This report presents an overview of learning and innovation at CWISH Nepal during the BwB project.

Building on the findings about ‘resilience’ from the initial BwB research phase, the implementation phase sought to focus on practice change and development in terms of understanding how organisations can work in resilience-based ways and what happens when they do so. This report describes the journey of CWISH Nepal in terms of how and why the resilience-based approach at CWISH Nepal evolved through the project, their most significant learning about resilience-based practice and some stories of change from their experiences through the project.

CWISH is BwB’s Learning Partner in Nepal. CWISH Nepal works with Child Domestic Workers (CDWs) who are street-connected and exposed to sexual abuse and sexual exploitation, both at home and on the streets. Their activities are focused on addressing the root causes of child labour and trafficking and assist children who are both affected and at risk. They support public schools by preparing psychological counsellors within the school system in Katmandu and putting together mechanisms for children to report sexual abuse and exploitation, such as helplines and complaint boxes. CWISH has put in place these report mechanisms to identify and assess the risk of sexual abuse and exploitation and to encourage school authorities to actively work towards protecting and promoting resilience among children in their care. CWISH also support CDWs through the process of reporting sexual abuse and exploitation, including removing children to safe houses and providing direct support to children during subsequent court proceedings. CWISH Nepal joined CSC’s BwB project as an organisation that was not yet using a resilience or strengths-based approach but with appropriate conditions and interest in adopting resilience-based approaches.

CWISH Nepal’s Resilience Champion is Krishna Subedi. Krishna is the Team Leader at CWISH Nepal. He has a degree in Social Science from Tribhuvan University, Kirtipur. He is a Human Rights Activist who has been working for the protection and promotion of children’s rights in Nepal since 1996. His work has encompassed monitoring child rights during the period of internal insurgency in Nepal between 1996-2006, co-ordinating medical support for children affected by violent conflict and responding to the earthquake in 2015.

Understanding Resilience in Nepal

The terms pratirode chhyamata and pratirode shakti can be used to talk about ‘resilience’ in Nepal but there is no specific term for ‘resilience’. Pratirode chhyamata refers to a person’s capacity in the context of a (challenging) situation, for example, to refuse to do something that they perceive to be bad for them. As such, pratirode shakti is connected with the strength, energy or power that a person has to react to a situation. Such a person is:

• one who can achieve something despite the obstacles
• one who can defend themselves
• one who can adapt to a bad situation
• one who can stand back up once they have been pushed down
• one who can regain a former positive state or be positive after a challenging time

However, ‘resilience’ is not only seen in terms of a capacity to react. Tolerance, quietness and not reacting, at least not immediately, can also be seen as a form of resilience in Nepal. A person may make a good pratirode, where the reaction is positive and respectful or a bad pratirode, where the reaction is negative and disrespectful. The extent of pratirode chhyamata in a person is shaped by two things:

• Circumstance, for example, a positive environment in which one grows up surrounded by love, respect and a good relationship with family, all of which offer a “life of dignity” (garima) which includes the development of self-worth and confidence and which, in turn, increases a person’s pratirode chhyamata. In this sense, pratirode chhyamata is deeply connected to traditional ethos, values or ethics (good sanskar) and a family with good sanskar will have more pratirode chhyamata.
• Experience, for example, going through a bad situation that can lead to a person increasing or losing their pratirode chhyamata.
LEARNING AND INNOVATION IN RESILIENCE-BASED PRACTICE

Learning partners took a dynamic, iterative and flexible approach towards resilience-based practice change and development, using cycles of learning and innovation to continually learn and feed this learning into adaptation and innovation in their resilience-based approaches over the project period. This kind of process is highly generative for practice change and development in terms of maximising opportunities to learn from challenges and failures, as well as successes. It is also particularly suitable to the unstable, uncertain and chaotic settings in which the learning partners work on a day to day basis: street-connected children’s needs are complex, they fluctuate and are influenced by a variety of factors and, therefore, require a flexible, agile, adaptable and responsive approach.

OVERVIEW OF RESILIENCE PRACTICE CHANGE AND DEVELOPMENT AT CWISH NEPAL

CWISH Nepal has evolved their approach with CDWs so they can embed positive feedback in the way that other formal and informal actors engage with CDWs, including teachers, school administration staff, employers and public duty bearers. CWISH uses an indirect approach to engage with those who have regular contact with CDWs and helps them use positive feedback approaches when supporting CDWs. By doing so, CWISH Nepal hopes to be more effective in creating a positive environment in which CDWs can build trusting and meaningful relationships with people who are best placed to help them become more resilient.

