



NEWSLETTER

7th Issue (January to June 2019)

We are delighted to present this 7th newsletter describing our projects and the progress they are making, to let children and young people enjoy learning at schools and receiving new opportunities to learn skills in order to excel in the jobs we link them with.

The focus of the Child Friendly School Programme for the coming 5-year period will have a strong emphasis on monitoring the effects the activities we've introduced in schools over the previous 4 years have had on the children, teachers, the school and the communities as a whole. Without these stakeholders taking the lead, it will be impossible for us to convince the government the model works. There have been a number of achievements which are worth mentioning here. One of our funding partners, Children4Children Nepal, committed to supporting our sports in schools project, new FAB scholarships and to cover the salary of new project staff. Another one is the successful bid for a large 2 year project in partnership with Plan International, 3 Sisters and GATE College providing training and job opportunities to 300 vulnerable migrant female workers. This project starts this month.

We also submitted a large grant request for the 3rd phase of the construction of the FAB School, which if successful, will allow us to expand so as to house at least 3 more training courses, after which we can rightfully rename it to 'The FAB Teaching Hotel School'.

Enjoy the read!

Douglas & Insuba Maclagan – Co-Founders

Recent Development in R4C

Mrs. Nilisha Lama Karki has joined R4C as the programme Coordinator (SOYEE project). Likewise, Mr. Rabin Nepali has started working for R4C as an art facilitator. We would like to welcome them both on the team.



R4C has signed a project partnership agreement with Plan International on 3rd June for the implementation of the project. Thank you Plan International for believing in us !

From holding *Guleli* to holding Pen

TRANSFORMATION OF SHITAL

by Bishnu Kumar Malla



When we met 10 years old Shital in Sudame village in Annapurna Rural Municipality, he was spending his day roaming around the village holding his Guleli (sling shot) to targeting birds and sometimes even scaring monkeys off from destroying the crops.



He lives with his parents in a small space provided by a villager and have nothing they possess. His mother, Rup Kumari BK, is bedridden with paralysis and needs full time support even for her daily living activities. His father, Mait Bahadur BK suffers from facial palsy and spent most of his time looking after his wife. This affects their income source as he is not able to do much work.



Shital was a drop out from school. We helped him to get back to school. He was enrolled in grade one at Bhume Basic School and gave stationery support as well. Now he attends school regularly and is gradually improving his study. With the help of the child club, he learnt about hygiene and to be neat and clean. He bothers his classmates sometimes as he is elder to all his classmates.



Teachers are finding it challenging to keep him in line.



Shital always comes to school on an empty stomach as they do not have food at home. Mr. Tej Prasad Sharma, the Head Teacher of the school says 'We provide him food here at school. When he enters school, he directly comes to office for food.'



R4C plans to fully support his education. We are in touch with the school and the teachers on a regular basis. We hope he improves his studies, learns life skills and discover opportunities along the way.



What's Happening in Nepal ?

- Peter Dalglish, a highly ranked UN official was sentenced to 9 years imprisonment in Nepal for sexual assault of boys. He had worked for decades as an advocate and chief technical advisor in Nepal and other countries, including as the Country Representative of UN Habitat, Afghanistan. He was caught with 2 under-aged boys at his home in Nepal in April 2018. Mr.Dalglish misused his position of power to disguise his true intentions for decades.
- The erstwhile Central Child Welfare Board has been dissolved to be replaced by the National Child Rights Council. The Council comes into effect following the federal structure adopted by the new Constitution from July. The Council will gradually be expanded to all the 753 local government units in the country.

• Source: NYTimes, Nepal24hours

PROVIDING EMPLOYMENT SKILLS TRAINING TO 300 YOUNG GIRLS

Right4Children in partnership with Plan International

- Nilisha Lama Karki

According to the 'Nepal Labour Force Survey III' carried out by the Central Bureau of Statistics (CBS) in 2017/18, a total of 38.1 % of job seekers are young people aged between 15 and 24 years – the largest group of unemployed. Overall, females in Nepal have a higher unemployment rate of 13.1% which is 2.8% higher compared to their male counterparts. Therefore, there is a high need to advance the rights of young girls in acquiring decent jobs.

