BRITISH AND NEPAL NGO NETWORK

(BRANNGO)

EDUCATION CONFERENCE

Tuesday 30th OCTOBER 2018

Thomas's Academy, New Kings Road, Fulham, London,

Presentation by Stephen Carrick-Davies CEO Mondo Foundation

Stephen was asked to talk about alternative learning pathways to consider in education work in Nepal. However he also used the occasion to update BRANNGO on the new BOND Safeguarding standards and urged all those at the conference to strengthen their safeguarding policies, practices and education work.

Safeguarding

AN ABSENCE OF KNOWLEDGE IS <u>NOT</u> AN EXCUSE FOR AN ABSENCE OF RESPONSIBILITY AND CARE.

ONLINE
OFFLINE

WHAT IS POTENTIALLY CRIMINAL, HARMFUL, INAPPROPRIATE OR ILLEGAL OFFLINE, IS THE <u>SAME</u> ONLINE.

ULTIMATELY THIS COMES DOWN TO OUR DUTY OF CARE & LEADERSHIP.

DUTY OF CARE

What is best a fence at the top of the mountain ?

Safeguarding Summit: highlights and takeaways for NGOs

19 OCTOBER 2018

bond

Our commitment to change in safeguarding

Our approach to tackling sexual exploitation, abuse and sexual harassment in the aid sector

We are driving change in four key areas of safeguarding*:

Survivor support and enhanced accountability

We will support survivors, victims and whistleblowers, enhance accountability and transparency, strengthen reporting and tackle impunity.

Minimum standards

We will agree minimum standards and ensure we and our partners meet them.

Cultural change

We will incentivise cultural change through strong leadership, organisational accountability and better human resource processes.

Organisational capacity and capability

We will strengthen organisational capacity and capability, including building the capability of implementing partners to meet the minimum standards.

*Aligned to the Department for International Development's (DFID) four strategic shifts

Implications for BRANNGO members

- Those who may seek to exploit children and vulnerable adults may target small organisations which have limited capacity, vetting experience and work in remote areas where law enforcement and supervision is weak.

- All small organisations can play a vital role in co-designing appropriate, robust policies and practices for our local partners so together we can both Prevent and Respond to allegations and educate all local stakeholders for their shared responsibility

- We have strong links with local partners, whose knowledge and expertise is vital to understanding the different contexts and norms in the countries where we work, and to developing relevant safeguarding responses which protect individuals from harm.

Included in BCBL book

Better Classrooms Better Learning

A handbook of ideas for improving children's learning in the Primary School

Revised Edition

Aidan Warlow

BRANNGO / CAN

K. Welfare and Health

63. Safeguarding

School staff have a duty to protect children from abuse. This is safeguarding. It involves making sure that:

- children are safe from maltreatment
- vulnerable children are protected
- all children are protected from harm.

It is a vital responsibility of all school staff in all schools. Teachers are often the first people to notice signs of maltreatment. Also, a member of school staff may be the only person that a pupil shares concerns with so there is an imperative to act.

School staff must listen carefully to the concerns and take proportionate action where needed to ensure the pupil is safe. Concerns should be kept confidential and shared in the first instance with the head teacher. The head teacher will be able to decide appropriate action, which may involve liaising with the child's parents or external agencies, such as the police. All schools must have contact details for relevant local and national support agencies.

Safeguarding Policy

A school safeguarding policy should be drafted and reviewed regularly. It must be shared and discussed with all members of staff. It should contain:

- A definition of abuse, including the different forms it might take – particularly sexual against both boys and girls.
- A code of conduct for the behaviour of staff. No hitting (see Chapter 72) and no intimate touching or talk.

- A policy on how the school will respond to safeguarding concerns shared by pupils, staff or members of the school community.
- A promise that images and details of children will not be shared inappropriately and that safe use of the Internet will be incorporated within the IT curriculum.
- A safe recruiting policy, in which the school will rigorously check staff and volunteers' suitability to work with children. Normally volunteers are recruited through a reputable agency.
- All visitors to school must be identified. All visits must be for valid reasons.

