

The Rufford Small Grants Foundation Final Report

Congratulations on the completion of your project that was supported by The Rufford Small Grants Foundation.

We ask all grant recipients to complete a Final Report Form that helps us to gauge the success of our grant giving. We understand that projects often do not follow the predicted course but knowledge of your experiences is valuable to us and others who may be undertaking similar work. Please be as honest as you can in answering the questions – remember that negative experiences are just as valuable as positive ones if they help others to learn from them.

Please complete the form in English and be as clear and concise as you can. We will ask for further information if required. If you have any other materials produced by the project, particularly a few relevant photographs, please send these to us separately.

Please submit your final report to jane@rufford.org.

Thank you for your help.

Josh Cole, Grants Director

Grant Recipient Details	
Your name	Parshuram Sharma Niraula
Project title	"Involving Schools and Communities in Environmental Care and Sustainable Socio-economic Development"
RSG reference	33.06.08.
Reporting period	October 2008-September 2009.
Amount of grant	£6000
Your email address	psn_ceen@yahoo.com
Date of this report	23 rd September 2009.

1. Please indicate the level of achievement of the project's original objectives and include any relevant comments on factors affecting this.

Objective	Activities	Not achieved	Partially achieved	Fully achieved	Comments
Increase the capacity of schools and local communities to organise and become involved in decision making processes for local development and better environmental care.	1.Revise and adapt the W.A.T.E.R. program materials developed in Bhutan, to reflect the situation in Nepal.	-	-	√	The schools have gained enough confidence to undertake similar projects in future, on any theme. The community members got sensitized and initiated the Information Centre and herbarium and hope to make their village a model in Nepal.
	2.Train teachers in methodology for survey and assessment of the local catchment using the existing subjects and topics in the school curriculum.	-		√	This approach of imparting knowledge was the first of its kind (in the country itself), hence the teachers felt different, exposed, trained and confident to localize their existing curriculum. The education officials also expressed confidence on their teachers.
	3.Teachers integrate the methodology into classroom teaching of science, environment and social studies.	-	-	√	They integrated topics from science, social and environment studies and turned them into field activities. They also tried integrating maths and languages.
	4.Schools share the findings from the initial survey and assessment with the local community.	-	√	-	It was shared during the inauguration of Information Centre. The Forest User Groups were informed and sensitized about whatever data was collected by then. The children were not yet ready to convince them fully.
	5.The survey and assessment will be repeated each year as part of the school curriculum.	-	-	√	The District Education Officer expressed that this project fulfilled the provision/relaxation given by the curriculum department to localize 20% curriculum as per the local needs. Since these teachers have enough training and

					experience to localize the government curriculum, the DEO also appealed them that the technique be repeated, updated and shared. Environment Clubs initiated by the participating students are also expected to repeat the process every year.
Improve the condition of the forest areas at the head of the catchment so they can both support higher biodiversity and meet the needs of local people through sustainable harvesting of forest products.	1. Detailed forest research and survey by schools and local community into structure, biodiversity, changes over time, forest products, hydrology, water quality, existing management, traditional knowledge, cultural/religious restrictions, social and economic situation, and adjacent land-use. Survey methods include semi-structured interviews and participatory mapping.	-	√	-	Since this was the first time, they learnt the basic methods of survey and research. Considering their situation and level of understanding, the achievement can be considered great. This area needs more time, tools and techniques to achieve fully.
	2. Findings of research and survey shared with wider community and ideas generated for future management and income generating opportunities.	-	-	√	The exhibitions in four places gathered community members, teachers and students from other schools, who understood the value of forest, wildlife, water, farming, and impact of urbanization through songs, dance, skits, models and exhibits. The herbarium constructed in the Lamatar Range Post is intended to educate the community on medicinal herbs with their economic value for income generation.
Training, resource development and expansion	3. Train a team of teachers and CEEN staff to provide a training and information service to other schools.			√	The teachers from participating schools and CEEN members are confident to undertake similar project and also can train teachers from other schools. Moreover, community members and youth can also help us to

					train other community members and youth groups.
	4. Prepare an interpretation strategy for the Education Centre covering information on the alternative technologies being used at the school, a resource library on sustainability and education for sustainability, internet access and links to national and international NGOs.	-	✓		The information centre (IC) being initiated by local youth/FUG at Sisnery H School needs to be strengthened. It has books and information materials on plants and animals, government policies and sustainable development activities, etc. It is accessible to all the people in the village, research fellows from universities and visitors. All the activities undertaken by various institutions and organizations in the village are documented for wider awareness and evaluation. It also has a computer that needs to be connected to internet. This IC should be able to play an important role in conserving the local resources, through further capacity building and resourcing.