R4C understands that these girls constitute a big proportion of the society, but their needs are not addressed properly. In partnership with Plan international, R4C is implementing a programme 'Promoting young women in Employment in Pokhara' to train up 300 young women (18-24 years) for skilled employment. They will be supported to find decent paid jobs in Pokhara. The 'FAB School' will train 160 girls in the hospitality sector and '3 Sisters Adventure Trekking' will provide training to 140 girls to become trekking guides by the end of 2021.

HIGHLIGHTS OF THE PROJECTS

FAB HOSPITALITY SCHOOL

120 youth are trained in 3 occupations: Chef, F&B Service and Housekeeping since its establishment in 2017.

81% graduates were placed in jobs locally and abroad.

160 girls and young women will be trained by the end of 2021 through 'Skills and Opportunities for Youth Employment and Entrepreneurship (SOYEE)' project in partnership with Plan International.



CHILD FRIENDLY SCHOOL (CFS)

6 schools were selected for the CFS project in Kaski district. The project includes components such as art, sports, drama to support an all-round development in schools.

16 pre-primary teachers were trained in child-friendly teaching-learning pedagogy.

274 girls and 18 teachers benefited from Menstrual Hygiene Management Training.

- ECD curriculum was developed and learning materials handed over to each of the schools to help and facilitate ECD teachers.
- Ceiling fans, LED TVs, furniture for Pre-primary kids were provided in schools.
- Schools are being supported and encouraged to have ICT- based classrooms.
- Drinking water and sanitary hygiene systems were improved in schools.



ECD training for teachers



Menstrual Hygiene training in schools



Waste disposal Management in School

PROTECTION THROUGH DRAMA

It's a new component of the CFS project. Drama is an important tool to raise awareness on children's issues and help develop their confidence, expression, and creativity.

20 students benefited from street drama training and they will later perform drama in their respective communities on children's issues.

156 children and 12 teachers from 5 different schools were provided Child Rights and Child Club Management Training.



SPORTS4DEVELOPMENT

122 adolescent girls are taking Taekwondo classes and it has helped increase their confidence level.

Successfully incorporating sports classes in the school routine.



CHILD RIGHTS THROUGH ART

46 children actively participated in school based Art workshops and it has encouraged school committees to conduct regular art activities at Primary level.



31 students and 25 teachers participated in Art Therapy Workshops facilitated by Christina and Yana from Sovereign Art Foudation, Hongkong.



BENEFICIARY TO FACILITATOR

Rabin Nepali is currently working as an Art facilitator with Righ4Children. He is a former beneficiary of the programme.

1. What do you like the most about the Art programme?

I love how children can express their feelings with art. This programme has not only helped them to improve their drawing skills but also enhanced their creativity in many ways.



2. What's your learning from the whole journey before as a student and now as a peer who become an art facilitator?

My art skills are developed by the Art programme itself. I got so many opportunities and exposure as a student. Now as a facilitator, I have learnt more about child rights, which I am able to teach to children. It is all a new experience for me.

3. What motivates you to work for this project and what are your own dreams?

My main motivation is the art itself. I am so happy to be part of this project. I really want to thank Keshu Mam and Govinda Sir for helping me through this journey. My future dream is to start my own Art and Dance studio one day.

SAMEL (*Social Awareness through Media Education and learning*)

234 radio episodes of Miiljuli Bolaun have been broadcasted. It has been regularly produced by the Syangja team.

7 public service announcements on child protection issues were produced and broadcasted through the radio.



- A Radio drama book '*Bal Sandesh*' was published and these are being used as a teaching learning tool in schools.

FAB as a Teaching Hotel

In this issue, we interviewed Mr. Bibek Poudel, General Manager of FAB School to know more about FAB School.



1. What makes the FAB 'Teaching Hotel' so unique and different from the rest?

FAB believes in vocational training and education from the beginning with the keen concept of Teaching Hotel. Our teaching method is learning by doing and doing by learning. Each class and their activities are unique in FAB School where students led by examples not limiting it to theory.

2. How many training programmes are there in FAB ?

Currently we have 3 courses - Food & Beverage Service, Housekeeping and Culinary Arts. From next session, we are looking forward to introducing 2 more courses - Bakery and Front Office.

3. What are the achievements so far?

FAB School was established with the concept of making it a "Teaching Hotel". We participated in International Students Exchange program supported by Norwegian governmental body NOREC (FK Norway). We successfully hosted the First National Skill Competition in Cookery 2019 and we are officially affiliated with Hainan college of Vocation and Technique in collaboration with Gandaki Province .