OUR LEARNING APPROACH

TO PREPARE

1. We conducted learning activities to gather qualitative data
2. We identified emerging learning to develop themes in the data and distill key insights
3. We made sense & innovated to reflect on current approaches and develop small innovations to pilot

LEARNING AND INNOVATION WAS ORGANISED OVER 3 CYCLES WHICH TOOK PLACE OVER A YEAR

Start

End

Building positive and protective relationships between teachers and child domestic workers.

...and working closely with teachers who are best placed to create more positive environments for child domestic workers with their employers.

Beyond

...and identifying and working more closely with other formal and non-formal actors who are best placed to use positive feedback approaches with child domestic workers who are not attending school.

PRACTICE CHANGE & DEVELOPMENT

WE DEVELOPED LOCAL NARRATIVES OF ‘RESILIENCE’ AND ‘WELLBEING’ TO SITUATE CONCEPTS IN LOCAL SOCIO-CULTURAL SETTINGS

WE DEVELOPED LOCAL LEARNING FRAMEWORKS TO GUIDE LEARNING AROUND LOCAL COMPONENTS OF RESILIENCE AND WELLBEING

WE DESIGNED LEARNING ACTIVITIES TO BE USED WITH CHILDREN, STAFF AND COMMUNITY MEMBERS

WE TRAINED THE RESILIENCE CHAMPIONS TO LEAD THE LEARNING ACTIVITIES

KEY

Focus on promoting resilience in individual street-connected children
Focus on promoting resilience in family unit
Focus on promoting resilience in community context
WHAT kind of resilience-practice change and development?

When CWISH Nepal began BwB they were new to using resilience or strengths-based approaches to working with CDWs who are street-connected and exposed to sexual abuse and sexual exploitation. CWISH Nepal drew on findings from the BwB research phase which emphasised the importance of listening to and learning from children and the role of children’s own strategies. They initiated a number of programme activities which created spaces for children to share their feelings, experiences and coping strategies in relation to sexual abuse and sexual exploitation with trusted adults and peer networks. These included activities with children such as after-school classes to support CDWs, art therapy, theatre and cultural events and the provision of training and support to teachers so they can better help CDWs in their care by using more friendly approaches. Through the changes they made, CWISH began to underpin these activities with an explicit focus on providing positive feedback for CDWs within the organisation itself, through their work with teachers at schools in and around Katmandu and more recently through their activities with formal and non-formal actors in the community, such as municipality leaders and the police, who are well placed to access and support CDWs who are not in school.

HOW have they done it?

CWISH Nepal has concentrated on developing the capacity of CWISH staff, teachers and, more recently, other formal and informal community actors to use positive feedback approaches with children in gentle ways that don’t overwhelm them. They first trained CWISH staff, then moved on to work with teachers, through their relationships with schools in and around Katmandu and have, more recently, started to work with other community actors. They focused on helping staff and teachers to understand the importance of emphasising the positives when working with a child and learned how to use a positive feedback approach in a gentle way which is both respectful of the child’s tolerance for hearing positive things about themselves (something which is usually very low at the start of the intervention) and maintains the space in the relationship for the child to share their worst experiences. This has involved:

Meetings and events with schools and community organisations. Regular meetings and events with a range of stakeholders in which CWISH encourage open discussion about the issues CDWs face and better understanding about the importance of supporting and protecting CDWs who are street-connected and exposed to sexual abuse and sexual exploitation. For example, CWISH organised an art exhibition in collaboration with one of the schools they work with where they celebrated art work done by CDWs and gave them awards. Employers were encouraged to attend and the event proved to be powerful in terms of demonstrating the achievements of CDWs and showing them in a more positive light in front of their employers. Over the BwB project period, CWISH Nepal began to carefully involve CDWs directly in the meetings so they could share their experiences with formal and non-formal actors who CWISH were trying to influence.

Training and capacity building with staff, teachers and community actors. Developing understanding amongst staff, teachers and community actors about the importance of using a positive approach with CDWs who are street-connected and how to do this in practice in terms of working at the child’s pace, using gentle positive feedback and drawing activities to encourage children to open up and build trusting relationships with adults which they can use for support and protection.

Opportunities for peers to share and learn. Providing opportunities for CDWs to come together and share their feelings, stories and coping strategies, learn from each other, build their confidence and self-belief and form relationships with other CDWs who have similar experiences. For example, CWISH have run art classes, school learning sessions (after school sessions where CDWs can get help from teachers with their school work) and outreach sessions (sessions which help children develop strategies for dealing with and protecting themselves from abusive situations). The school learning sessions and outreach sessions have become embedded within schools and are now being run directly by teachers trained by CWISH as part of school activities.

