, parents, children and youth, should be aware about its consequences and should be encouraged to work together.”*

*Female respondent in Nepal, age 20*



## GOVERNMENT ACTION

### Do you think your government will take action to address climate change after the COVID-19 pandemic?



- Overall, 63% of respondents in Nepal believed that it was at least “likely” that the government would take actions to address climate change after the COVID-19 pandemic.
- Conversely, 37% of respondents in Nepal did not think that the government was likely to act (12% stated “not at all”).





## SECTION 3: **IMPACT AND ACTION**

Respondents were asked about the ways climate change has personally impacted them, as well as ways they will act in the future.



## EFFECT ON STUDIES AND COVID-19

**Students were asked:**

*How has climate change affected your education/ studies?*

*What would you like to do to address climate change in the future?*

**78%**

of respondents believed that climate change has had an effect on their studies

**18%**

of respondents stated that it had affected their journey to school

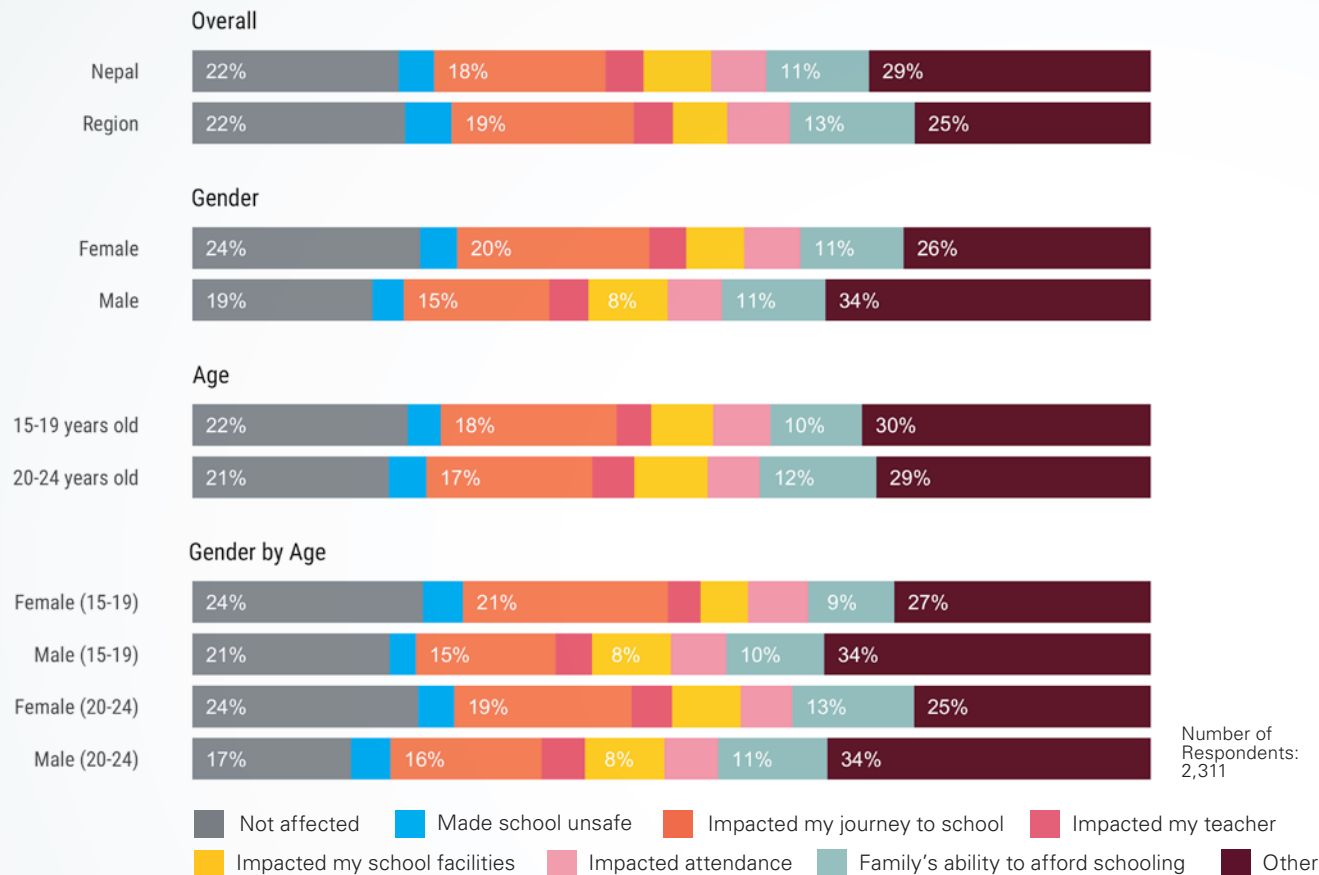
**31%**

of respondents stated that they would like to teach their community about climate change