2. Please explain any unforeseen difficulties that arose during the project and how these were tackled (if relevant).

This project, being the first of its kind to be piloted in Nepal, the participating schools found it difficult to understand the concept in the beginning. With continuous training, workshops and orientation, (individually and in groups), they have finally understood the methods of linking the curriculum with the local situation and issues, to develop a localized action-project-based teaching/learning and methods of dissemination and community involvement. Few children who were doing the project had to leave the school in the new session, and we had to give additional orientation to the new students.

3. Briefly describe the three most important outcomes of your project.

The three most important outcomes from this project are as follows:

1. The teachers are more confident and have expressed that they can undertake similar projects in the coming years, with some technical support from the CEEN. They have learnt to do curriculum mapping, develop activities from the textbooks and make the lessons more interesting and lively for the children. The students have become more aware of the environmental, social and political situation. They also learnt to interact with people from all walks of life during the course of interviews/ fieldwork/ presentation/ sharing. Otherwise, as told by their teachers, they were timid and introvert. They have learnt to face the crowd and explain their findings more confidently and convincingly. They have initiated Environment

clubs and are already practising environment-friendly lifestyle at home, through which the community members have benefited. The CEEN also developed tools and materials which could be used for future similar projects.

2. The community members have gained indigenous knowledge on local herbs and showed commitment and interest to conserve and promote them more seriously and vigorously. With the initiation of Information Centre and the herbarium by the Forest User Groups, the people will be able to learn about development taking place in their village, the medicinal and economic value of their community forest resources.
3. The District Education Officer and other district education officials, after attending the final presentation of exhibits from all schools expressed that it had been a wonderful experience even for him to see the progress, which otherwise was limited to textbooks, despite government's 20% relaxation for integrating local curriculum. They were glad that it happened. They wished to have the exhibits preserved to be put up later for other schools to witness. They commended and hoped that this project be extended to other schools and other districts also.

4. Briefly describe the involvement of local communities and how they have benefitted from the project (if relevant).

The presence of community members during stream clean-up and the exhibitions at four schools (Kalidevi and Basuki school did joint exhibition) clearly indicated that they are concerned about their degrading environment. They saw their children's research findings which explained about the issues encountered and methods that could rectify the issues. The initiation of the Information Centre and herbarium is an indication that they have felt the need to inform the people more vigorously and rectify mistakes. They have approached the CEEN for any support in terms of workshops and seminars and linking the Information Centre with relevant national/international institutions and organisations.

5. Are there any plans to continue this work?

This project was the first of its kind in the country which made a tremendous impact on the teachers, students and the community. This was also articulated by the officials from the District Education Office. The five participating schools have strongly expressed interest to continue next year, in which they would be able to do more than this. Besides, the education officials have asked the CEEN if it could expand the programme to more schools in the district, which could slowly cover more and more schools in future. The CEEN also could gather a lot of experience working with the schools and communities. With a strong EE/ESD team with CEEN and strong rapport with the education officials, the CEEN is in a strategic position to expand and extend this project in a bigger way.

6. How do you plan to share the results of your work with others?

We have documented the project which is edited into a short video documentary, which explains all the process and activities, and the huge impact it was able to make. Postcards are printed with children's paintings and slogans highlighting the five themes. The cards were distributed to all the people gathered during the final presentation. Since this programme fell just in the beginning of the biggest festival in Nepal, these cards will be used to send greetings. Thus, the information about the work, with messages is expected to reach a wider audience. Reports from the schools are being

compiled and accordingly a report will be written for media for further dissemination. We will also appraise the education authorities and ESD Focal Point in UNESCO office in the Ministry of Education and Sports soon. We will also give out documentary and postcards to offices in Kathmandu-DFID, Danida, Helvetas, WWF, NTNC, IUCN, and other relevant organizations.

I have just received the confirmation to attend a workshop on Pedagogy for Sustainable Development, which is scheduled for 4-5 November 2009 in Visby, Sweden, under the auspices of the Swedish International Centre of Education for Sustainable Development (SWEDESD) at the Gotland University and Global Action Plan (GAP) International. Taking this opportunity, I have requested them to give me about 20-30-minute time to share my experiences with this project, along with the documentary show. Altogether 60 participants from Americas, Europe, Asia, Africa, North Africa and Middle East are expected to attend this programme who will be able to see this documentary. I am also carrying the postcards for distribution.

7. Timescale: Over what period was the RSG used? How does this compare to the anticipated or actual length of the project?

This project was spread over a period of one year and was completed within the stipulated timeframe.

8. Budget: Please provide a breakdown of budgeted versus actual expenditure and the reasons for any differences. All figures should be in £ sterling, indicating the local exchange rate used.

The statement is up to the end of September 2009.

