

GFF

**GLENN FAMILY FOUNDATION**

Message from the Founder:

This April edition carries more information on the ideal model that we aspire towards as GFF. Sarah, our incoming President has drafted the blueprint incorporating our previous Village Development work and the more recent addition of HELPS volunteers to this model. This report is included here.

In the next three years we aim to be present in 10 - 12 countries across three sub-regions; one under India Representative, Soam Namchu to oversee the Indian Subcontinent, Nepal and Sri Lanka , one controlled from Sydney to cover the South Pacific and one in Manilla to look after South East Asia. We will have a constituency of 50-60 candidates, the majority locally sourced.

Our aim is to achieve self sufficiency by also introducing income earning projects into each location. Over the three year period we will have significantly impacted the lives of 4800 people in rural communities.

This edition also highlights some of our current and upcoming projects in the Philippines and Nepal.

Sir Owen G Glenn

KNZM ONZM LLD (Hon)

Doctor of Law AKL UNI

Ren Lapun of the Lepcha tribe of N E India—Master and Creator

Ratu Sir Owen “Vuilawa” Glenn—Chief of the Mamanuca Islands of Fiji

Hon member of the CPA Society of the South Pacific

Harvard Graduate OPM 15 -1992

Read more about our Founder at www.sirowenglenn.com



LAUNCH OF THE PARLIAMENTARY EDUCATION CHARITABLE TRUST

On Wednesday 3 April the Parliamentary Education Charitable Trust, sponsored by Sir Owen Glenn, was formally launched at Parliament. The purpose is to provide opportunities for members of Parliament to build their knowledge and skills for their role in targeted ways – including being more effective select committee members, Chairs and spokespeople, and being more able to provide robust scrutiny and effective opposition.

Sir Owen Glenn has committed \$450kNZ to this initiative because he believes that “such an investment in education will enhance our nation’s representative democracy.”

The educational work of the trust has been made possible working with Victoria University’s School of Government, who created the Postgraduate certificate programme covering four courses taken over two years, comprising:

- Government and governance
- Economy
- Policy analysis and advising
- Research methods and statistics

The programme currently has 18 MPs confirmed for the first intake to Victoria University and a further 20 MPs are enrolled in an Institute of Directors course – another facet of the programme.

The programme will build MP’s expertise in the institutional, economic, policymaking and research foundations of good public policymaking. Professor Girol Karacaoglu, Head of the

School of Government says that “by the end of the programme participant MPs will be able to use the knowledge and skills they have gained to develop and debate policies, serve on select committees, lead policy decision making and to speak the language of departmental policy advisers. Ultimately, they will be in a better position to serve their constituents.”

A third component is a mentorship program where more established MPs mentor those more junior, giving expert advice, access to a network of experts including experts on specific topics, former senior public servants, and former Members of Parliament.

Chairperson Katherine says that the ambition to provide opportunities for extra education and training support for Members is at the heart of the Parliament Education Trust.

“Opportunities will be bespoke and tailored towards the needs of individual members, and the range of options includes a Postgraduate Certificate in Public Policy delivered by Victoria University which leads to a qualification, career development support, speakers on relevant topics, and other course modules.”



Kanchi Tamang, 44

I moved from Kavre to Kathmandu, and I have started to enjoy my life here. When I first moved to Kathmandu I got a job weaving carpets. I used to work from 3am until 9pm every day, and it was very painful work. We used to get only one day off in a month. Now, I enjoy my work as a cook at CDS- love making people happy. I enjoy cooking good food for people around me. In terms of things I want to learn, I do not know how to use Facebook, and I wish somebody would teach me. Also, I wish I was able to read and write. This is so that when I die, I will be able to read the sign board pointing me to heaven or hell!



Kavre resident, Kanchi Tamang, interviewed by GFF Representative Shona Warren.

GFF HELPS IN NEPAL

GFF Representatives, Shona Warren and Sulochana Thapa, visited two rural villages in Kavrepalanchok, or 'Kavre' for short, last week as part of their research for the GFF Village Development programme. They were met by the local women in their special dress and talked to them to understand their way of life in the village, what their main sources of income were, and what the primary needs were.