## EFFECT ON STUDIES

### How has climate change affected your education/studies?



- Overall, 78% of respondents in Nepal stated that climate change had affected their studies.
- 29% of respondents stated that it had impacted their surroundings, linked to impacts to agriculture and livelihoods. Also respondents mentioned impacts to physical and mental health.

- **Gender:** Among those who were impacted, females (20%) were more likely than males (15%) to report that climate change impacted their journey to school.

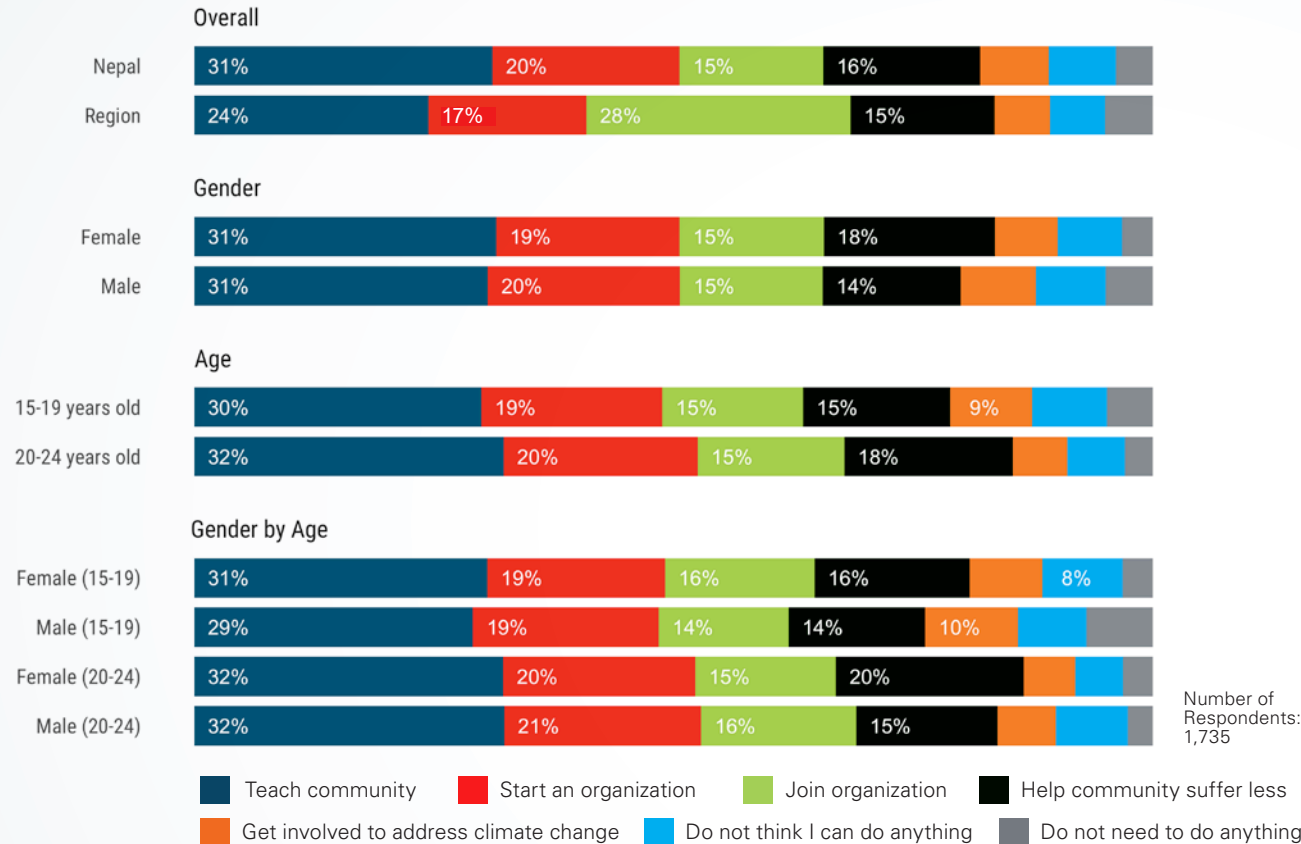


*“Climate change has adversely affected our education. It has also damaged the structure of our school. Due to climate change, we have to face many problems to reach school from home, which has a direct impact on education.”*

