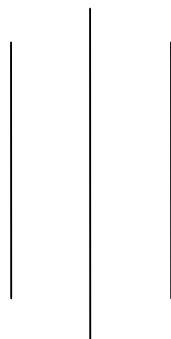


Training
On
Visioning School Environment
“Counselor Training Camp”

June 3rd – 5th, 2011 (Jestha 20 – 22, 2068)



Program Report

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1. About ECCA

Environmental Camps for Conservation Awareness (ECCA) is one of the pioneer organizations in the sector of social mobilization and community development. It implements various programme so as to raise the quality of life through wise use of available local resources and application of alternate and renewable technologies.

1.1 Briefs

1. ECCA was established in 1987 as a non profit, non political, non government organization.
2. ECCA is registered with His Majesty's Government/Nepal and affiliated with Social Welfare Council.
3. ECCA Constitution enables trained members to vote for a policy making body of 11 members.
4. ECCA now has a network of over 2500 trained youths, 6000 school children in 45 districts (out of 75) of Nepal and few places of Bhutan and India.
5. ECCA organizes special programs for disabled children.
6. ECCA is a NGO member of IUCN - The World Conservation Union based in Gland, Switzerland.
7. ECCA became the first NGO to be awarded a CITATION for its work in conservation awareness by His Majesty's Government/Nepal in 1991.
8. ECCA's unique methodology was recognized by the International Rolex Award Committee in 1993 as 'Spirit of Enterprise'.
9. ECCA was awarded 'Environment Award and Cash Prize' by the Ministry of Population and Environment in 2001.
10. ECCA works in collaboration with a whole spectrum of grassroots, national and international NGO's and government projects to achieve its goals.
11. ECCA established an Environmental Resource Centre (ERC) in Bhaktapur in 1992.
12. ECCA was the first NGO to establish a paper-recycling unit (named Pap Again) in 1994 with the objective of producing recycled paper from the waste paper collected from office, schools, press, etc.
13. ECCA Head Office was shifted to its newly constructed building in Kupondol, Lalitpur in mid March 2004
14. With the objective of operating different organizations independently for mutual benefit, it was envisaged to house several link-minded NGOs in the ECCA building – named as "Wise-use House" - and develop a new concept in NGO networking. Thereby, offices of Kathmandu 20/20 and Wildlife Watch Group (WWG) have been shifted there.
15. ECCA website www.ecca.org.np

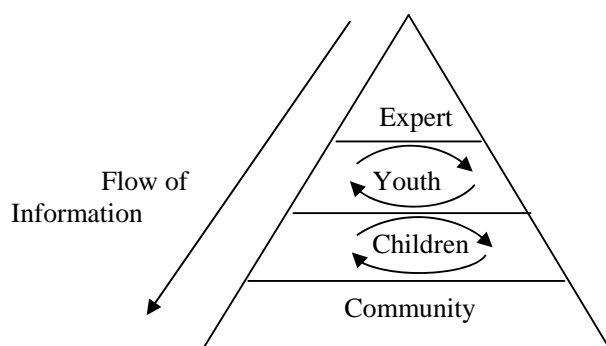
1.2 Mission



1. ECCA will be a Model Professional Volunteer Organization (PVO) dedicated towards natural resources management
2. ECCA will organize programs so as to secure children's sound ecological future
3. ECCA will support the development of conservation related entrepreneurship

1.3 Methodology

ECCA has been designed based on the human resource base of Nepali society. It consists of few experts, a larger number of college level youths, an even greater number of school going children, and then the community at large.



Based on this structure, the ECCA methodology involves the following five interfaces:

a) Expert-youth interface (Counselor Training Camp, CTC):

With the primary objective of enabling the transfer of knowledge, information and skills from experts to university level students, Counselor Training Camps (CTC) is organized on a regular basis. In these three days camps, twenty aspiring counselors are exposed to various environmental issues by experts representing the various Departments, Ministries, and NGOs. Hands-on activities, demonstrations and informal programs during the camp facilitate the development of skills needed to organize future ECCA Camps for children. Nature Hike and socio-economic surveys of the surrounding area are also conducted, giving experience in flora and fauna identification and exposing participants to methods of data collection and needs assessment.

b) Youth-to-youth interface

ECCA believes that the local people themselves should be involved in solving their environmental problems and emphasizes that they are the protectors of their surroundings. Hence, instead of direct involvement of urban youths, rural youths are first trained (by the trained urban youths) before initiating any project in a rural area.