The Kavre district is just east of Kathmandu and has a total population of 381 937. It was an area that was greatly affected by the 2015 earthquake. There are numerous concerns in the broader region.

Firstly, child labour continues to be a problem across Nepal, and in the Kavre district. Young girls from rural areas are trafficked to the Kathmandu Valley, and are put to work in 'dance restaurants' or massage parlours, where they are sexually exploited.

Secondly, each year large numbers of Nepalese people migrate abroad to try to escape poverty and find employment. This large departure each year costs Nepal nearly 20% of the Country's GDP. Normally, the husband migrates and sends money home to pay for his children's education. Unfortunately, migrants are in danger of exploitation, and mistreatment. The children left at home often suffer from the absence of a parent, and the loss of familial stability.

In Summer, the Kavre region struggles with drought and water access. Infrastructure problems with health, education, water and electricity diminish the quality of life for locals. There is much possibility for the beautiful region, such as tourism and agriculture, however there are currently limited opportunities.



A gathering of local women in Kavre, coming together to talk about their experiences of living in this community and what some of their challenges are.

KEY ISSUES IN TEEN GHAREV AND JARREY TAV VILLAGES:

These are small villages GFF has identified as initial villages for our programme. They comprise 125 and 110 households respectively.

People per house: On average 5-6 people. Some households have 10-12 people living in a house, sleeping in shared spaces.

Income: Yes, the people have limited income and no ability to save. Those employed are primarily in construction and agriculture, or are working overseas in Kuwait or Qatar and send back money for the family. Half of the wage is paid to the land owners, and the remaining amount is used for food, clothing and schooling. They are struggling to satisfy their basic daily needs, especially in terms of water and electricity.

Shelter: Homes are made from clay and brick with corrugated iron roofs. The structures are poor, with low roofs and people live together with livestock. Cooking is done on an open fire next to where animals were kept. In the monsoon season, the women said that the homes leak.

Electricity: There is grid access but it is limited and unreliable.

Access to water: Most houses don't have piped water and half of the villagers fetch water from a nearby pond. Either method is a 15 minute walk, and the pond has no water testing measures and so the quality is unknown. In the other village they accessed water from a well.

Education: The local schools were 15 and 30 minutes away respectively. Both are in need of basic resources, as parents have to supply the books and writing materials for their children. There is low attendance and a high drop-out rate due to child marriage.

The quality of education is poor and illiteracy is high. The parents themselves had limited education, with some receiving only 2 or zero years of primary school education. However, they were eager to further their education and some were attending nightly literacy classes offered through a local NGO we have been working with, Childhood Development Society (CDS).

Sanitation and hygiene: In addition to limited running water there is a lack of education about sanitation and health. A number of unhealthy practices occur such as burning of plastic rubbish, collection of unsafe water, keeping of animals and animal waste near cooking areas. The toilets were not clean and there were no adequate hand washing facilities.

Waste management: There was a lot of garbage around and no rubbish collection. They burn all the plastic waste and feed food scraps to the animals. For plastics there is ad hoc collection but it is infrequent and most households burn their plastic waste. There were no recycling facilities.

HOW GFF HELPS IN 2019

Sustainable livelihoods: The local women identified soap making as a good opportunity for them to enhance their income. There is already good infrastructure in place for this and a local person who would drive the project locally. GFF will begin investigations soon for a pilot project. This would be supplemented with training on savings.

Health camp: Our GFF Representative, Sulochana, accompanied CDS to one of their rural health camps to learn more about the model. Two doctors and two officers provided general check-up services and facilitated referrals. Eye check-up services are a high priority for the next camp.

Sanitation and hygiene: Our Representatives have been conducting sanitation and hygiene workshops in local schools in Kathmandu. They will take these sessions into these villages to ensure residents know how to avoid illness through contamination and adopt health behaviours.

Solar: Many houses could benefit from household modular solar to supplement their interrupted supply. We also want to add some solar panels to a local hall so that they can continue their training and income generation activities at night.