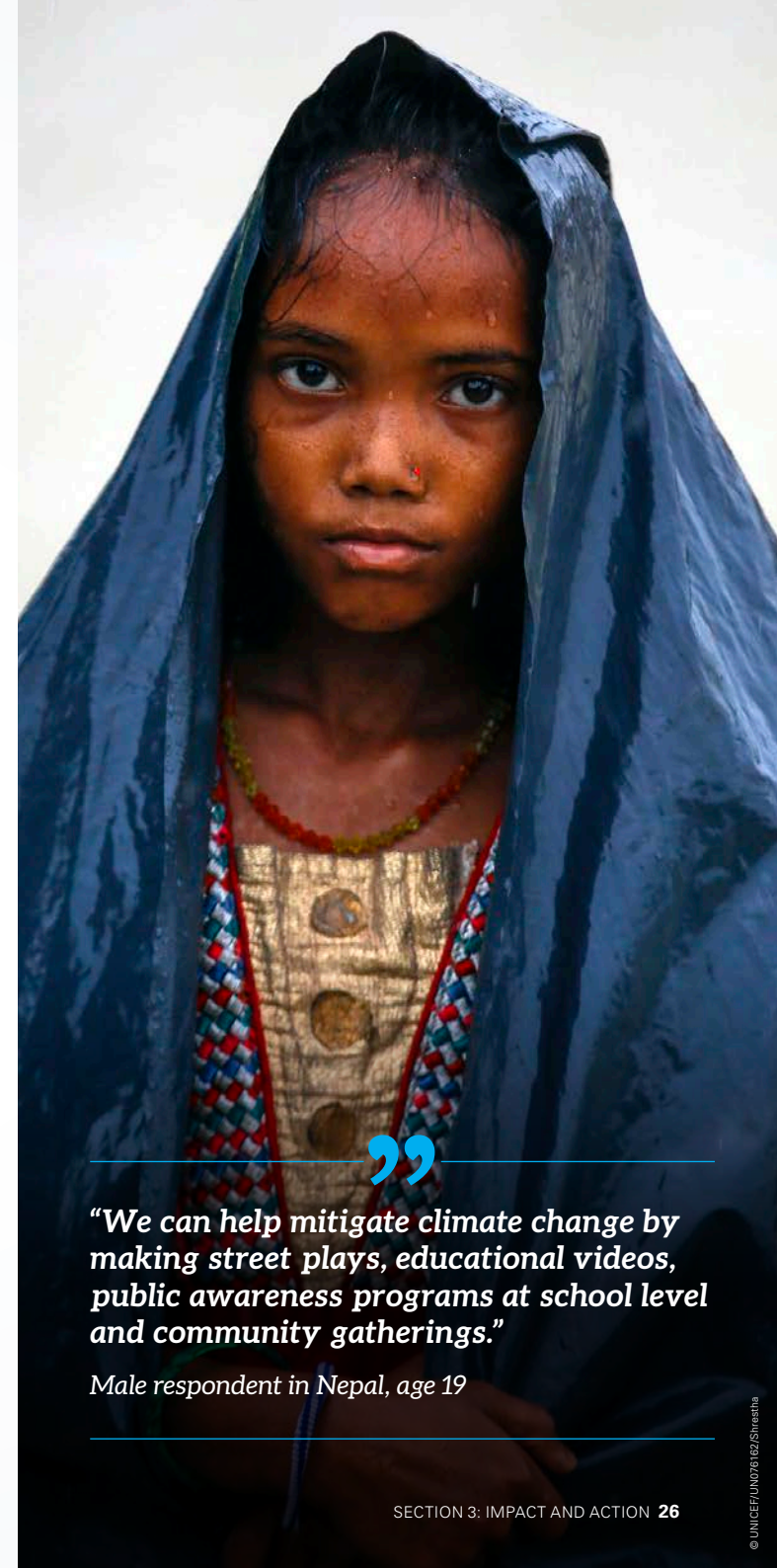
*Female respondent in Nepal, age 19*

## FUTURE ACTION ON CLIMATE CHANGE

If you had the necessary support, what would you like to do to address climate change in the future?