c) The youth - children interface (ECCA Camp):

The trained youths (named as counselors) then go on to organize the five-day ECCA Camp for school children. These ECCA Camps accommodate 20 school children of the age group 11-14 years. The objective of the camp is to create awareness amongst children at an age when they are receptive to new ideas and inculcate in them a love and appreciation of nature.

d) Child-to-child interface

To multiply the effect locally, children trained during the ECCA camp conduct activities for other students (through nature club) in the same school or in neighboring schools. This also develops confidence among the nature club members and makes them active in developing and implementing small-scale community based activities.

e) Children - community interface (Follow-up program):

At the end of the ECCA camp, nature club is formed in each school with one teacher as the facilitator. These nature clubs will co-ordinate follow-up activities in co-ordination with local counselors.

The entire program is based on the principle of wise-use of available resources and conservation, and bringing new insights into environmental protection. Conservation practices will be successful only after improving the socio-economic condition, which means improving their living standard by means of income generating activities, and changing their attitude and understanding by means of education. The different phases of ECCA programs are conducted step by step. To cover the overall aspect of environment, the curriculum is designed to address local interests and needs with topics drawn from eight different fields (Environment Management, Skill Development, Technology, Health and Sanitation, Nature Hike and Local Environment Study, Natural Science, Arts & Crafts, Culture and Heritage).

ECCA's educational approach is non - conventional, encouraging learning through discovery and experimentation rather than through lectures and texts. Participants work in both large and small groups, and emphasis is given to individual participation. Extensive use of demonstrations, experiments and audiovisual aids help make environment principals and practices a reality.

2. Program Introduction

Youths and teachers are the most powerful element in all generations. They play a vital role in terms of development for each and every nation. Young peoples and teachers are receptive to ideas and responsible for the things happening within surroundings as well as they act as a change agent in any society. They belong to the world where motivation and counseling are always required. Considering all these needs and strength, ECCA organizes different training programs for youths.

Keeping the strength of youths and teachers, ECCA had organized a 3 days visioning training program for the youths and teachers of Mirge VDC of Dolkha District as a first step towards the implementation of School Environment Improvement Program in Mirge VDC. This training program was designed to facilitate the youths and local teachers to strengthen their skills to develop the next generation of our community through creating a better school environment for their better learning's and quality education.

2.1 Training Participants

There were altogether 17 participants including teachers, representatives from school management committee and the local youths in the training program from Majhgau Lower Secondary School and Kalidhunga Higher Secondary School. A representative from the VDC as well had also participated in the training. The registration sheet with details of the participants is attached in the annex.

2.2 Resource Persons

Following resource person had facilitated the training program for a better output:

- Mr. Sidhi Bajracharya – Expert in Visioning and School Environment
- Mr. Sambhu Maharjan – Expert in School Environment and Nature Club
- Mr. Angel Chitrakar – Expert in School Environment, Nature Club and Community Mobilization.

3. Program Objectives

- To initiate the implementation of school environment improvement program in 2 schools of Mirge VDC
- To provide a concept and need of school environment improvement to the local teachers and youths
- To develop an action plan for 2 schools dedicated for improving school environment

4. Major Activities and Objectives

To fulfill the above stated objective, the whole training content for the program was designed accordingly. The training content comprised of various topics and important sessions including informative sessions, skill development sessions, games, practical activities and other activities which will help the participants for their future programs to be implemented in their schools and communities. While designing the curriculum priority was given to the effective utilization of the every second of five days workshop.

4.1 Effective Communication

By the end of the session, participants will be able to

- Define the need and importance of effective communication
- Define pros and cons of an effective communication while working in community and in a team
- Do effective communication while working in school or in the community.

