

CÁMARA CHICA

championing young film

क्यासिक

Camara Chica and Children's Rights

British Council's Film and Archives Programme,
In support of UNICEF and Film Development Board

PROJECT PROGRESS REPORT

NOVEMBER 2019 - APRIL 2020



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CAMARA CHICA PROGRAMME

Camara Chica is a British Council project that provides young people (12 through 16 years of age) the opportunity to discover and develop creative and technical skills through filmmaking.

The project is delivered in partnership with **Into Films, UK**, and a host of independent filmmakers and other creative professionals. The project consists of an orientation workshop where mentors (which include educators and those with filmmaking backgrounds) are first trained, and then the training is cascaded to groups of children under the supervision of UK experts, where children spend five days learning the basics of filmmaking. The workshop includes modules on scripting, shooting, directing, acting and editing films. Learning resources, including a standard filmmaker's kit designed specifically for young users is provided and short films are realised as part of the overall learning process.

Through the local mentors, the projects realise short films post-workshops which are then promoted by the project through digital and event releases.

By taking part in these workshops, young people learn under professionals and in the process encounter a range of experience which consolidate their life skills and social engagement in areas such as:

- Teamwork/Co-operation
- Self-expression and reflection
- Communication and visual intelligence
- Confidence and public engagement

Camara Chica has been implemented in Cuba and Venezuela till date. The Nepal, started in December 2019, includes thematic connection with the anniversary of the 1989 Convention of the Rights of Children and the important topic of children's rights. The workshops, pre-outreach activities and showcase events connect as a larger programme, delivered in partnership with local partners: UNICEF, Film Development Board Nepal, and Kathmandu International Mountain Film Festival

INTRODUCTION TO THE BRITISH COUNCIL ARTS – FILM AND ARCHIVES

The British Council Arts in Nepal has a focus on Film and Archives as a programme. It is actively pursuing a multi-year partnership with the Film Development Board to mobilise UK expertise to:

- Support archiving, research of film heritage
- Create opportunities for emerging filmmakers and professionals through strategic grants that support innovation and creative engagement.
- Create a platform for younger audiences to engage filmmaking to acquire additional skills which can support their personal growth

Through creative engagement of films, its history and archives with youth and even younger generations, British Council's film programs hopes to instill a more progressive perspective around the potential of film as a versatile tool for learning, expression and communication. In 2019 -2020, British Council will be conducting the following activities as part of its Film and Archives program:

- Produce a grant to create a Public Service Announcement using rare footage of premiere Nepali films and historic footage
- Produce a short documentary and narrative on the history of films and filmmaking in Nepal
- Host screenings of UK films to engage young viewers and filmmaking students in critical discourse of the artform and the concerned content
- Conduct a series of workshops for children, through Camara Chica
- Develop partnerships and networks to support continued engagement of young audiences

PARTICIPATING SCHOOLS

Participating schools were selected on the basis of the answers given in the application form provided by the British Council. The primary judging criteria were:

- Participation of female students in the programme
- School educators experience/interest in the arts
- Schools willingness to invest/contribute in the programme
- Schools strategy to engage involved students in the future

S.NO	NAME OF SCHOOL	ADDRESS
01	Jhapa Marigold Secondary English School	Kankai, Jhapa
02	John Dewey H.S. School	Sheetal Marg, Baluwatar, Kathmandu
03	Creative Academy	Nayabazar - 09, Kirtipur
04	Vishwa Jyoti Secondary School	Devchuli - 15, Pragatinagar, Nawalparasi
05	Sunflower Academy	Chulachuli Rural Municipality- 2, Ilam
06	Gyan Bagaichaa English Boarding School	Shuklagandaki - 05, Tanahun
07	Samriddhi School	Binayak Basti, Balaju, Kathmandu
08	Shree Adhunik Rastriya Secondary School	Hetauda submetropolitan – 4, Makwanpur
09	Sri Sri Ravishankar Vidya Mandir Biratnagar	Shahid Marg, Tinpaini, Biratnagar - 2, Nepal
10	Shikharapur Community School	Dakshinkali Municipality - 5 Kathmandu
11	Mansarowar Institute of Science and Technology	Damak Municipality - 4 Krishnamandir, Jhapa
12	Spring Dell Academy	Nepalgunj - 18, Banke
13	Rakshya Nepal	Satungal, Kathmandu