- Overall, a majority of respondents in Nepal (96%) said that they would like to do something to address climate change with the necessary support.
- 47% expressed interest in supporting their community: 31% wanted to teach their community about climate change and 16% wanted to help their community suffer less.
- 20% said, if they had the necessary support, they would like to start an organization to address climate change.



**“We can help mitigate climate change by making street plays, educational videos, public awareness programs at school level and community gatherings.”**

Male respondent in Nepal, age 19



## SECTION 4: **RELATIONSHIPS AND CORRELATIONS**

Based on the responses received, relationships and correlations were explored to provide more insight about youth beliefs and perceptions about climate change.



## KEY QUESTION PAIRINGS

In an effort to better understand how knowledge of climate change affected students' beliefs and attitudes, **three relationships** were explored among respondents in Nepal\*.



# Can you explain climate change?

**1.** Do you learn about climate change in school?

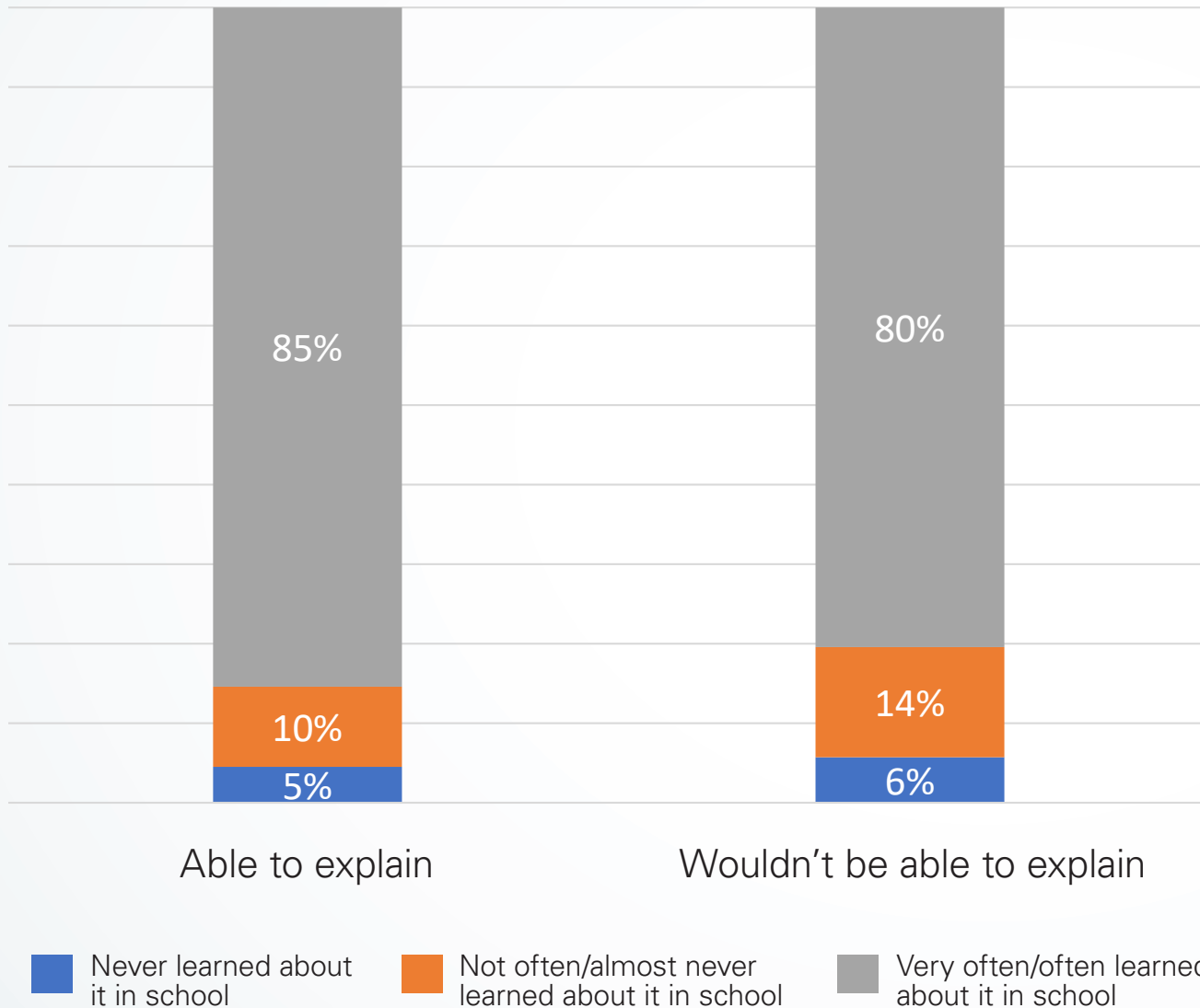
**2.** Are you worried about climate change?