4.2 Effective Leadership for Community Development

By the end of the session, participants will be able to

- Define the need of teamwork for accomplishing the defined task in the community or school
- Define the importance of teamwork in our community
- Define the skills a leader must have
- Develop partial skills towards teamwork and leadership
- Define how to Lead a team during working on a team

4.3 Visioning

By the end of the session, participants will be able to

- Define the visioning cycle (4D)
- Define the steps towards preparing a vision
- Set a vision towards their school where they are working

4.4 Improving School Environment (Visioning on School Environment)

By the end of the session, participants will be able to

- Define the need of school environment improvement program
- Describe about environment where students are encouraged to get a better education
- Define the criteria's of ideal school environment
- State the importance of the relation between parents, teachers and students
- Give guidance for the improvement of condition in a school

4.5 Nature Club & Its role in School Environment

By the end of the session, participants will be able to

- Define what is Nature Club
- Define importance of nature club
- Establish nature club in their school
- Define the objective of Nature club
- Define the activities that a Nature Club
- Define the procedures through which nature club could be established

4.6 My Role & Action Plan Preparation

By the end of the session participants will be able to

- Prepare an action plan to be implemented for their school and community

4.7 Games

Various games were played during the breaks and free time. The main objective of playing games were to

- Lead the games to be played in their schools as educational materials and tools
- Have the general concept towards developing games for teaching different topics
- Define the learning of different games played during the session

Games

- I) Team Work
- II) Effective Communication
- III) Chinese Whisper
- IV) Find Your Partner
- V) Leadership Development

5. Session Briefing

5.1 Effective Communication

The main objective of the session was to brief the participants about the need and importance of the effective communication in our daily life as well as during various programs that we organize through schools and in the communities. The session was facilitated by Mr. Angel Chitrakar. The games like Chinese Whisper and Find Your Partner played during the session had helped the participants to get a clear picture on effective communication. The presentation made during the session and the discussions proceeded during the session had encouraged the participants to know more about various communication barriers, do's and don'ts for an effective communication. The participants also shared numerous examples from the village where they had miss communications. The participants also realized the possible impact of ineffective or miss communication in our daily life.

5.2 Effective Leadership & Community Development

The main objective of this session was to brief the participants about the need and importance of teamwork and leadership in our daily life for achieving the goals and objective of our daily life. Various games like – Man, Tiger and Hunter played among the participants so as to demonstrate the need of teamwork for accomplishment of the defined objective and task. The discussions done after the games helped all the participants to draw the conclusion of the learning's from the games played.

The need of teamwork and the skills that a leader should possess were also discussed after the game. The leadership capability of an individual participants as well as the efficiency of the team work of each group were discussed in the group. The session had helped the participants to develop the spirit of Teamwork as well as facilitated the participants to analyze and boost the leadership skills at an individual level.



5.3 Visioning

The main objective of this session was to make the participants able to prepare a vision towards the school and the community where they are currently working. The session also aims to share the cycle and procedure for visioning. The session facilitated by Mr. Sidhi Bajracharya focused on active participation of each and every participants. The session started with the review of the past achievements being made by the schools in 5 years and analyzing the strengths of the school and the community. The implementation of 4D cycle – Discover, Dream, Design and Delivery during the session had helped the participants to develop a vision of the school to be made after 5 years. The vision and the action plan to achieve the action plan being prepared by the participant are attached in the annex. All the participants were highly active during the session while having brainstorming and discussion for the preparation of action plan.

5.4 Improving School Environment (Visioning on School Environment)

The main objective of this session was to make the participants aware on the need of school environment improvement program in the rural areas of Nepal. To make aware on different criteria's of ideal school environment so that they could also follow them in their school was another main objective of the session. The session facilitated by Mr. Sambhu Maharjan highlighted in providing guidance for the improvement of school environment to get a better education by the students. During this session, a power point presentation was presented regarding school environment improvement in Nepal for the better understanding about the current situation of schools in Nepal and the criteria's for a better environment in the school. The session was highly interactive with lots of queries and enthusiasm from the participants. The handout booklet provided to the participants had helped to learn more on school environment after the session so that discussion on the topics was kept lively after the session as well.

5.5 Nature Club & its role in School Environment

The main objective of the session was to make the participants aware about the need and importance of nature club in school. The power point presentation presented during the session helped the participants to know about the need and importance of the nature club in the school. The session was facilitated by Mr. Sidhi Bajracharya. The session also focused towards the establishing a nature club in the school as well as to make them aware about the different activities that nature club could conduct in the schools and in the community. The discussions during the power point presentation helped the participants to know more about the nature club and its importance in the school. The book "Nature Club Sahayogi Pustika" had supported the participants to keep the discussions lively even after the session was completed.

5.6 My Role & Action Plan Preparation

Having participated in the training program and showing the commitment & responsibility towards their school and community, the participants were requested to develop a vision and an action plan towards their school as per the objective of the training program. All the participants in their group had prepared the action plan as per objective of the session. The action plans prepared by the participants were included in the annex.