Discuss

- What are the different forms of abuse?
- What warning signs might we see when a child is suffering from, or at risk of abuse?

https://www.youtube.com/watch?v=OcQqz0yBGEo

Videos

"Online Saathi" with English Subtitles (Stranger Danger)

विनोदले जमुनालाई फसाउँदै लान्छ। उनीहरु भेट्न र सँगै डुल्न थाल्छन्।

Binod becomes friendly with Jamuna. They start to meet each other more frequently.

"Online Saathi" (Online Friend) is a cyber safety awareness video for children and young people, produced by ChildSafeNet and Red Circle Creative Solutions, in partnership with Plan International Nepal and CZOP.

Cyber Safety Training

To conduct cyber safety training in your school, college or community, please contact ChildSafeNet at

Internet Safety - What ChildSafeN...

Safer Internet for children and young people

This video gives glimpses of ChildSafeNet activities to protect children and young people in the digital age.

Training of Trainers on Cyber Safe...

ChildSafeNet conducted a Training of Trainers on Cyber Safety for Children and Young People in Lalitpur, Nepal.

ALTERNATIVE LEARNING PATHWAYS

How can NGOs co-design new educational initiatives to empower children, teachers & parents in Nepal?

Stephen Carrick-Davies

CEO, Mondo Foundation

MONDO FOUNDATION

LOCALLY-LED RESPONSES TO GLOBAL CHALLENGES

WORKING ASSUMPTIONS

❶ **NGOs are in the business to serve. We do this through funding programmes, but also pioneering innovate, sustainable approaches which truly transform lives and have clear measurable impact.**

❷ **The best learning takes place in groups. However work needs to be 'owned' and driven at the local level.**
We must constantly reflect on what _we_ are learning and recognise that we often learn most after making and admitting mistakes.

❸ **I would never presume to tell other countries how to teach their children, were it not for the fact that I believe children have universal rights.** (UNCRC) + SDGs

The challenges on the current educational "path"
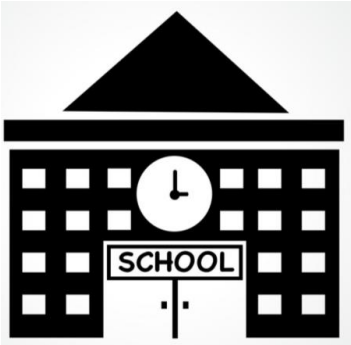
At the Sector level | At the National level | At the Global level

At the sector level

QUALITY OF EDUCATION

Of the children enrol in grade one, only 74.6% enter grade 8.

44% of girls and 47% of boys of secondary school education are <u>out</u> of school

Over 90% of students who fail the SLC fail in Maths, English, or Science.

Source Source
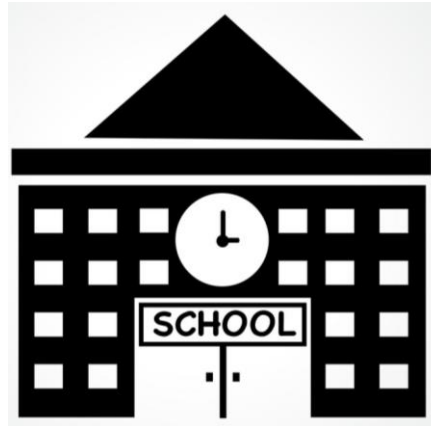
SCHOOL BUILDINGS

Of the 9,300 schools destroyed in the 2015 earthquake only 2,891 have been re-built. Source

COMPETENCIES OF TEACHERS

The teaching profession, especially in the primary and secondary levels at public schools, is often viewed as a last choice, if one at all. High levels of absenteeism, poor resources and very little inset training. Source

At the national level

Nepal Population (LIVE)
29,728,123

CHALLENGES IN UNIFORMITY

Only 44.6 percent of the population speaks the national language of Nepal as their first language. Highly stratified culture that includes 125 ethnic groups different castes speaking 123 languages. 2011 census).