**3.** Do you believe the government will take action on climate change?

\*Note: This analysis only contains respondents who answered both questions. This could bias the results by under-representing respondents who stopped the survey due to a lack of knowledge around climate change, so results should be interpreted with care.

## RELATIONSHIPS AND CORRELATIONS

### Knowledge and education about climate change

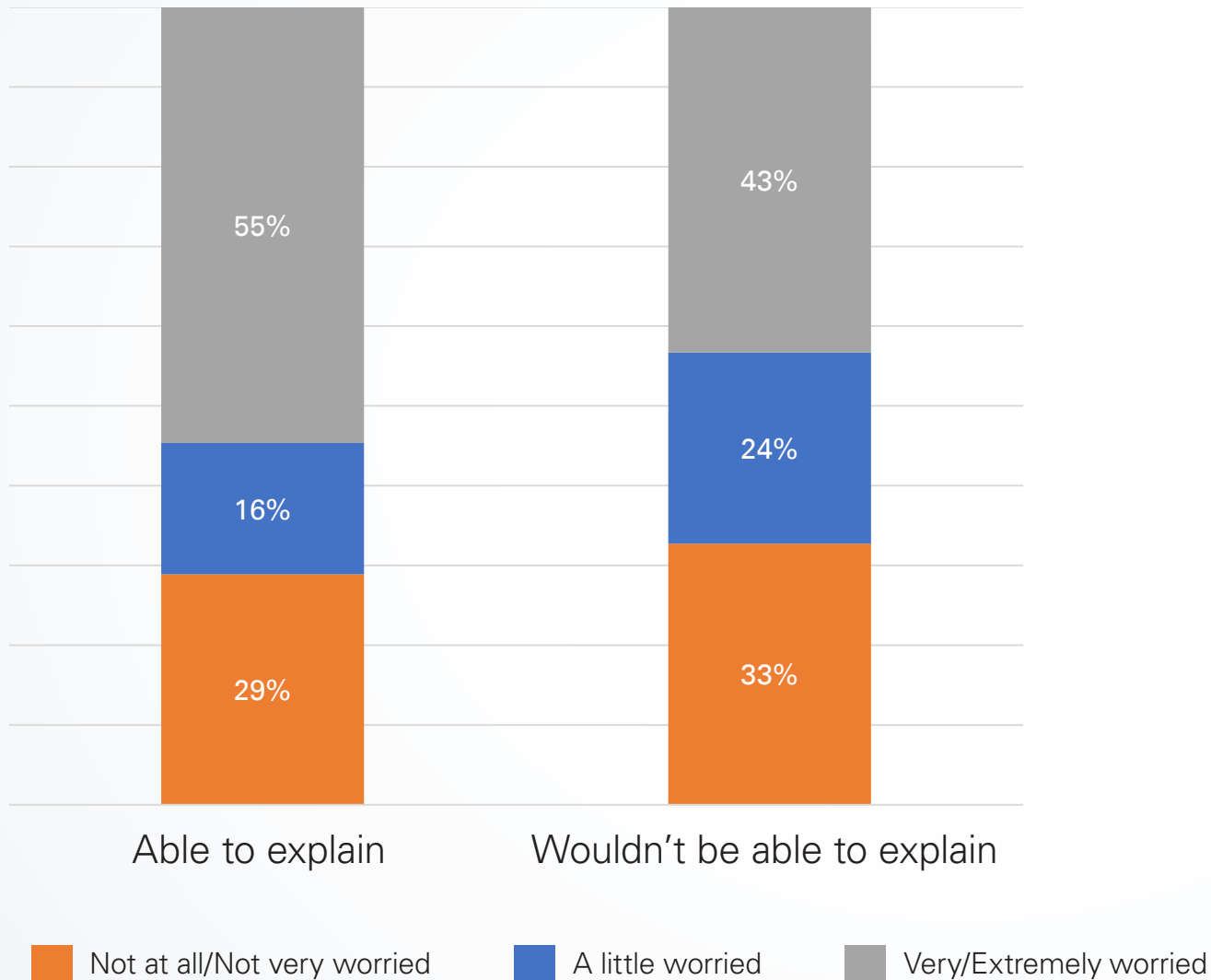


A relationship was explored among two questions: *Can you explain climate change?* and *Do you learn about climate change in school?*

- Overall, among respondents who could explain climate change, 85% reported learning about it in school "often or very often". This was 5 percentage points higher than those that were not able to explain (80%).