Education: GFF will provide some vital supplies to the local schools and will be meeting with them in the new term about the introduction of digital learning aids which will give access to online resources.

Waste management: GFF will facilitate discussions with the local mayor about the current waste situation and run awareness sessions with the community. It is important for sustainability that the local community and leaders take ownership of their waste issues.

Home repairs and water purification: This forms part of our village development work and will form a phase two of this work.



DIGITAL LEARNING PROJECT – PHILIPPINES

*By Willyn Carrascal, GFF
Representative, Philippines*

As society evolves with its 21st century technological advancement, children's way of learning is changing. Therefore, schools and teachers must adapt their pedagogy into 21st century learning. Children today have shorter attention span and are more inclined to learn through student-oriented learning with proper teacher-guidance. Based on our observation during our visits in schools in the Banga area, many of them have computers that were never used or already broken due to poor maintenance. School children in Banga do not have access to engaging materials to support their learning. Teachers also expected to do more administrative work whilst ensuring their students are not falling behind, taking their time away from their personal lives. This makes their job more stressful and may lead to teacher burnout.

There have been numerous research studies supporting tablet's positive impact on students' cognitive and social development. These studies have shown that tablets increased engagement and motivation, fostered independent learning and collaboration

between peers and enabled teachers to adapt their teaching styles to suit the needs of individual students. A non-profit Project Tomorrow reports that mobile devices such as tablets in the classroom "provide students with equity, empowerment and a better understanding of complex concepts"¹.

Tablets in the classroom should not replace teachers' jobs but rather enhance them. Tablets could be used as a reward system. Nevertheless, they can only be a powerful educational tool when it is embedded with the curriculum. They should be used with a purpose, targeted content and skills appropriate for students. It also reduces teachers' preparation time for traditional resources and materials. If used effectively, teachers could set tasks that would allow students to manipulate the tablets independently whilst they work on the administrative tasks.

1 <http://www.google.com/amp/s/edtechmagazine.com/k12/article/2018/11/educators-see-positive-impact-mobile-devices-k-12%3famp>

Methodology

We conducted the first trial of Digital Learning Project with three teachers and fifty-two students from Kindergarten to Year 4 in Taba-ao Primary School. Initially, it was intended to be on Khan Academy but due to lack of internet connection in the area and the lower level of English in the schools of Banga, we were forced to review our plan. We decided to adapt our project to what the schools and teachers can do without the internet and that was with offline applications. Nevertheless,

we kept the structure of our training sessions the same with our Khan Academy Plan. It is as follows:

1. Pitch
2. Training Sessions
3. Independent Exploration Time
4. Teacher Demonstrations
5. Class-observation
6. Feedback & Evaluation

1. Pitch

The first step we took was to go to schools that we wanted to do this project at. This was a rookie mistake as we have also learnt in our other projects. We found out that we had to go to the highest official of the district, in this case, the Department of Education Supervisor of Banga. Nevertheless, by going to these schools we were able to learn about the current status of usage of technology in the classrooms which varied from school to school. Most schools had technological devices such as laptops and printers that were only used by the teachers. Computers were barely used which led to their breakdown.

The District Supervisor of Banga was not able to give us permission to conduct this project until we had another permission from the Aklan Division Superintendent in Kalibo. This led to weeks of delays. We were then able to start it with a condition that it will not be on school hours. We chose the smallest school that we visited at that time, Taba-ao Primary School. The school head teacher and the three teachers were very cooperative all throughout the trial period.

2. Training Sessions

Our training sessions covered:

- Introduction
- Explaining GFF HELPS as a programme under Glenn Family Foundation founded by Sir Owen Glenn
- The purpose and goal of this project
- Benefits of technology in the classroom
- Terms & Conditions (see Appendix A)
- Hands-on trainings
- Briefly trained teachers how to use some offline applications
- How to apply the apps in their Key Learning Areas such as Maths, English & Science
- Independent Exploration Time

After the first training session, we gave the teachers two weeks to explore the tablets on their own time so they will be familiarised with it before using it in the classroom. Then after the second training session, we gave the teachers two weeks to trial using the tablets in their classrooms. However, we faced several delays due to teachers' unpredictable and hectic schedule. We often postponed our sessions due to teachers' unexpected seminars and trainings from the Department of Education.