PARTICIPATING MENTORS

An open call announcement was made for filmmakers and educators to be part of the programme firstly to learn from UK experts to engage young people in filmmaking and then to run the workshops in the schools. One mentor was assigned to lead the workshop in each school with the support of school educators and UK experts.

The mentors worked with educators of the schools to facilitate the workshops. This model was taken up considering the importance of sustainability of the programme as the mentors and educators, together, are now well-equipped to support the students in their filmmaking processes and are also able to replicate the workshop model for groups of young people in the future.

S. N.	MENTOR	SCHOOL	SCHOOL COORDINATOR	EDUCATOR
1	Gaurav Dhvaj Khadka	Sri Sri Ravishankar Vidya Mandir (SSRVM)	Seema Agrawal	Sudhir Agrawal
2	Kishore Acharya	John Dewey H.S. School	Urbashi Subba	Tsherong Ngodup Lama
3	Pradhanya Yonzon	Shikharapur Community School	Kishwor Shrestha	Shreeram Sapkota
4	Mahesh Shrestha	Mansarowar Institute of Science and Technology (MIST)	Pranab Bhandari	Pranab Bhandari
5	Rabik Upadhyay	Sunflower Academy	Chhabi Khanal	Chhabi Khanal
6	Manoj Bohara	Spring Dell Academy	Sarad Chandra Rawal	Sangita Timilsina
7	Bhagwati Nepali	Shree Adhunik Rastriya Secondary School	Birbansh Baitha	Rashmi Basnet
8	Patrika Ghimire	Jhapa Marigold Secondary English School	Gokul Upreti	Sagar Luitel
9	Devaki Bist	Raskhya Nepal	Muna Nepali	Kumari Thapa
10	Prasuna Dangol	Gyan Bagaichaa English Boarding School	Suresh Paudel	Gagan Shrestha
11	Shrijana Shrestha	Creative Academy	Khagendra Gautam	Prakash Dhami
12	Manindra Singh Danuwar	Vishwa Jyoti Secondary School	Pradeep Bastola	Shanta Rahadi Magar
14	Sudin Sundar Bajracharya	Sambriddhi School	Rosete Dela Rosa Tamang	Shreeti Shrestha Joshi and Reeja Shakya

PROGRAMME ACTIVITIES

The Camra Chica workshops and added activities reached, thus far:

- 195 young people, who received training and have now utilising the platform to create content in the next three months
- 14 mentors, who first trained under UK experts and then cascaded the learnings to groups of students in 13 different schools
- 13 school educators and 13 school coordinators

PHASE I

ORIENTATION PROGRAMME FOR SCHOOLS (4 AND 5 NOVEMBER, 2019)

More than 50 prospective participating schools representatives were given orientation on the Camara Chica programme. Arts Manager Nischal Oli engaged groups of representatives during four one-hour sessions wherein attendees were explained the scope of the programme and how young people could benefit from learning to make use of filmmaking as a tool to express themselves and tell stories.

ORIENTATION PROGRAMME FOR SELECTED MENTORS (29 AND 30 NOVEMBER 2019)

Out of 26 applicants, 14 were selected to be Camara Chica mentors. The selection was done evaluating the answers to the questions to the application. Gender was also considered during selection and more than 40 % of the mentors are women and 7 % are from the LGBTIQ community.

Out of 34 applicant schools, 13 were selected to host schools to facilitate workshops in. Four of the selected schools are in Kathmandu, two in Jhapa, and one each in Biratnagar, Nawalparasi, Ilam, Hetauda, Tanahu and Nepalgunj. One of the selected group of young people is Rakshya Nepal, an organisation that works for the protection and welfare of sexuality exploited women.