## RELATIONSHIPS AND CORRELATIONS

### Knowledge and worry about climate change

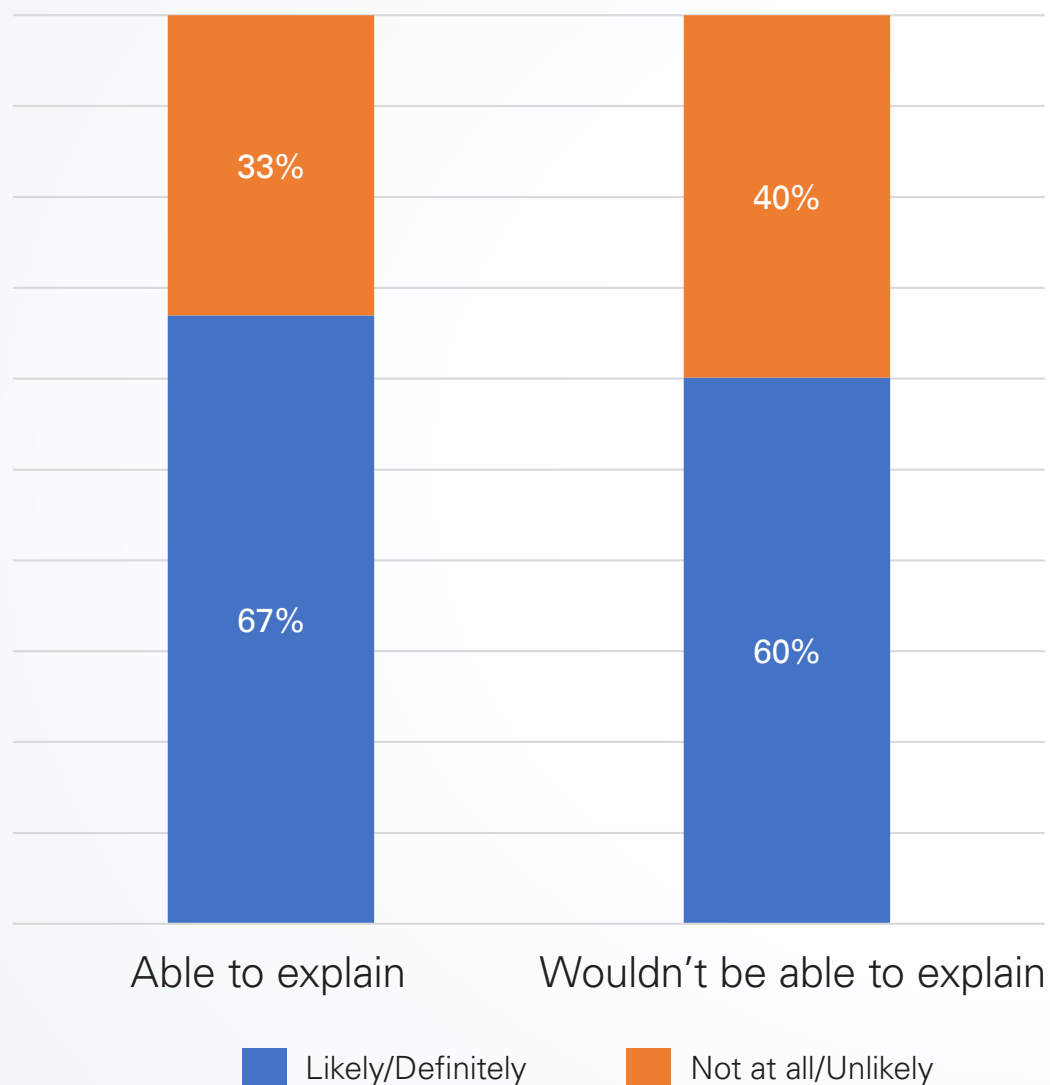


A relationship was explored among two questions: *Can you explain climate change?* and *Are you worried about climate change?*

- Overall, respondents who were able to explain climate change were more likely to state that they were “very or extremely” worried about the impact of climate change than those that were not able to explain it.
- 55% of respondents who were able to explain it were “very or extremely worried” about climate change and its impact on the future. This was 12 percentage points higher than those that were not able to explain climate change.