3. Teacher Demonstrations

We designed this step to enable teachers to share ideas and concerns of using the tablets with one another. The goal of this is for each teacher to demonstrate to GFF Representatives and the other teachers how they would apply the use of tablets in their own classroom, specifically to their students' year level and the content they are teaching. Though all three teachers were successful in this step, they weren't able to provide feedback to one another due to our failure to lead the discussion post-presentations.

4. Class Observations

After a few weeks, we booked a date to visit the school for class observations. This step is where we observe how the teachers use the tablet within their lesson and whether students could use them independently. We then asked a series of questions to further understand how their experience with the tablet has been.

One teacher used a pre-installed app whilst the other two teachers used a newly installed app called Fractions Ready that worked for both Year 3 and 4. It was easier for smaller class with twelve students to share one tablet between two or three students. The Kindergarten class with seventeen students though struggled as there weren't enough tablets to share and younger students tend to fight over the tablets. Nevertheless, all students were able to use the apps successfully and enjoyed their lessons.

5. Feedback and Evaluation

This last step was conducted through a survey followed up with an interview of the teachers. Three students from Year 2-4 were also interviewed. With the data gathered from this, we can measure the initial impact of the tablets on teachers and students. However, improvement in grades and performance may only be measured after a few months of usage. GFF representatives may also need to pay casual visits for maintenance of the offline apps and tablets.

Results

Overall, the three teachers and three students gave positive feedback on their experience of using the tablets. According to the students, they use the tablets mainly for Maths, English and Science twice a week. Teachers find it beneficial for the students as well as for themselves. The main positive impact that they've observed include:

- Increased in motivation and interest in topics they were teaching, especially the three core subjects.
- Students, especially those with short attention spans have developed better concentration as they focus on doing the activities on the tablets.
- Through the positive affirmations that they hear in educational games, students build confidence and self-esteem.
- Developed friendly competition especially when using Maths Workout.
- Positively influenced all level and type of learners:
- Introverted students who are normally shy to participate in role-play are now able to show their creativity through Toontastic.
- Students who were falling behind are now more motivated to catch up to their peers.

They also admitted that it has made it easier for them to teach the children and saved time from making materials. They cheerfully shared the improvement of two boys that they were previously struggling with. One boy in Year 1 had difficulties in

reading and writing the alphabet but after using the English for Kids app, he could not only recognise it better but also improved his literacy skills. The other boy in Year 3 was described to have been always “day-dreaming” during class. Now, he can finish tasks better and more independently, especially when it’s using the tablets. These two boys are only two examples of how this project is affecting students’ learning. It is only the beginning and more is yet to come with all of the current and future students of Taba-ao Primary School.

Recommendations and way forward

Going forward we will expand this programme into a further

six schools, with a total of 350 students. Our training sessions will be longer and will include workshops on offline apps, specifically for Maths, Science and English. These sessions will also cover how the offline apps could be used in these specific subjects.

In order to avoid delays, we will ensure that schools are committed and have an understanding that the program has a set time frame.

We also have to ensure that training sessions are student-oriented which means we need to make it as interactive for the teachers as we can and not just as talking. We need to be prepared and know the in and outs of the offline applications.



*Saom Tshering
Namchu of GFF
India, facilitating a
village meeting in
Kalimpong, India*

VILLAGE DEVELOPMENT MODEL

The Glenn Family Foundation supports charities, institutions and individuals around the globe in the upliftment of poor communities and alleviation of suffering. The philosophy of its founder is in offering a hand up, not a hand out, and in so building communities that are empowered, self-sustaining and proud.

