

## PSD Connect

### A Quarterly Newsletter

**The PSD Connect is a quarterly e-newsletter published by the Partnership for Sustainable Development (PSD) Nepal to inform all their partners, ex-volunteers and supporters, about our activities and news. PSD Nepal is a non-profit social development organization dedicated to the alleviation of poverty of Children and youth of rural Nepal. For more information please visit [www.psdnepal.org](http://www.psdnepal.org).**

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### MESSAGE FROM the EDITOR

Namaste Friends!

We would like to thank everybody for your kind responses to our March newsletter! It is wonderful to hear from you. Here is our latest quarterly newsletter keeping you up to date with some of our work and accomplishments over the last three months and give you an outlook what you can expect from PSD in summer 2013. Please feel free to contact us if you have any announcements, articles, or messages that you want to promote through our newsletter. We heartily welcome your views, comments, and queries regarding the work of PSD-Nepal and/or regarding the improvement of the newsletter! You can send us an email to [psdnepal@mail.com.np](mailto:psdnepal@mail.com.np) or call us at (9771)-4780369, fax 4780631.

Bishnu H. Bhatta

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### LATEST PSD NEWS

- In may, PSD organized and facilitated the 5-day training program "Leadership Camp" at Dhulikhel for about 80 first year social work students from the Kathmandu Model College BSW. The program contained presentations and workshops on the field of management such as report-writing, team-building, communication, leadership, self-awareness and visioning. Furthermore the students held discussion rounds about the situation, trends, developments and problems in the field of social work in Nepal and developed possible solutions to the contemporary issues found. The active participation of the students and PSD staff as well as the appearance of Attiq Sadiq, a volunteer from Birmingham (UK), made the program successful and fruitful. In the end, PSD hopes to organize many and more of these programs in the future especially in co-operation with Kathmandu Model College BSW and with that contribute to the future generation of Nepali social workers.
- The Summer Volunteers Program will start from 6th July. There will be around 50 students from SVA, BVDA, Intervols, ODA, SID and Aberdeen University going into the districts of Ilam, Lamjung, Kathmandu, Gorkha, Tanahun and Baglung. The programme lasts about 7 weeks and as every year the students will support local infrastructure-, health and sanitation- and education projects. PSD is looking forward to welcome the students and introduce them to Nepal. Their work will be greatly appreciated and bring important development to rural areas.
- This year also PSD is proud to celebrate the 4<sup>th</sup> edition of International Mud Day 2013 on the 29th June. About 100 children from Nepal's Children Home and other school will join us in having a day full of fun and play in the mud in the village of Panchkhal. Further will this exceptional and unique experience be attended by 17 parents, children and teachers from Bold Park School, Australia. They visit Nepal for a memorable week packed with social work, interaction with children and sightseeing in and around Kathmandu. After last year's success, International Mud day celebrations are also organized in the Chitwan district, where children from 10 different schools will enjoy the traditional and fun event. We would like to welcome all interested people to join Mud Day on 29 June at Panchkhal.
- This year PSD was glad to welcome Pia Löbber, a volunteer from Germany, to Nepal. Pia

volunteered at the Shree Himalaya Higher Secondary School in Gitanagar, Chitwan, which is also implementing the *Learning from Mother Nature* program in their schedule. In April Pia participated in a Jungle walk with the children and has written a lively report on her experience. Pia has left Nepal after two months of volunteering and travelling to start her studies at a German university. PSD thanks her for her efforts and personal involvement with the children and the school, as she personally donated sport equipment such as volley-, foot- and softballs to the school in order to enrich the children's leisure experience during the breaks and enable sports lessons.

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## Internship reflection report

by Attiq Sadiq

This Spring I was appointed to work for PSD at their head office which is based in Kathmandu. I decided to intern at PSD to increase my knowledge of international development, which I hope to pursue my future career in. During my time in Nepal, I lived with a Nepali family who very hospitable and this enhanced my experience within Nepal. I learnt a lot about the Nepali way of life from living with the family, and soon got used to eating Dal Bhat for breakfast, lunch and dinner. Living in Kathmandu is a great experience, the city is full of culture and history and there are always things to do in your spare time. One of the highlights for me was visiting Pashupati, a sacred temple where I saw bodies being cremated in a traditional Hindu ceremony. I was also lucky to arrive in Kathmandu during Holi, the festival of color. The festival involved people gathering with different colors and bombarding anyone in sight.

My work with PSD started with a brief orientation that consisted of the history of the organization as well as the tasks which it carries out. I was given insight on donors, volunteers and organizations that PSD works with. During my first two weeks, I was required to edit the company's handbook and create a proposal. I found creating the proposal challenging as I had to come up with ideas that would enable PSD to communicate internationally with youths. If accepted PSD will conduct, video reports as well as write articles for youthpolicy.org. I was extremely grateful for the opportunity of writing this proposal and the knowledge I gained will help me in my future career prospects.