29% of Nepali Adults are illiterate Source

FEDERALISATION

One central government but 753 rural municipalities (formerly VDCs) which now have the mandate for implementation National Integrity Policy being developed which will have unknown implications for NGO Governance, operations and autonomy.

NEPALI CHILD LABOUR

37.2 percent of Nepali children in the age group of 5-14 years are engaged in child labour Source

POPULATION GROWTH + URBANISATION

Nepal's population is increasingly, young, urban and elsewhere ! Source

Year	Population (millions)	% in urban areas	Migration (net)
1965	10.9	3.6%	-8,112
2015	25.6	18.5%	-70,000
2050	36	?	?

AT THE GLOBAL LEVEL

EXODUS OF LEARNERS

Between 2000 and 2016, the number of Nepali students enrolled in degree programs abroad soared by 835%!

(44,255 students in USA in 2017 alone) source

STATUS OF LOW-SKILLED WORKERS

Nepali schools are <u>not</u> currently teaching skills which will be needed in the changing world.

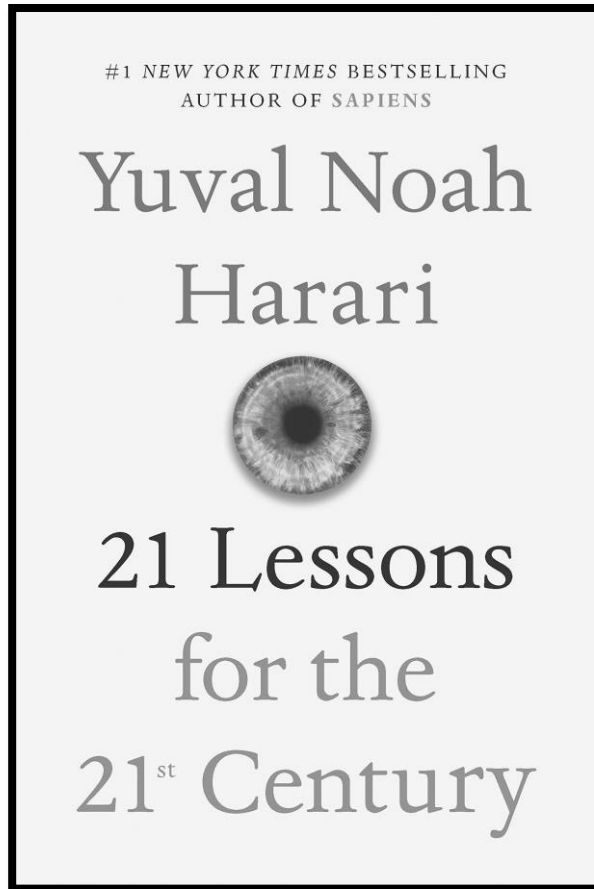Every day, about 1,600 Nepali men and women leave the country

Source

SMART PHONE PENETRATION GROWTH

The smartphone penetration in the country has crossed **50 % mark**. That means every other person is using smartphone in Nepal. Source

There are actually already more phones in Nepal than people -38 million. SOURCE

CHANGE AS THE ONLY CONSTANT

"So the best advice I could give a fifteen-year-old in an out dated school somewhere in Mexico or India [or Nepal] is: don't rely on adults too much. Most of them mean well, but they just don't understand the world.

In the past, it was relatively safe bet to follow the adults, because they knew the world quite well, and the world changed slowly.

But the 21st Century is going to be different. Due to the growing pace of change you can never be certain whether what the adults are telling you is timeless wisdom, or outdated bias."

Yuval Noah Harari

So what are the alternative options?