The 14 mentors and 13 educators were brought together under one roof at Yala Maya Kendra where the three UK experts facilitated a two-day workshop where the participants learned how to engage young people creatively through film. They were introduced to a number of physical as well as mental exercise that could be done to engage young people in coming up with ideas and implementing them.

WORKSHOPS (2 – 20 DECEMBER)

Thirteen five-day workshops were held between 2 and 20 December, 2019, where in students from 13 schools participated. The workshops were led by locally appointed mentors and respective school educators who were supported by the three UK experts.

During the workshop the participants learned to:

- Brainstorm story ideas
- Draft scripts and storyboard
- Handle filmmaking and editing equipment (both hardware and software)
- Learned the basic technicalities of filmmaking
- Observe their surrounding and take inspiration from social issues prevalent
- Make use of filmmaking as a tool to tell stories and express

All 13 young people groups have completed the first draft of at least two films, which they are now working to finalised. The video will be uploaded for public viewing in the future.

PANEL DISCUSSION AT KIMFF (14 DECEMBER – 1430 HRS)

On 14 December a group discussion titled Creative Engagement of Children through Film was held at the Nepal Tourism Board conference hall. The discussion was led by:

- Tania Dhakhwa – Chief of Communications – UNICEF Nepal
- Sapan Hamal – International Youth Media Summit organizer
- Ben Woodiwiss – Into Film – Camara Chica

The UK experts who traveled here to facilitate the workshops also participated in the discussion.

During the talk, all speakers talked about their work through their respective organisations and stressed on the importance of young people participating in the production of content that becomes a means for them to express, tell stories and realise their situation in the global context.

PHASE II

EQUIPMENT ORIENTATION (JANUARY - FEBRUARY 2020)

An orientation of filmmaking equipment for mentors was held on 19 January, 2020. The mentors were given a demonstration on how to assemble and make use of all equipment.

PRODUCTION (FEBRUARY – SEPTEMBER)

The mentors are now visiting their collaborating schools to handover the equipment in order for the young people to start working on their films. They will be engaging the school educators and the students over the next few months to help the young people make films. During the process each mentor will involving 15 students to help them create scripts/storyboards, shoot scenes and edit them to produce film outputs. *Schedules have been pushed back due to the COVID-19 pandemic, which has resulted in a nation-wide lockdown. As schools are closed, no activities as part of the project are being held currently.

PRODUCTION TIMELINE

March 2020	Mentor discusses the themes with students and helps them brainstorm and come up with ideas for at least one short film based on the topics. The participants will be encouraged to look at the themes from various perspectives but primarily through the eyes of young people and how such issues affects their lives. Students will work with their mentors to do various exercises that will lead them to develop a script and a storyboard.
April – August 2020	Students will independently shoot the films; mentors will assist
September 2020	Students will edit and create the first draft of the film. The film will then be handed over to the Mentor for final cleanup of the content to make it showcase ready
October 2020	Showcase of film as part of Camara Chica event

*Production has been stopped as of now due the COVID-19 outbreak and the resulting lockdown. Please contact British Council in Nepal Arts for more information.

SHOWCASE EVENT (OCTOBER)

The mentors and the British Council will work with the schools to finalise all produced films to organise a curated showcase events where selected films will be screened for the public – specifically targeting young people. This will be the first film festival in Nepal that will showcase films for young people produced by young people. The two screening models that are currently being explored are physical venue showcases and presentations as well as digital platform festival programming. *Final dates will be released later during the year

FILM THEMES

The participating young people have been given five themes to pick from to create their films. Four of the themes - Mental Health, Climate Change, Online Safety and Child Marriage – are considered to be the most relevant issues surrounding young people today by UNICEF. The fifth theme is Migration, another topic that many children in Nepal and around the world are affected by.