5.7 Games

Various games other environmental and educational games were played during and after the session. The main objectives towards playing the games were to energize the participants during break, create harmony and a feeling towards team spirit and help between the participants. The games also helped the participants to learn about different things as well as the effectiveness of games during the teaching in schools or in the community.

6. Challenges

Challenges are always there in any training program for the organizers as well as for the trainers. In this training program also, several challenges were faced before and during the program. Finalizing the training venue, the budget constrain, the political condition has been major challenges faced prior to the training.

7. Feedback & Recommendation

7.1 From Trainers

The training program was successfully organized at Charikot, Dolkaha with support from all the participants and trainers. We would like to thank Mr. Phulkaji Lama for his support towards managing all the logistics for the training program. The participants were highly active and cooperative during the training program.

Due to the time constrain, the content of the training program were slightly squeezed than the content previously designed. But, the sessions included in the training were conducted were highly effective. All the targeted objectives of the training program were fulfilled. The active participation of the participants in all the activities without any hesitation made the program a very success.

In terms of recommendation, the selection of participants of same level would be helpful for conducting the training much more effectively.

7.2 From Participants

The following points were taken out from the feedback sheets provided by the participants after the training program:

The points that I Admire from this program:

- Knowledge about Improving School Environment through active participation of teachers, guardians and students
- Active participation of all participants in the training program
- Games played in the training
- Development of action plan
- Presentation made for the clarification in the sessions
- Develop vision for the school and the community
- Learned about the importance of leadership in the community
- Learned about school environment improvement program
- Trainers facilitation skill and their presentation in different topics
- Friendly behavior of the trainers
- Residential training program

Improvements to be made for next program:

- Program to be implemented in school rather than hotel in Charikot
- Visit to the schools where the programs have been implemented
- Timely training program for encouragement to the teachers and mgmt committee members
- The training should be a minimum of 5 days
- Discussion out of topics should be minimized
- The program should be organized during the holidays of the school
- Concerned governmental authorities should be informed properly.

Annex & Attachment

7.3 Registration Sheet

Counselor Training Camp (CTC)
3rd – 5th June, 2011 (Jestha 20 – 22, 2068)
Charikot, Dolkha

S.N.	Name	Organization	Education	Contact No.
1	Kishor Dahal	Kalidhunga School	B. Ed.	9744028521
2	Kedar Dahal	Kalidhunga School	I. Ed.	9844196225
3	Phulkaji Lama	Kalidhunga School	B. Ed.	9813089909
4	Mandira Dahal	Kalidhunga School	I. A.	9849322314
5	Yashoda Dahal	Kalidhunga School	11	9849111131
6	Akal Bahadur Tamang	Majhgau School	S.L.C	9844787501
7	Narendra Tamang	Kalidhunga School	11	9844175792
8	Laxmi Prasad Khatimo	Mirge VDC	11	974407607
9	Lalit Tamang	Majhgau School	5	9849373872
10	Kul Bahadur	Mirge	S.L.C	9744027391
11	Ram Sharan Ghimire	Majhgau School	I. Ed.	9844144466
12	Prem Kumar Pakhrin	Maghgau School	B. Ed.	9744021477
13`	Kumar Prasad Dahal	Kalidhunga School	11	9849008441
14	Kiran Kumar Dahal	Kalidhunga School	10	9851074259
15	Harka Man Tamang	Mirge	Educated	9754201164
16	Bomhari Dahal	Kalidhunga School	I. Ed.	9741054920
17	Dhurba Kumar Pakhrin	Majhgau School	I. Ed.	941068597

7.4 Schedule

Counselor Training Camp (CTC)
3rd – 5th June, 2011 (Jestha 20 – 22, 2068)
Charikot, Dolkha

Day 1

Time	Activities
12:00 Noon – 1:00 PM	Arrival at Training Venue / Lunch
1:00 PM – 2:00 PM	Self Introduction, Group Division, Expectation and Norms Setup
2:00 PM – 3:00 PM	Program Objective / ECCA Introduction
3:00 PM – 4:30 PM	Effective Communication
4:30 PM – 6:00 PM	Effective Leadership for Development
6:00 PM – Onwards	Day Review / Free time