WHY did they do it?

CWISH Nepal’s approach has developed in response to their learning about the importance of creating a positive environment, consisting of positive relationships and the use of gentle positive feedback to promote resilience in CDWs. They have also learned that they can be more effective in supporting CDWs when they work through teachers who are better placed to form close relationships with the children whilst positively influencing the employers of CDWs to improve CDW-employer relationships. This is because the employers are usually afraid of getting into trouble with CWISH, which is an NGO promoting the rights of children and CDWs specifically.

Teachers, with the support of CWISH, facilitating spaces for Child Domestic Workers to share their experiences and support each other.
Developed local narratives of 'resilience' and 'well-being' to situate concepts in local socio-cultural settings.

Developed local learning frameworks to guide learning around local components of 'resilience' and 'well-being'.

Trained Resilience Champions to lead the learning activities.

**Country Specific report:** NEPAL

Worked through teachers to influence employers.

realised we could not access employers of Child domestic Workers directly - they were scared of CWISH.

realised how useful the learning activities were for encouraging CDWs to open up - one girl started weeping saying “this is the first time in my life I have been able to share my feelings.”

realised we needed to expand the positive feedback approach beyond schools to help other formal / non-formal actors could build relationships with CDWs.

Saw how meetings with teachers were changing their mindsets and behaviour - started to see CDWs differently and built good relationships with employers.

reflected on how to help out of school CDWs.

reflected on the important role of positive feedback in developing stronger relationships with CdWs.

Developed local narratives of 'resilience' and 'well-being' to situate concepts in local socio-cultural settings.

Developed local learning frameworks to guide learning around local components of 'resilience' and 'well-being'.

Trained Resilience Champions to lead the learning activities.

**LEARNING & INNOVATION CYCLE 1**

LEARNING & INNOVATION CYCLE 2

LEARNING & INNOVATION CYCLE 3

**KEY MOMENT**

**KEY CHANGE**

**PHASES**

Used BwB research report to inform our proposed activities.

Learned about ‘resilience’ from a Nepali perspective.

Realised we could not access employers of Child Domestic Workers directly - they were scared of CWISH.

Colllected stories from children, staff and community members.

Reflected on the important role of positive feedback in developing stronger relationships with CDWs.

Attended art exhibition in Uganda and saw how powerful it was for changing mindsets about street-connected children.

Realised how useful the learning activities were for encouraging CDWs to open up - one girl started weeping saying “this is the first time in my life I have been able to share my feelings.”

Saw how meetings with teachers were changing their mindsets and behaviour - started to see CDWs differently and built good relationships with employers.

Held art exhibition in Katmandu inspired by the Ugandan one for CDWs to share their achievements.

**LEARNING & INNOVATION CYCLE 1**

**LEARNING & INNOVATION CYCLE 2**

**LEARNING & INNOVATION CYCLE 3**

**IDEAS & FEELINGS**

I thought blindly. I was not aware about this thing called ‘resilience’.

Culturally exploring the concept of ‘resilience’ has been so helpful - helped us understand it as a capacity.

I got more clarity on what we needed to do.

I found many similarities in the problems faced by children in Uganda and Nepal.

I viewed what a different project this was. It was beautiful to work and learn in this way.

I saw the school environment had changed. The teachers started to really respect the CDWs.

I realised how much CDWs can do - how they can do extraordinary things.

I realised how much CDWs can do - how they can do extraordinary things.
...engage indirectly with CDWs by working through other formal and non-formal actors.

How do we do it?
- Develop relationships with formal and non-formal actors who are in a good position to support and protect CDWs who are street-connected and exposed to sexual abuse and exploitation.
- Discuss the issues CDWs face with a range of formal and non-formal actors to enhance their understanding, encourage them to reflect and change their negative attitudes towards CDWs and develop their feelings of responsibility towards CDWs.
- Train and build the capacity of teachers, school administration and other formal and non-formal actors in the community such as municipality leaders and the police to help them take on supportive and protective responsibilities for CDWs.
- Provide on-going support to these formal and informal actors as they make contact and begin to build relationships with CDWs.
- Support teachers as they develop closer relationships with employers, for example, by regularly communicating with employers to encourage them to send CDWs to school on time, give them time to do their homework and allow them to attend extra-curricular activities with their peers.