MENTAL HEALTH

Mental health disorders among under 18s have been rising steadily over the past 30 years around the world and depression is now among the leading causes of disability in the young. The World Health Organization (WHO) estimates that 62,000 adolescents died in 2016 because of self-harm, which is now the third leading cause of death for adolescents aged 15 –19. And more than 90 per cent of adolescent suicides in 2016 were in low or middle-income countries. In Nepal, over 5,000 Nepalis commit suicide every year, according to a review of the Nepal Police’s five-year data, with the number steadily rising over time. Several studies based in Nepal show that a majority of the individuals who attempt suicide fall inside the 15-29 age bracket.

While young people with severe mental disorders in lower-income countries often miss out on treatment and support, there is no country in the world that can claim to have conquered this challenge. With most low-income and middle-income countries spending less than 1 per cent of their total health budget on mental health, and high-income countries just 4–5 per cent, it is clear that it needs greater priority around the world.

UNICEF works with children who have suffered unthinkable traumas, gender discrimination, extreme poverty, sexual violence, disability and chronic illness, living through conflict and other experiences that place them at high risk of mental distress. The cost is not only personal, it is societal – the World Economic Forum consistently ranks mental health as having one of the greatest economic burdens of any non-communicable health issue. Despite this overwhelming evidence of a looming crisis and the alarming trends in rising self-harm and suicide rates, adolescent mental health and well-being have often been overlooked in global health programming.

With half of lifetime mental health disorders starting before age 14, age-appropriate mental health promotion, prevention and therapeutic treatment and rehabilitation must be prioritized. Early detection and treatment are key to preventing episodes of mental distress reaching a crisis point and precious young lives being damaged and lost. But all too often, what stands in the way of young people seeking help at an early stage is the ongoing stigma and taboo that prevents communities talking openly about mental health problems. Fortunately, this taboo is beginning to fall, and young people, once again, are leading the way – founding non-governmental organizations, developing apps, raising awareness, and being vocal about their own struggles with mental illness and their efforts to address their condition, in hope that others feel empowered to do the same.

CLIMATE CHANGE

All children need these basics to sustain healthy lives – a clean environment to live in, clean air to breathe, water to drink and food to eat – and it sounds strange to be making this point in 2019. Yet climate change has the potential to undermine all of these basic rights and indeed most of the gains made in child survival and development over the past 30 years. There is perhaps no greater threat facing the rights of the next generation of children.

The Food and Agriculture Organization noted last year that climate change is becoming a key force behind the recent continued rise in global hunger, and as escalating droughts and flooding degrade food production, the next generation of children will bear the greatest burden of hunger and malnutrition. We are already seeing evidence of extreme weather events driven by climate change creating more frequent and more destructive natural disasters, and while future forecasts vary, according to the International Organization for Migration, the most frequently cited number of environmental migrants expected worldwide by 2050 is 200 million, with estimates as high as 1 billion.

As temperatures increase and water becomes scarcer it is children who will feel the deadliest impact of waterborne diseases. Today, more than half a billion children live in areas with extremely high flood occurrence and almost 160 million in high-drought severity zones. These challenges will only be compounded by the impact of air pollution, toxic waste and groundwater pollution damaging children's health. In 2017, approximately 300 million children were living in areas with the most toxic levels of outdoor air pollution – six or more times higher than international guidelines, and it contributes to the deaths of around 600,000 children under the age of 5. Even more will suffer lasting damage to their developing brains and lungs.

And, by 2040, one in four children will live in areas of extreme water stress and thousands will be made sick by polluted water. The management and protection of clean, plentiful, accessible groundwater supplies, and the management of plastic waste are very fast becoming defining child health issues for our time.

To turn the tide on air pollution, governments and business must work hand in hand to tackle the root causes by reducing greenhouse gas emissions in line with the Paris Agreement, reduce fossil fuel consumption, develop cleaner agricultural, industrial and transport systems and invest in scaling renewable energy sources. It is also vital that we search for solutions that can ameliorate the worst effects of air pollution on child health, find ways to recycle and reuse plastics in innovative ways as well, reducing toxic waste and putting rubbish to good use, giving the highest priority to efforts to find adaptations that reduce environmental impacts on children.