4. What has been the biggest challenge so far?

FAB is different from other ordinary vocational training schools. It's a social business with the prime objective of training up the most vulnerable and disadvantaged young people to make a positive impact on society. It's trying to make people understand about the importance of vocational education and the power of skilled manpower in a country in which the system has traditionally focused on academic qualifications only.

Our passion is to create many life changing cases, which gives us immense pleasure. We train many social deprived youth from disadvantaged background who really needs a second chance in life.

5. What is the further plan of FAB School?

A new 2 -year apprenticeship course will also be starting soon. In 2020, the FAB school hopes to be adding the following new training programmes - Laundry Operator, Horticulture/Floriculture, and Spa & therapy. Our facilities such as our Guest House, Banquet Hall and restaurant facilities will be open to the public. Food & Beverage business conceptualized by the students is already set to be implemented.



6. Personally, what is your motivation to drive this project to the next level?

Training and development has always been my priority, especially the vocational education and training programmes. I have enjoyed every single second. FAB school itself is a satisfying project. Our passion is to create many life changing cases, which gives us immense pleasure. We train many social deprived youth from disadvantaged

and marginalized background who really require a second chance in life. Training those youth and making them ready for competitive market satisfies you like nothing else. Investment in life skill training and other vocational practices not only changes their career but it does change the life style and thinking capacity which is very likely to transform someone's life positively forever.



Educational Gap Hinders the Transition to Work for Girls

- Anil Paudel

Bridging the gap between students' transition from school to work is critical for realizing education's potential in reducing poverty. But if return on education is measured by labor market outcomes, then this link is clearly missing in the case of Nepal. The national goal of education is to contribute to workforce development and poverty reduction, but in practice, the focus is on achieving only basic levels of education. Basic education does not guarantee a job, the main source of income and pathway out of poverty. There is very little emphasis on Technical and Vocational Education and Training (TVET), an important dimension for workforce development and poverty reduction. Each year, more young people are entering the labor market, most of whom are school dropout girls with no specific work skills. We, thus, require policy to help strengthen the connection between education and the labor market.

Despite steady progress in increasing access to primary school, retention, especially among girls, is a persistent challenge. Primary enrollment rate has increased from 80 to 97 percent over the last 20 years, with gender parity almost achieved. However, due to various reasons, more than 80 percent girls are out of school before completing 10th grade. Therefore, the school-to-work transition gap is bigger for girls, which then increases their vulnerability to early marriage, domestic slavery, and trafficking.

There are more opportunities for high school graduates, such as pursuing higher education or seeking entry-level positions in the formal sector. But entry requirements limit the choices and opportunities for school dropouts. Alternative ways of learning that prepare young people for the world of work, are limited or almost absent.

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The informal sector, which comes with higher likelihood of exposure to abuse and exploitation, seems like the only option for employment. In fact, two-thirds of the currently employed females are in the informal sector, and most of them are girls ages 15-24. Further, more than one-third girls in this age group are neither in employment nor in education or training. The current education system is not preparing the workforce required by the market. One of the possible reasons is under-emphasis on TVET. Though TVET is part of the education system, it is not accessible to the population that needs it the most. It is greatly underutilized. Only 15 percent, those with a high school degree, have access to TVET programs. Due to distance, cost, and other sociocultural barriers, girls' access is even more challenging.

Therefore, there is an urgent need to review the existing educational system to address the challenges of bridging the gap between young girls and employment. TVET can be an important alternative for school dropouts. Either integrating TVET into the schooling system or opening separate TVET schools targeting dropouts and those at risk of dropout could facilitate the school to work transition. While improving access to TVET opportunities and creating gender-sensitive environments would particularly benefit girls, nevertheless, it would benefit boys, as well.

(Mr. Paudel is currently associated with Brookings Institution as an Echidna Global Scholar-2019. This blog post is about his research work which was also published in the Brookings's website.)



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FOR CHILDREN

'Our school is very thankful to Right4Children for providing our girls Taekwondo classes. We are hopeful that it will help our students to defend themselves when needed.' - **Anita Sigdel, principal, Srijana Deaf School**

'After the Child Club training, our teachers have started to believe that we can take over some of the responsibilities in school as per our capacity. We are excited to be involved in the decision making process.' - **Rojina Khatri, Chairperson, Child Club, Pardi Secondary School, Pokhara**

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