

Example of PESTO analysis from Nepal

VT report recommendation 2.8: Develop and implement a policy that provides for the recruitment, training and retention of female teachers and teachers from disadvantaged communities and ensures that they receive appropriate support and opportunities.

<p>political</p> <ul style="list-style-type: none"> • Government has already developed a gender policy that includes female teachers • Political parties manifesto • Political interest of Maoists • Lack of political commitment to implement existing policies • Females and disadvantaged communities have votes – political parties need to woo them • Ethnic minorities and disadvantaged communities have political voice 	<p>economic</p> <ul style="list-style-type: none"> • UNDP programme trained Dalit girls as teachers (but didn't collaborate with MoES, so no jobs were available for them) • Every donor talks about social inclusion • Social Inclusion Action Group (with donor representatives?) exists • World Bank and DFID supported Gender and Caste Social Exclusion Assessment (= a Social Inclusion Audit) completed • Teachers salaries and incentives not attractive enough for women and Dalits (can earn more money in the gulf) • Government doesn't have enough money to fund specific female/ disabled/ Dalit/ ethnic minority teacher recruitment, training or salaries/incentive
<p>social</p> <ul style="list-style-type: none"> • Early marriages restrict women's' ability to train as teachers • Women are expected to be more absent than men (childcare, maternity leave etc) so are discriminated against • Upper caste parents are not willing to send children to a class taught by Dalit/ ethnic minority teacher • Not going to be popular among some teachers - may feel female/ disabled/ Dalit/ ethnic minority teachers are getting special treatment or 'taking our jobs' • Head teachers and SMCs are upper caste and not willing to employ Dalit teachers • Lack of education of girls and Dalits – may have not received enough education to pass SLC/ qualify to apply for teacher training • Migration due to conflict or economic reasons • Not socially acceptable for women to leave their home village • No adjustments are made to enable teachers with disabilities to do their jobs 	<p>technological</p> <ul style="list-style-type: none"> • 60 Radio stations, 10- 12 TV stations – can be used (adverts, dramas etc) to sensitise people about discrimination, positive role models/ examples of female/ disabled/ Dalit/ ethnic minority teachers • Schools and classrooms are not accessible for teachers with disabilities • Data collection has improved (EMIS) which will enable identification of the number of female teachers and other disadvantaged teachers/ or the number of students from those groups with adequate qualifications to train as teachers
<p>organizational</p> <ul style="list-style-type: none"> • Volunteer placements in Dalit organizations (Assman, FEDO, DNF – Dalit Nepal Federation). • Potential for collaboration with P&G volunteers & staff • Volunteers placed at NFDN (National Federation of the Disabled Nepal) - 3 or 4 working as management advisers • Partnerships with EJJ and TU are positive • Lack of coordination/ information sharing between Programme Areas 	<p>implications</p> <ul style="list-style-type: none"> • Need to do research on teachers with disabilities, Dalit and ethnic minority teachers/ barriers to them becoming teachers • Volunteers need training on caste, gender, ethnicity and disability in ICT • Different volunteers could focus on different status groups – depending on who is excluded in each district (although there is a danger of focusing on the 'majority minority' and missing the 'minority minorities')

Example of SWOT analysis from Nepal

VT report recommendations – Teacher Unions and donors – participation and accountability.
6.2-6.4: Improve teacher representation in planning, implementing and evaluating education reforms; enable Teacher Unions to develop a better understanding of quality education; enable Teacher Unions to be more accountable; enable teacher unions to extend their activities to rural areas; and

7.2: Teacher participation should be a criterion for donors when assessing government plan; donors should back government plans and not invent their own projects;

<p>strengths</p> <ul style="list-style-type: none"> • Government = partner of VSO • Good links with donors • Good volunteer relationship with PLAN and smaller donors • International experience of VSO and GCE relationship • Good relationship with Teachers Unions • VSO trainers • Education Pages = forum to raise teachers' issues • VT global initiative and GCE coalitions provide good examples and case studies 	<p>weaknesses</p> <ul style="list-style-type: none"> • Training (?) may not target power holders • Fragmentation of Teachers Unions • VSO Nepal is a small player, with minimal influence on donors
<p>opportunities</p> <ul style="list-style-type: none"> • Don't need volunteers with experience of working with unions – experience required is more about management, Organisational Development (OD), or strategic/ advocacy planning, negotiation skills... they would need some understanding of education. • Potential to work with P&G staff on governance, transparency and OD in the Teachers Union • Existing volunteers could deliver management, OD, assessment, IT training • VSO could act as a mediator between the Union and government/ donors • ActionAid, Save the Children and DANIDA are potential allies • Decentralisation and participation is one of SAFED's 5 themes – funding may be available from them • SAFED = opportunity to learn from the region...and their may be funding opportunities • DFID UK have a position paper on working with unions – may be able to use it as a lever to ask DFID Nepal for support on this work • UK Teachers Unions may be able to fund work on Female Teachers or other issues... or teacher participation • Need to involve organisations representing women, Dalits, ethnic minorities, PWDs, PLWHAs, trauma affected children • British Ambassador is very keen on education: has influence on DFID direction; can back VSO discussions with the government. • British Council – governance and participation = BC objective = potential funding opportunity 	<p>threats/constraints</p> <ul style="list-style-type: none"> • VSO seen as politically aligned • Maintaining neutrality and impartiality is difficult • Volunteers meeting with Teachers Unions at district level may lead to VSO being seen as aligning/siding with them • Supply of volunteers might not be enough.