Day 2

8:00 AM – 12:00 Noon	Visioning
12:00 Noon – 1:00 PM	Lunch
1:00 PM – 3:00 PM	Improving School Environment <ul style="list-style-type: none">• Visioning on School Environment
3:00 PM – 4:00 PM	Games
4:00 PM – 6:00 PM	Nature Club & its Role in School Environment
6:00 PM – Onwards	Day Review / Free time

Day 3

Time	Activities
8:00 AM – 12:00 Noon	Preparation of Action Plan
12:00 Noon – 1:00 PM	Lunch
1:00 PM – 2:00 PM	Presentation of action plan & SIP
2:00 PM – 3:00 PM	Certificate Distribution and closing

Sessions

Self Introduction

Program Introduction

Group Division, Expectation and Norms setting

Session I – Effective Communication



Session II – Effective Leadership for Community Development

Session III – Improving School Environment

Session IV – Nature Club & Its role in School Environment

Session V – My Role & Action Plan Preparation

Evaluation and Feedback

Games

VI) Team Work

VII) Effective Communication

VIII) Chinese Whisper

IX) Find Your Partner

X) Leadership Development

7.5 Group Work and Action Plan

Kalidhunga Higher Secondary School

Achievements of Past 5 Years (Kalidhunga H.S.E.S.)

- Initiation of computer classroom
- Managed library in school
- Managed internet facility in school
- Initiated higher secondary education in school
- Implemented broad classroom mgmt and regular monitoring and evaluation system of teachers and students

Vision Of School:

To become a model school of Dolkha, which is recognized for providing quality and practical education for the students.

Current Situation	Targets	Resources to achieve target
Structural Situation <ul style="list-style-type: none">• Buildings made from Mud• Inadequate compound• Low no of computers• Combined toilets for all students and teachers• Traditional furniture for students in classroom• Unavailability of Hostel and Guest room and facility for teachers, students and guests	<ul style="list-style-type: none">• Concrete building with effective classroom• Compound fencing and gate• Enough Computers• Enough furniture as per need for all the students and staff• Modern toilet facility for the boys and girls students and teachers	<ul style="list-style-type: none">• District Education Office• District Development Office• Village Development Committee• Other Government Office• Non Government Office• Individual Donors
Educational Situation <ul style="list-style-type: none">• Rate of Failure of student grade 1-5 is high• Not adequate teachers in ratio of students•	<ul style="list-style-type: none">•	<ul style="list-style-type: none">•

Kalidhunga Higher Secondary School, Mirge-7, Dolkha
Action Plan (2067-2073)

S.N	Programs	Objectives	Indicators
1	Infrastructure Sector		
	• Construction of RCC Building Block with 6 Room	•To manage classroom which are safe from dusts, water and high temperature	•Managed classroom and building block
	• Construction of Compound wall and Gate	•To minimize the impact from external environment	•Safe and managed environment in school
	• Purchase Computers	•To teach computer education •To increase the quality of education	•Access to modern teaching methods
	• Construction of Separate toilets from boys students, girls students and teachers	•To improve the environment of school	•Clean and safe environment inside school in terms of sanitation
	• Construction of hostel and guest room	•To provide facilities to students and teachers whose residence is at a distance from school •To provide facilities to guests visiting in the school	•Infrastructures maintained
2	• Construction of drinking water tank and taps	•To provide clean and safe drinking water to the students and teachers in the school	•Well maintained water taps and water reservoirs
	Education Sector		
	• Implementation of CAS System to increase the education level	•To reduce the class repetition and dropout rate of students	•Attendance sheet of students
	• Recruitment of additional teachers	•To manage the teachers required as per students ratio	•Increased numbers of teachers in school
	• Develop Science Laboratory	•To implement the practical teaching methods for students	•Managed Science laboratory
3	• English medium teaching for class 1 to 5	•To increase the capabilities and educational level of students to meet the standards of boarding schools	•Increase in the number of students
	• English medium teaching in the Math and Science subject for higher level classes	•To increase the educational level and competency level of the students	•Implementation of English language teaching methods in school
	Financial Sector		
	• Mobilization of internal resources	•To increase the financial resources	•The savings of the school is higher than the expenses made for the school
	• Coordination with NGO and government organizations	•Request to provide grants or financial support in different topics	•Increase the programs in school and community

Majhgau Lower Secondary School

Achievements of Past 5 Years

- Initiation of early child development section in school
- Upgrade of school from class 4 through getting permission to operate till class 7
- Listing of school as an exemplary school in District education office and addition of books in library equivalent to amount Rs 110,000/-
- Got prize amount of Rs 50,000/- and 100,000/- for building maintenance and addition of one teacher in support for school
- Merge of Lahare Mane School and Majhgau School in one school and 2 Room block support from district education office for the same
-

Vision Of School:

To become a model school in Dolkha, which is recognize as child friendly school, where quality education for students are taught through a various measures of child friendly educational techniques.