Item	Budgeted Amount	Actual Amount	Difference	Comments
Teacher's Training/workshop.	250	248.20	.80	
Orientation for students /youth clubs	100	97.15	2.85	
Training of Community Forestry members/user groups (CFUG).	100	99.55	.45	
Handouts, charts and guidelines for teachers/CFUG. (designing/printing/binding)	150	149.10	.90	Project handbooks and Postcards (photocopying, binding, packing, etc.)
Water test kit procurement	600	354.10	245.90	Four kits were enough and were bought at discount.
Basic Lab Equipment for five schools	300	297.6	2.4	
Research cost (surveys, investigation)	100	100	-	
Communication (fax, telephone, emails)	150	150	-	
Transport (taxi and bus fares)	300	300	-	
Construction of a simple urinal, at Lamatar bus stand.	200	200	-	Urinal at the bus stand did not require support. Basuki school, being at the hilltop, had water

				shortage. Hence, they required tanks immediately with repair of toilets/water taps/septic tank.
Development of demonstration sites for herbal plants	300	296.30	3.70	
Exhibition materials	196.10	-	3.9	
Audio/visual production	150	149.40	.60	Photography, editing, development of a documentary film.
Development of Signposts	100	100	-	
Remuneration for Program Coordinator	1800	1800	-	
Finance/Admin	600	600	-	
School coordinators	400	400	-	
Sundry expenses	100	100	-	Used to print certificates.
Environment Clubs	100	98.50	1.50	Display board, seed money for clubs.
TOTAL	6000	5737	263	

An amount of GBP: 263-00 is remaining.

9. Looking ahead, what do you feel are the important next steps?

We are going to review this project and develop ways to implement in a more strategic manner for future programmes. We will share the findings and the impact it was able to make in the school and the community, with officials from UNESCO ESD Focal Point, and education authorities, who have appreciated the work. We will also share our experience with relevant organizations.

10. Did you use the RSGF logo in any materials produced in relation to this project? Did the RSGF receive any publicity during the course of your work?

We have used the RSGF logo in certificates to school and teacher-coordinators, postcards and documentary. This will make a very good publicity of RSGF all over the country and even abroad. We have also mentioned RSGF in all the exhibitions in banner and in the big signboard in the herbarium site, where the passerby will be able to see "Funded by Rufford Small Grants Foundation".

11. Any other comments?

The CEEN is very grateful to the Rufford Small Grants Foundation for providing support for making this project a big success. The project has made a deep and wide impact in the minds of the teachers, students, community members and the education officials. Since this was the first of its kind in the country, education officials realized how big impact this project was able to make and have asked us to continue training more teachers in more schools and involve more schools in this project. The training provided the education department to its teachers has little or no component about EE/ESD (Action-Research Projects), although a lot is being mentioned in the curriculum. This project has been able to make headway to fill the gap.

It was challenging both for CEEN and the schools in the beginning. Now the CEEN is more confident, so are the teachers. The teachers, FUG members and youth who received training on community development/conservation education can easily help us to facilitate workshops for extending this project in other areas. This way, we were able to create a set of facilitators for EE/ESD promotion and Action-Research Education Projects. Hence, we are now in a strong position to expand and extend this project with more enthusiasm and vigour.

As the founder of the organization and realizing the urgent need to promote EE/ESD in the country, I quit the school job. We are set to expand and diversify the EE/ESD programmes to reach out more beneficiaries in the country. Community members from two other Village Development Committees have already approached us to replicate this project in their area.

This project had to be commenced in the middle of the academic session, which made it quite difficult to adjust the fieldwork. The schools' new academic session starts in April. Therefore, it would be appropriate to let us know about the grant confirmation by mid-January, to enable us to have enough time to select the schools and ask them to work out the schedule for the project, in the school yearly academic calendar.

Since the schools are away from the city centre and owing to District Education Officer's busy schedule he could not attend them. Therefore, an additional exhibition was organized with the selected posters from all five schools, and a skit (from Shringery School) at a high school in the city, near DEO's office. He and two other education officials came to attend the programme. The CEEN advisors, teachers from the participating schools, students from Shringery (for skit), CEEN members and volunteers attended this programme. The participating schools and the school-coordinators were thanked with a certificate each, with RSGF and CEEN logo.

I would like to seek advice on the remaining £263. Owing to the lack of a LCD projector, the CEEN had to use cloth posters in all its workshops and training programs. They are good, made in 2001, but updating the information on them has been a problem. I wonder if the remaining money could be used to buy a secondhand LCD projector for the CEEN as it costs about £400 for a new one. This would help us to conduct training/workshops in future in a more effective manner. Secondly, refining and making copies of the documentary DVD also is remaining to be done, which will be done after your comments on the documentary. If you advise to make more copies of the postcards for distribution, that would also be fine. Please advise me on this matter so that the remaining money is utilized in the best possible manner.