"The hardware is the easy bit,
what we need is investment in the software"
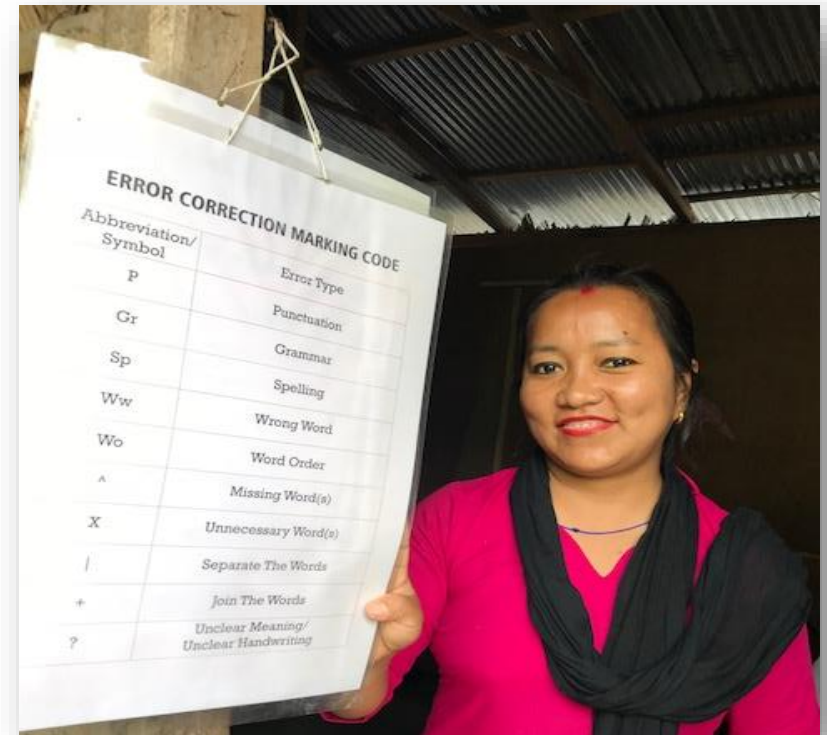
❶ Strengthen the Traditional Path

QUALITY

SDG4

- "Quality, Quality, Quality"
- Focus on underpinning stronger links with key local municipalities which have real vision and leadership.
- Switch from building schools to building the national education community.
- Focus on leadership and funding quality Teacher Trainer and posts.

1. **What is the depth of your relationship with the local municipality ?**
2. **What could we achieve if we stopped funding buildings ?**

❷ Invest in learning <u>outside</u> of school.

- Youth Leadership; summer camps, mentoring, peer learning. (especially girls)

- Invest in scholarship programmes and build alumni activities.

- Develop forums for change <u>with</u> national educationalists.

1. Do we under-estimate what children can learn outside of the classroom?
2. Are we restricting ourselves by seeing education as only that which takes place in 'our' schools ?

❸ Pilot Employability education

- Focus on skills needed for current work AND the skills needed for the future.

- Work with employers and pilot learning <u>within</u> the workplace.

- Incentivise employers with funding to invest in staff education and apprenticeships

1. **Are we prepared to think of employers as educators ?**
2. **What challenges can we support the Government in overcoming ?**

❹ Innovate in using Technology

- Work with young people who are already utilising IT in Nepal

- Engage with Nepali Telecoms and technology companies

- Back national initiatives which focus on entrepreneurship and global connections.

1. **Are we being held back because technology is more disruptive and switches the control from teacher to learner ?**
2. **Do we really believe in personalised child-centric learning ?**

Finally ….
How do we support each other in this challenge ?

- ✓ Team work
- ✓ Empathy
- ✓ Collaboration
- ✓ Problem solving
- ✓ Humility
- ✓ Transferring 'power' and empowering others

QUESTIONS ?