Activities to be performed for accompolishing vision:

- Construction of buildings with appropriate classrooms for teaching
- Management of appropriate and enough furniture with appropriate educational teaching materials in the classroom
- Develop a science laboratory in school
- Manage toilets facilities, drinking water facilities and wall compounds in the school
- Develop a playing ground with games materials
- Implement English medium teaching methodology as well as start computer education for higher class
- Request with District Education Office for operating the school till class 10.

Shree Majhgau Lower Secondary School, Mirge-1, Dolkha
Action Plan (2067-2073)

S. N.	Activities	Objectives	Indicators	Challenges & Threats	Results	Financial Source	
						Internal	External
1	Construction of 2 Building Blocks of 16 Rooms	<ul style="list-style-type: none"> To provide quality education and manage the environment of school 	Reports & Infrastructure	Managing Financial	<ul style="list-style-type: none"> Managed environment in the school Effective teaching Managed sitting arrangements in classroom 	<ul style="list-style-type: none"> School PTA SMC 	<ul style="list-style-type: none"> DEO DDC GO's I/NGO
2	Furniture	<ul style="list-style-type: none"> To manage the sitting arrangements in the classroom and quality education 	Reports & Infrastructure	Managing Financial	<ul style="list-style-type: none"> Comfortable for teachers and students for educating Increase the level of education Managed sitting arrangements in classroom 	<ul style="list-style-type: none"> School PTA SMC 	<ul style="list-style-type: none"> DEO DDC GO's I/NGO
3	Construction of Toilet, drinking water facility, fencing and play ground	<ul style="list-style-type: none"> To attract students towards school Develop physical and mental health of the students 	Reports & Infrastructure	Managing Financial	<ul style="list-style-type: none"> Safe & secured school environment, Mentally and physically healthy students Easy in organizing extracurricular activities 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> DEO DDC GO's I/NGO
4	Develop science laboratory	<ul style="list-style-type: none"> To develop practical skills of students in science 	Reports & Infrastructure	Managing Financial	<ul style="list-style-type: none"> Achievements towards modern and scientific education knowledge 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> DEO DDC I/NGO
5	English medium education system till class 3	<ul style="list-style-type: none"> To implement English language as medium of teaching 	Ability of students to read and right in English	Availability of capable teachers	<ul style="list-style-type: none"> Parents attracted towards school Students speaking in English in school 	<ul style="list-style-type: none"> School 	<ul style="list-style-type: none"> I/NGO

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6	Teaching of Tamang (Ethnic Language)	<ul style="list-style-type: none"> To Conserve and promote Tamang language 	Ability to speak and write in Tamang language	Management	<ul style="list-style-type: none"> Attraction of parents Conserve language and culture 	<ul style="list-style-type: none"> School 	<ul style="list-style-type: none"> I/NGO
7	Addition of Computer, and books related with English and Math	<ul style="list-style-type: none"> To produce capable students 	Computer, teachers and students	Financial constrain and management	<ul style="list-style-type: none"> Ability to operate computer and good knowledge in English and math 	<ul style="list-style-type: none"> School 	<ul style="list-style-type: none">
8	Construction of Garden, Nature club establishment, interaction programs etc.	<ul style="list-style-type: none"> To improve the environment condition of school 	Reports, view of teachers, students and parents		<ul style="list-style-type: none"> Creation of good environment in the school 	<ul style="list-style-type: none"> School 	<ul style="list-style-type: none">
9	Appoint specialized teachers in different subjects	<ul style="list-style-type: none"> To increase the quality of education of school 	Reports and educational materials developed	Financial Constrain	<ul style="list-style-type: none"> Change in teaching practice 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
10	Approval to operate till grade 10 and establishment of library	<ul style="list-style-type: none"> To provide higher education 	Reports till class 10	Specialized teachers and financial	<ul style="list-style-type: none"> Teaching of higher education for the students 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">