ONLINE SAFETY

In Nepal, according to the Nepal Telecommunications Authority, internet penetration has gone up to almost 65% in 2019. Just in 2017, 2.25 million new users were connected to the Internet, translating into approximately 250 new Internet users every hour. As of January 2018, Nepal had nearly 9.3 million Facebook users. Entertainment and video sharing are other popular use cases with more than 6.4 million registered users on YouTube, and a large proportion of these users are children and young people.

Debates about the benefits and dangers of social media for children are becoming familiar, and more action to protect children from bullying and exposure to harmful content is certainly needed. Parents and children are also becoming aware of the risk of sharing too much personal information on social media. But the truth is, the data contained within social media profiles created by children are just the tip of the data iceberg. Less well understood but at least as important, is the enormous accumulation of data being collected about children. As children go about their daily online lives, browsing social media, using search engines, e-commerce and government platforms, playing games, downloading apps and using mobile geolocation services, a digital footprint composed of thousands of pieces of data is accumulating around them. Some of the data may even have been gathered before birth and certainly before children are able to knowingly consent to its collection and use.

The era of so-called 'big data' has the potential to transform – for the better – the provision of efficient, personalized and responsive services to children, but it also has potential negative impacts on their safety, privacy, autonomy and future life choices. Personal information created during childhood may be shared with third parties, traded for profit or used to exploit young people – particularly the most vulnerable and marginalized. Meanwhile, identity thieves and hackers have exploited vulnerabilities in e-commerce platforms to defraud and exploit adults and children alike; search engines track users' behaviour regardless of their age, and government surveillance of online activity is increasingly sophisticated around the world. Moreover, data collected during childhood have the potential to influence future opportunities, such as access to finance, education, insurance and health care.

The challenge facing us all today is to ensure that we design systems that maximize the positive benefits of big data and artificial intelligence, while preserving privacy, providing protections from harm and empowering people – including children – to exercise their rights. And we are beginning to see action: governments are strengthening regulatory frameworks; private sector providers are recognizing their role; and educators are thinking about how to equip children with the tools to navigate the online world safely. It is a start.

Another emerging challenge relates to misinformation, while undermines trust and engagement. For many children, their first experiences of civic engagement will be online. However, the majority will grow up as natives of a digital environment that is saturated with so-called 'fake news'.. Studies indicate that many children and young people today have a hard time distinguishing fact from fiction online and as a consequence, this generation is finding it more difficult to know who and what to trust. Misinformation campaigns have duped children into handing over money, giving away their data and being groomed and exploited for sex. And in the past few years, we've seen how misinformation can skew democratic debate, voter intentions, and sow doubt about other ethnic, religious or social groups – creating division and unrest.

While social media platforms appear to be serious in their attempts to combat misinformation and work with news organizations to clearly label trusted sources, we cannot rely on the supply side for solutions. Children have a right to an education that prepares them for the world they will live in, and today, this includes much improved digital and media literacy, critical thinking and weighing up evidence. Moreover, we must work hard to build meaningful connections between young people and institutions, rebuilding trust, if we are to preserve democratic societies in the future.

CHILD MARRIAGE

Nepal has one of the highest rates of child marriage in Asia – for both girls and boys. Although the legal age of unions for both sexes is 20, more than a third of young women aged 20-24 report that they were married by the age of 18, and just over one in ten by 15. Nepali boys are among the most likely in the world to be child grooms. More than one in ten is married before they reach 18.

Child marriage is a human rights violation, restricting children's choices, changing their course in life, and putting them at significant risk of abuse and violence. A UNICEF study found that one in three married girls in Nepal had been subjected to sexual violence by their husbands, while one in six reported physical violence.

A child's education is also significantly affected, with married girls in Nepal 10 times more likely not to be in school than their unmarried peers and married boys often pressured to begin working to support the family. Girls' right to health also comes under threat. Just over one in eight Nepali

women had babies before the age of 18, which puts them at a higher risk of death or injury during childbirth.