Stephen Carrick-Davies

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FOUNDATION

LOCALLY-LED RESPONSES TO GLOBAL CHALLENGES

Sources

I have attempted to research the most up to date reports, opp ed pieces and articles from Nepal. The following were used to prepare this presentation

https://www.youtube.com/watch?v=UsWT8m4xLMU

https://wenr.wes.org/2018/04/education-in-nepal

http://www.worldometers.info/world-population/nepal-population/

https://www.teachfornepal.org/tfn/education-in-crisis/

https://thehimalayantimes.com/opinion/government-schools-much-room-reform/

https://www.nepalisansar.com/news/world-day-against-child-labor-2018-a-glance-at-nepal-and-global-scenario/

http://kathmandupost.ekantipur.com/news/2018-05-02/unskilled-workers-dominate-nepali-labour-force-abroad.html

https://www.aljazeera.com/blogs/asia/2018/02/plight-nepal-migrant-workers-180205084756399.html

https://www.youtube.com/watch?v=4R7BxxuGmmE (17 million views)

https://www.nepalitelecom.com/2018/03/smartphone-penetration-nepal-and-the-impact.html

https://www.nepalitelecom.com/2018/04/nepal-crosses-38-million-telephone-subscribers.html

https://www.youtube.com/watch?v=UsWT8m4xLMU
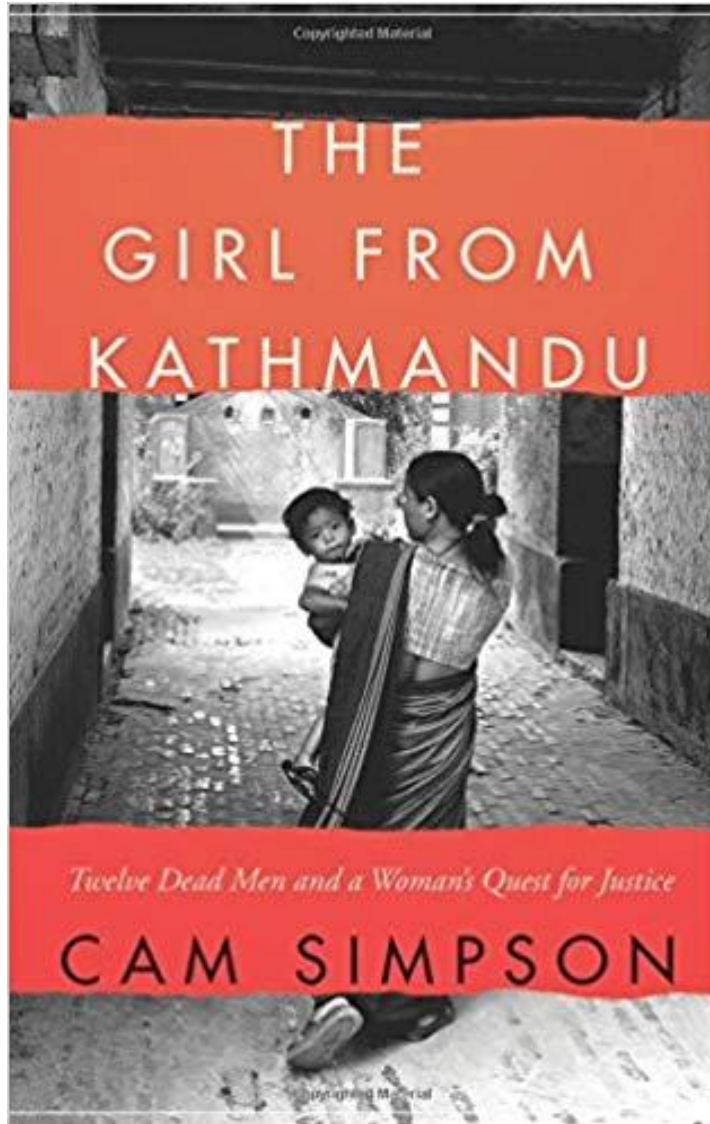

Where does Nepal stand in terms of the SDGs by Ashutosh Mani Dixit

3,158 views