What do we see happening?
- Formal and non-formal actors who have a better understanding about CDWs, more positive attitudes, feel more responsibility towards them, are able to provide CDWs with support and protection and who are in a position to refer CDWs for further support from CWiSH as needed.
- Employers who are more favourable to dealing with CDWs positively and supporting their education.
- CDWs who have trusted adults who they can turn to for support and protection.

Amisha, 15yrs, had an employer who was very unsupportive of her education and, as a result, she was often late to school and never had time to catch up on her school work due to having lots of chores at home. After talking to Amisha, one of her teachers started calling her employer whenever Amisha was not in school or was late to find out the reason why and encourage the employer to send Amisha on time. Now, Amisha’s employer is very involved in her education, even coming into the school to find out how Amisha is getting on and attending Parents’ Day.

...give CDWs positive feedback in gentle ways that do not overwhelm them.

How do we do it?
- Work with teachers and other formal and non-formal actors to give them knowledge and skills to help them work with CDWs in positive ways, for example by giving regular positive feedback based on the strengths of the child.
- Encouraging teachers and other formal / non-formal actors to approach CDWs gently and indirectly, for example, through art activities where they can draw their problems rather than speak about them directly, by following the child’s pace and by asking questions in gentle ways.

What do we see happening?
- CDWs who are developing trusting and meaningful relationships with adults in which they feel listened to and supported, can share their worst experiences, grow in confidence and start to view themselves in more positive ways.
- Teachers and other formal / non-formal actors who feel more equipped and more confident when working with CDWs.

CWISH staff and teachers used to talk with the CDW in a separate corner of the class but they are now more sensitive about finding a space to talk which the CDW feels comfortable and which is more private.
How do we do it?
• Create opportunities for children to form trusting relationships with people who are best placed to support them, such as teachers and other community actors.
• Run activities through which children come into regular contact with these people so they can begin to build trusting and meaningful relationships with them.
• Work through teachers to positively influence employers so that they are more aware of the CDW’s different needs.

What do we see happening?
• CDWs who have the confidence to share their problems with a trusted adult.
• Teachers (and other formal and non-formal actors) who really know and understand CDWs they are supporting which means they can help them on an emotional level as well helping to physically remove them from an abusive environment.
• CDWs who have appropriate emotional space to think and talk about their experiences of sexual abuse, sexual exploitation and violence as well as be physically removed from these situations.

Example: When Harsha, 15yrs, started attending the school learning sessions, she never shared her problems at home with the teacher. For example, often, she would not have done her homework but never told the teacher why. After seeing how other CDWs in the group shared their thoughts and feelings with the teacher, Harsha also started to open up. Now, Harsha’s teacher has not only supported her in making requests to her employer for more time to do her homework and the items she needs for school like stationary and uniform but is also a confidant to her.

How do we do it?
• Visiting the schools frequently to advise, support and encourage the teachers whilst they work with children, helping them deal with difficult cases and always being available to them when they need help.
• Sending positive messages to the teachers so they feel encouraged to continue.
• Keeping a continual and open dialogue with the schools so that we always know how things are going, what is working well and what they are struggling with.
• Maintaining long-lasting relationships with the teachers and schools, recognising that working with CDWs who are street-connected in meaningful ways takes time.

What do we see happening?
• CDWs who are street-connected who feel supported and protected by their teachers, opening up to them about their problems and disclosing experiences of sexual abuse and sexual exploitation so they can be referred to CWISH for help.
• Staff, teachers and other formal and non-formal actors who appreciate the importance of taking time when working with CDWs who are street-connected and exposed to sexual abuse and sexual exploitation whilst recognising that it is necessary to intervene quickly if sexual abuse or exploitation is suspected.

Example: Sabina, 14yrs, used to feel angry all the time about her situation as a CDW. When she was angry, she would beat her nephew and throw dishes on the floor. As a result she didn’t have a good relationship with her employer (who was a relative to her). However, after attending the outreach sessions at her school and, through this, developing a positive relationship with her teacher and some of the other CDWs in the session, her behaviour began to change. Now, when she feels angry she goes and plays with her employer’s children and it calms her down and makes her feel happy.
CWISH NEPAL’S MOST SIGNIFICANT LEARNING ABOUT WORKING IN A RESILIENCE-BASED WAY

IT IS IMPORTANT TO...

5
...create opportunities for CDWs to share with each other.

How do we do it?

• Bring CDWs together in art classes, based at schools, where they receive art instruction and are encouraged to use art work to express their feelings, thoughts and experiences.
• Support teachers to run school learning sessions in which CDWs receive help from teachers and their peers with their school work, whilst simultaneously forming relationships with peers in similar situations, sometimes for the first time.
• Support teachers and other community actors to run outreach sessions for CDWs who are street-connected to bring them together in a supportive and positive environment where they can share with their peers about the issues they face and the strategies they use to overcome them.