The reasons behind child marriage in Nepal are complex. Poverty, the low value attached to daughters, and lack of access to education are contributory factors, while the caste system and patriarchal culture similarly play a role. It increasingly appears that teenagers are choosing their own partners and may even elope. In some cases, parents encourage adolescents to initiate their own marriage to avoid the high costs associated with dowry or wedding. Adolescents may also choose to elope as sexual expression outside of marriage is not acceptable, to avoid forced or arranged marriage or to escape from difficulties at home.

While the prevalence, causes and impact of child marriage among girls have been extensively studied, little research exists on child marriage among boys. However, the children most at risk of child marriage come from the poorest households, live in rural areas, and have little to no education.

MIGRATION

Human beings have always been on the move. People migrate to search for work, for better economic and educational opportunities, for safety and security in a world plagued with conflict, terrorism and human rights violation and adverse effects of climate change.

In 2019, the number of migrants globally reached an estimated 272 million. This number was 221 million in 2010 and is 3.5 percent of the global population. International migrants comprise 3.5 percent of the global population. The population of migrants is rising constantly.

While many individuals migrate out of choice, many others migrate out of necessity. The total number of globally displaced people topped 70 million at the end of 2018, which includes 26 million refugees, 3.4 million asylum seekers and more than 41 million internally displaced persons.

Young people are too affected by the migration trend of the world with many witnessing guardians migrate, some migrate along with guardians and other migrating on their own. This provides opportunities for some but others might face several challenges including that to be exposed in vulnerable environments here their rights are compromised.

ABOUT THE UK FILM EXPERTS

BARRY HALE

Barry Hale is an artist, arts producer and a filmmaker with 40 years of experience in the scene. He has worked on rock videos for major UK and US record labels, has screened extensively across four continents as part of Artists' Moving Image works and has curated festivals and art events in the UK. He has been working as a facilitator for Camara Chica since 2013 working with trainers and young people in Cuba and Venezuela.

MARK BISHOP

Mark has been a professional actor and workshop leader in theatre and film for over 30 years. He is Director of his company Big State, currently Participation Manager for the Natural Theatre Company and an Associate Lecturer at Bath Spa University.

Mark has run film projects for the British Council in Egypt, Bangladesh and Cuba helping to facilitate the highly successful Camara Chica project. He also runs film projects for disabled groups like Zone Club at Wiltshire Music Centre and Salisbury Arts Centre as well as numerous youth clubs and school groups.

He lives in Somerset with his family and dog and is really looking forward to working with the people of Nepal.

HAFSAH NAIB

Hafsah Naib graduated in contemporary fine art from Leeds Metropolitan University in 2002, and has since worked locally and regionally developing work for and with audiences at Castlefield Gallery, National Media Museum, and Lanternhouse International. She has presented at regional and international conferences in the UK, Japan and Australia, with schedules planned for USA and Hungary in 2011

ABOUT THE PARTNERS

British Council: Primary organizer of the Camara Chica workshops, liaising with UK organizations to govern overall project progress. Chaperons and facilitates engagement of UK experts on ground in Nepal.

Into Films: Primary delivery partner of Camara Chica workshops who identified facilitators (independent UK filmmakers and arts professionals) to train Nepali mentors and to monitor training to young people. Into Film provided learning resources, films and filmmaking kits to support children's learning. The organisation will work with British Council on a post-workshop manual to help distill lessons into best practice.

UNICEF: Partner to the overall activities mentioned in the report. The grant scheme for beneficiary children to produce original content around Children Rights is being supported by the organisation.

Film Development Board: Government partner that is endorsing the workshops/events. Is contributing limited financial and in-kind resources to the overall scope of the event.

Kathmandu International Mountain Film Festival: Talk programme delivery partner. Potential showcase partner, who will provide platform to continue conversations around children and films. Can be delivery partner for the 2020 showcase event, possibly expand scope to a Children's Film Festival.

CONTACT INFORMATION

For further information on the programme, please contact:

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