## RELATIONSHIPS AND CORRELATIONS

### Knowledge and belief in government action



A relationship was explored among two questions: *Can you explain climate change?* and *Do you believe the government will take action on climate change?*

- Overall, there was a 7 percentage point difference in belief in the government to take action between those able and not able to explain climate change.

# 4

**FINDINGS**





## FINDINGS

**82% of respondents in Nepal reported that they “very often or often” learned about climate change in school.**

### Climate education – a knowledge and confidence gap

82% of respondents in Nepal reported that they “very often or often” learned about climate change in school. This figure was higher than the regional response (65%) and the second highest of the eight countries surveyed. However, when asked if they were able to explain it, only 34% of respondents stated that they were able to do so – this was slightly lower than the regional figure (36%). This contrast may be explained by the quality of education that is delivered, which can affect the level of confidence of youth and their capacity to understand and explain climate change.

Science (51%) and Geography (26%) were the main subjects through which respondents in Nepal learned about climate change. There was no variation across gender or age.



## FINDINGS

***Further research should be conducted on the effectiveness of climate change education in Nepal.***

Further research should be conducted on the effectiveness of climate change education in Nepal, focusing on how children and youth can broaden and deepen their knowledge of climate change while actively leveraging it to address the issue. As a multi-disciplinary subject, climate change should be reflected as such in the national curriculum across disciplines and should be linked to 21st century skills as well as teacher training to be able to impart good quality education in Nepal.



## FINDINGS

***78% of respondents in Nepal reported being at least a little worried about climate change and its impact on the future.***

### Young people are worried about the impacts of climate change

78% of respondents in Nepal reported being at least a little worried about climate change and its impact on the future. This figure is the third highest of the eight countries surveyed. There was a slight difference by gender, with female respondents (81%) reporting being more worried about climate change than their male counterparts (75%). In an effort to better understand how knowledge of climate change affected students' beliefs and attitudes, the relationship between knowledge and concerns about climate change was explored among respondents in Nepal. It revealed that respondents who could explain climate change were more likely than those who could not explain it to state that they were "very or extremely" worried about the impact of climate change. Among respondents able to explain climate change, 55% were "very or extremely worried" about climate change and its impact on the future. This was 12 percentage points higher than those that were not able to explain climate change.

Further research should be conducted to identify ways in which Nepal's education system can best address these students' concerns and worries, and potentially strengthen youth engagement processes.



## FINDINGS

**57% of respondents in Nepal stated that the government should be taking the most action to address climate change.**

### Youth are calling for government action

57% of respondents in Nepal stated that the government should be taking the most action to address climate change. This held across gender. The second highest level of climate change leadership was attributed to children (17%), indicating that respondents in Nepal recognized their active role in taking action on climate change. In the same line, 63% of respondents in Nepal believed that it was at least “likely” that the government would take action to address climate change after the COVID-19 pandemic. Conversely, 37% of respondents did not think that the government is likely to act (12% stated “not at all”).

These figures suggest an opportunity to leverage young people’s views on the government’s role to address climate change by expanding platforms and avenues for youth engagement linked to national climate change priorities in urban and rural contexts.



## FINDINGS

**78% of respondents in Nepal stated that climate change had affected their education or studies, including that it had affected their journey to school (18%).**

### Youth seek the knowledge and skills to address climate change

78% of respondents in Nepal stated that climate change had affected their education or studies, including that it had affected their journey to school (18%). The majority of respondents (96%) said that they would like to do something to address climate change with the necessary support, including teaching their community (31%) or starting an organization to address climate change (20%), among others. 50% of respondents said that they wanted to learn about “all” aspects of climate change. This is higher than the regional response (41%).

Young people’s conviction to become agents of change and their willingness to learn about climate change should be harnessed in the education sector, not only by promoting students’ knowledge concerning climate change, but also by developing their capacity to apply their newly acquired knowledge to real-life situations. Youth-led networks on climate change, as well as opportunities for volunteering and community work, should be expanded so that young people can fulfil their aspirations for climate action in Nepal and globally.



# ACKNOWLEDGMENTS

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## **RISING TO THE CHALLENGE**

*Youth Perspectives on Climate Change and Education in Nepal*

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