What do we see happening?

• CDWs forming peer relationships support networks which are powerful for helping reduce their sense of loneliness and isolation. For example, the school learning and outreach sessions were, for some CDWs, the first time they had ever spoken about the problems they faced with another CDW in a similar situation.
• CDWs who feel able and have opportunities to explore their feelings, reflect on and share both problems and achievements and simply enjoy time and fun activities with each other.
• CDWs who feel more confident in their abilities alongside their peers because they are learning with them and celebrating their achievements together.
• CDWs who feel more equipped with skills and strategies for protecting themselves from sexual abuse and sexual exploitation and more inspired to overcome difficult situations.
• CDWs who are better at communicating with their peers and articulating how they are feeling with others.

CWISH organised for a group of CDWs to visit a zoo and arts centre. For most of the CDWs it was an entirely new experience that they shared with each other. This was one of a variety of activities which helped this group of CDWs build their relationships with each other. Over time, they have increasingly started to share their problems with each other.

*All names have been changed
...ABOUT A SCHOOL TEACHER
Sanani is a Maths teacher in a public school in Katmandu. Before working with CWISH through the BwB project he never dealt with CDWs in his class in a positive way. When CDWs came to school late or had not completed homework, Sanani never paid much attention to them. He never bothered to find out why they consistently failed to complete their homework, he just felt that they were bad at managing their time.

As part of their resilience-based programme activities, CWISH organised a series of meetings with teachers in a number of schools in and around Katmandu to share the issues CDWs face with teachers, open up discussion about sexual abuse and sexual exploitation and help equip and encourage teachers to form more trusting relationships with CDWs. During these discussions, teachers and other school staff were encouraged to think about how they can help improve the situation of CDWs.

Sanani attended these regular meetings and CWISH noticed that he gradually paid more attention to the CDWs in his class. He started to show them more care and kindness and began to accept a certain responsibility towards their well-being, becoming a confidant for them.

Sanani had one particular child in his class, Raju, 14yrs, who always arrived at school late and left early. He decided to ask the boy why this was the case and Raju told him that he has too much work to do for his employer before and after school. Sanani contacted Raju’s employer and began to get to know her. He eventually managed to persuade her to reduce Raju’s work at home and send him to school earlier, as well as allow him to stay and attend after-school learning sessions for CDWs to help them with their school work.

...ABOUT CWISH
The BwB project has been a different experience for CWISH Nepal because they have been learning about the importance of using more indirect approaches to work effectively towards improving the lives of CDWs.

At the start of BwB, CWISH Nepal knew that they wanted to engage more with employers to help make the situations in the home more favourable for CDWs but they realised, very quickly, that most employers were afraid of CWISH Nepal. They were worried about getting into trouble with CWISH Nepal or the authorities and feared negative attitudes and attention.

Consequently, CWISH Nepal decided to work through the teachers at various schools where they had existing relationships to try and access the employers indirectly, to ultimately change their perceptions and their behaviour towards the CDWs. As part of this, school teachers have organised meetings with groups of employers and discussed with them the importance of providing a positive environment for CDWs, including sending CDWs to school on time and allowing them to attend extra-curricular activities.

This indirect approach, in which teachers essentially bridge the gap between CWISH Nepal and employers, has worked well because the teachers have been more able to build trust with the employers and through their relationships with them, positively influence the situation of CDWs in the home.

...ABOUT A CHILD
Shanta, 12yrs old, was sexually abused by her employer over a three year period but she suppressed it because she felt unable to share her terrible experiences with anyone.

When CWISH first made contact with her it was during one of the story-telling activities they were holding as part of the learning and innovation approach for the BwB project. After some time, she disclosed the abuse to one of CWISH’s councillors and came to the conclusion that she wanted to file her case in court.

CWISH placed Shanta in a safe house and filed the case in court on her behalf. Usually in such situations, girls do not want to come to court and give evidence about the sexual abuse they have suffered but Shanta decided that she wanted to be present in court to make her case. Towards the end of the court proceedings, Shanta was asked by the court officials whether there was anything else she would like to share with the court. She had the confidence to stand up and tell the court that she thought that this kind of abuse should never be allowed to happen to girls and that the perpetrator should be sent to prison. When she said these things in court, the officials looked at her in surprise because they were not expecting her to have the confidence and ability to speak up and share her story and her thoughts.