The Foundation uplifts communities through its “Village Development Model” by providing them with sustainable access to their most basic needs. This includes but is not limited to access to clean water, access to solar power, improved sanitation to reduce incidence of disease and improved living conditions to foster a sense of pride. We also recruit international and local volunteers to enrich these communities through education, health initiatives, skills sharing and technical expertise. Our volunteers are enmeshed in these

communities for a six month period to ensure they have a meaningful impact. The National Standards for Volunteer Involvement (2015) attest to the valuable contribution that volunteers make toward the attainment of an organisations goals by extending the capacity of the organisation through their time, skills, expertise and points of view. GFF works to embody these standards in all its engagements with volunteers and considers volunteers as a vital part of its strategy.

Our primary beneficiaries are those living in underdeveloped rural villages in Nepal, India, Philippines, Vietnam, Sri Lanka, and China. They do not have access to one or more of their basic needs and are significantly disadvantaged as a result. Our interventions aim to lessen this disadvantage so that they are empowered and able to take ownership of their own development.

The Village Development Model

Our Village Development Model was first tested in the Kalimpong, a rural community in West Bengal, India. The model aims to increase the standard of living in poor rural communities in a holistic way, through multiple interventions addressing the different areas of the person's life, including their education, health, shelter and basic needs. The model's strength lies in its core philosophy of local empowerment and ownership, ensuring that communities play an active role in their own development and are able to sustain themselves and contribute to the further development of their own communities and that of their neighbours.

A new component of this model is the use of local volunteers, who bring project specific expertise to the projects and who in turn also learn a range of new skills and competencies,

and who will be more inclined to continue giving back to the community in their personal capacity in future.

Key projects include the installation of water filters and modular solar units, basic repairs to homes, improvements to school learning equipment and innovative educational projects, health-focused workshops and provision of supplies, and business and vocational training and coaching. GFF adds a range of other projects based on the results of its baseline survey and consultations with the village and we understand that each context is unique and requires a nuanced approach.

Our projects are delivered through GFF staff, local community members and experts, locally recruited volunteers and overseen through the creation of a local committee and project-specific sub-committees.

Goals and Objectives:

The overall goal of our Village Development work is that people in poor rural villages have access to their most basic needs, improved education and health, and a means of sustaining their livelihoods and increasing their standard of living. More specifically, they have:

- Access to clean, safe drinking water within or near their homes
- Sufficient lighting in their homes
- Safe and adequate shelter that withstands the elements
- An understanding of how to prevent illness through good hygiene and sanitation practices
- Local schools with sufficient learning equipment
- Children who have benefited from education programmes (project dependent)
- Increased their take-home income as a result of participation in our livelihoods programmes

Another important objective for us is that our volunteers successfully complete their programmes and develop a life-long passion for community development work.

Implementing the Village Development Model

The success of working in rural villages is contingent upon having a sound understanding of the root causes of issues and how they manifest in the community, the local context and how to operate within it, and the strength already existing in the community that can be leveraged. Communities are a delicate ecosystem and one must work carefully to ensure interventions are welcomed and there is buy in from beneficiaries. We do this by working initially with a trusted local partner with local expertise on these issues. Therefore, our very first step is:

• Village identification and partnership building

Our initial desktop research tells us who is operating in the area and in the sector. We meet with local NGOs, local and provincial government, community leaders and potential project partners in order to understand the need and where we fit into the solution, identify potential villages to work in and find a good NGO partner who shared our vision and will facilitate our entry into the village. Finding a good local partner is key to the success and longevity of our work. Often, we initiate smaller educational focussed projects in order to start to build our understanding and develop a presence.

• Village Meeting

The next step is to facilitate a village meeting where we introducing GFF and the projects we would like to propose. The purpose of this is to gain buy in for the projects, find local members who are willing to be involved in the planning and implementation and to gain permission to conduct a survey.

• Survey

GFF conducts a door-to-door survey in each household in the village in order to gather a baseline measurement of the current standard of living which we can compare to our results at the end of our programme and to identify the size of the

need as well as any other needs we should consider. The survey is conducted by local community members and students under guidance of an experienced researcher. We conduct pre-training to ensure the survey is administered correctly. Survey results are presented back to the village for verification.