The most interesting aspect of my internship was visiting the rural communities of Nepal. I was required to evaluate the preparations of the sites for the upcoming summer volunteer projects and discuss any problems which they currently had. I met with communities and discussed previous projects and how they benefited the community. The highlight of the trip was in Baglung where they celebrated a 17 yr olds birthday for the first time. In rural communities birthdays are not usually celebrated the way westerners celebrate them, but times are changing in Baglung, and I was lucky enough to be apart of it. The celebrations started around 7pm and went on till about 1am. The community prepared a cake which they made without an oven, and was surprisingly delicious. Women and men from the community gathered and played music on the Madal, the traditional Nepali instrument. Everyone was dancing in the traditional Nepali way and I was obligated to join. I probably provided the entertainment of the evening when I took up center stage and attempted to copy the Nepali moves with utter failure.

One of the most challenging parts of interning was giving a seminar on report writing to first year university students. Although I had taught in Korea for two years, I was apprehensively nervous, as this was the first time I would be conducting a presentation on a technical aspect of international development. Luckily, the presentations went well and I left feeling more confident about my skills.

My time in Nepal has been one of the best times of my life and has profoundly changed me. I have learned a great deal about development and NGO work, and have developed skills that I know will help me in the future.

## Learning from Mother Nature

by Pia Löbber and Deepak Aryal

Learning from Mother Nature is a scheme which PSD introduced in 2012. The Program is designed to enhance student's knowledge of nature through jungle walks, education on horticulture and visiting botanical gardens. The Program takes place in Chitwan, known for its world renowned national park, and has an abundance of Tigers and Rhinos. Shree Himalaya Higher Secondary school is where the programme takes place; it is located in a rural area with basic facilities. The school is a public government school, and the students come from families low socio-economic backgrounds.

The Learning from Mother Nature scheme is a great way for students from deprived backgrounds to explore the outdoors and several excursions have taken place in the last couple of months. An outing which took place in March involved children visiting a garden that borders the Jungle. The garden belonged to Tarapati Sapkota, the caretaker of the primary school at Ujjwalnagar. Tarapati had created this garden as a hobby; he loves nature and has even confessed to loving plants more than his family. He has made a small hut in the garden, and lives there alone; however, he seems to think his not alone and regards the plants as his younger children.



Tarapati acted as a guide for the students and showed them a variety of plants and was identifying the names and what uses they had in life. He taught them about various fruits including the Sarifa Fruit. He explained they were beetle leaves and that Indians were fond of chewing them. Tarapati went on to explain about all the different types of plants and their uses. He had plants which would cure cancer to plants that would heal wounds and burns. Tarapati taught the children about the problem he faces because of the limited space. He told the children that small plants don't get enough water and are thin

due to lack of water and manure. He tries his best to plant a variety of different plants however, some often die.

This was a great experience as the students got to see a caretaker take over the role of a teacher and the students were able to see a different side to him which he does not portray in school. They learnt a lot about what he does in his spare time and how precious plants are to him. Another excursion which took place in April was a Jungle walk. A volunteer from Germany organised the Jungle walk and following is her account of the walk. It was a sunny day and the children were walking through the midst of the jungle. We took some water from a well and put it into two big plastic bottles and the children shared the water. It was nice to see the strengthening cohesion between the classes.





Besides the age gap, there were also different stages of the physical development between the children and some also had disabilities. It was recognizable that the children achieved different education, concerning the awareness of nature. Some children behaved carelessly and ripped off plants and flowers. However, there were also children who showed respect for the plants. After walking four kilometres, we arrived at a small gate in the jungle. We saw patches of land which members of the village community had burned. They

need the grass for their houses and they think it will grow faster if burnt. When we arrived at a pond the students asked where the water was, we explained that the reason for less water is called humidification. We were walking in the dry season so no rain had fallen in Nepal for a while.

Once in the Jungle, the students collected names of animals living in the jungle: "There are crocodiles, elephants, tigers, rhinos, birds and snakes." We started to listen to the birds and the children tried to imitate the sounds. They stood up by pretending to fly and spread out deeper in the jungle. They found a fallen tree trunk and used it as a climbing frame.



One of the teachers entered a swampy pond to find out if the mud would be too sticky for the children. Overconfident children went into the pond one after another. They waded through the water and looked for fishes. "I can see only frogs." said Puja. Of course they did not care about their clothes. After, they were required to draw their surroundings, some drew fish and others drew the beautiful landscape that surrounded us.

At lunchtime the children built a big circle and Durba and I gave them puffed rice and some spicy snacks. We listened to music and enjoyed the food. It was time to go back to school, so we collected the waste and made our way back to school. The aim of the jungle trip was to connect learning with the spirit of adventure.

The children gained new experiences and got to know about their freedom and their limits.. As we discovered at our trip children learn and develop their skills and abilities independently. We just have to give them the freedom and support the skills which already exist.



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