- **Project Planning**

The analysed data helps us to determine which households are most in need and which particular projects are of benefit and are feasible in this particular village. These plans are rendered into a programme logic and associated budgets and monitoring frameworks are drawn up. Indicators of success are collaboratively set to ensure that projects meet will in fact meet the identified need. This constitutes a broader level of planning; actual implementation is decided upon by the villagers themselves at a later stage.

- **Budget Setting**

GFF costs out each project according the need and the unique challenged posed by that particular village and develops budgets and financial management processes to ensure good transparency and accountability and to ensure projects can be completed.

- **Sub-Committee Formation**

A sub-committee is formed to manage each project. The sub-committee comprises villagers who had demonstrated their interest and commitment at earlier meetings and who together are a good representation of the needs of the village, and local GFF Representatives who are recruited for their expertise in a particular project area. Local involvement is important for the sustainability of projects and creates accountability and ownership of project.

- **Implementation**

Projects are implemented over a four month period, led by each respective sub-committee and monitored by GFF. Local villagers play a large role in implementation and are required to assist wherever they are able. We think of projects as a collaboration where both parties play an important role in the achievement of shared goals. Our locally recruited GFF Representatives are key to the implementation phase and serve both as subject experts and project managers. They are part of the sub-committees and work closely with them.

- **Monitoring and Evaluation**

After the completion of projects, projects are signed off at a public meeting and expenditure is shown. This is to ensure all parties are satisfied by the results and to ensure financial transparency. A evaluation is conducted to determine the success of the projects against the initial indicators and baseline measures. These are professionally conducted and the results made publicly available. Evaluations are also conducted at the 1 year and 3 year marks to see whether the project have had their longer term desired impact. Evaluations actively inform how we work with the next village.

- **Sustainable livelihoods and beyond**

After a year of engagement with the community, we enter a new phase which sees the introduction of sustainable livelihoods projects, including microfinance, eco-tourism, animal husbandry or the possible opening of training centres for entrepreneurship and vocational studies for youth. The aim is to helps villagers to generate income for themselves and to contribute to the further development of their community. GFF continues to be involved in the village with a mix of education and health-focused projects using primarily local people. The village committees continue to identify opportunities for further development using funds gathered through the new enterprises. They also assist GFF with its work in adjacent villages. In this way, communities become empowered and self-sustained and are able to share their benefit with their neighbours.

***GFF Village development work in Kalimpong from 2007 to 2013 was one of the most beautiful projects I have ever been involved in. I am so fortunate to have been entrusted by Sir Owen to carry this enormous task which not only changed the lives of thousands of people but also mine for better. Each GFF team member contributed working day and night with full of vigor to make this project the most successful project ever done. Today when I walk in these 19 villages, the toilets, water projects, school projects and other GFF related projects are in the best condition because of the VALUE that the beneficiaries gained from it. The management that we created with the help of Village Development Committees was the most effective approach for the success of the project. Education became an important factor and so in every step of our project, we introduced different forms of education to make our people believe in and value the project. We did this because the project's sustainability depended on it. Thank you so much Sir Owen for choosing me and my team to carry out your wonderful vision in our villages. I feel proud and privileged today to be associated with you and be an integral part of this movement."**-Saom Tshering Namchu – Project Director, GFF India*

Values informing this model

Participation and empowerment

Our model is built around local participation and empowerment. All stages of our work, from initial investigation of the needs, to planning, implementation and evaluation involve local knowledge and decision making. We form village committees and build their capacity to ensure the continued development of the community.

Sustainability

Local committees who are empowered and committed ensure the continued development of the community, and the sustainability of our work. We also enhance sustainability through programme design; programmes that address the root causes of poverty and inequity have a deeper impact. Local participation also ensures that programmes are relevant and contextually appropriate. We conduct evaluations at the short and long term to assess the sustainability of our work.

Quality and effectiveness

We are committed to understanding the contexts we work in and including the knowledge and perspectives of local stakeholders. We articulate our vision, strategy and values, and our programmes remain closely linked to these. We evaluate our work and use these results to learn and improve. We share our results with all project partners and local stakeholders. We assess and manage risk at the organisational level, and on a project level.