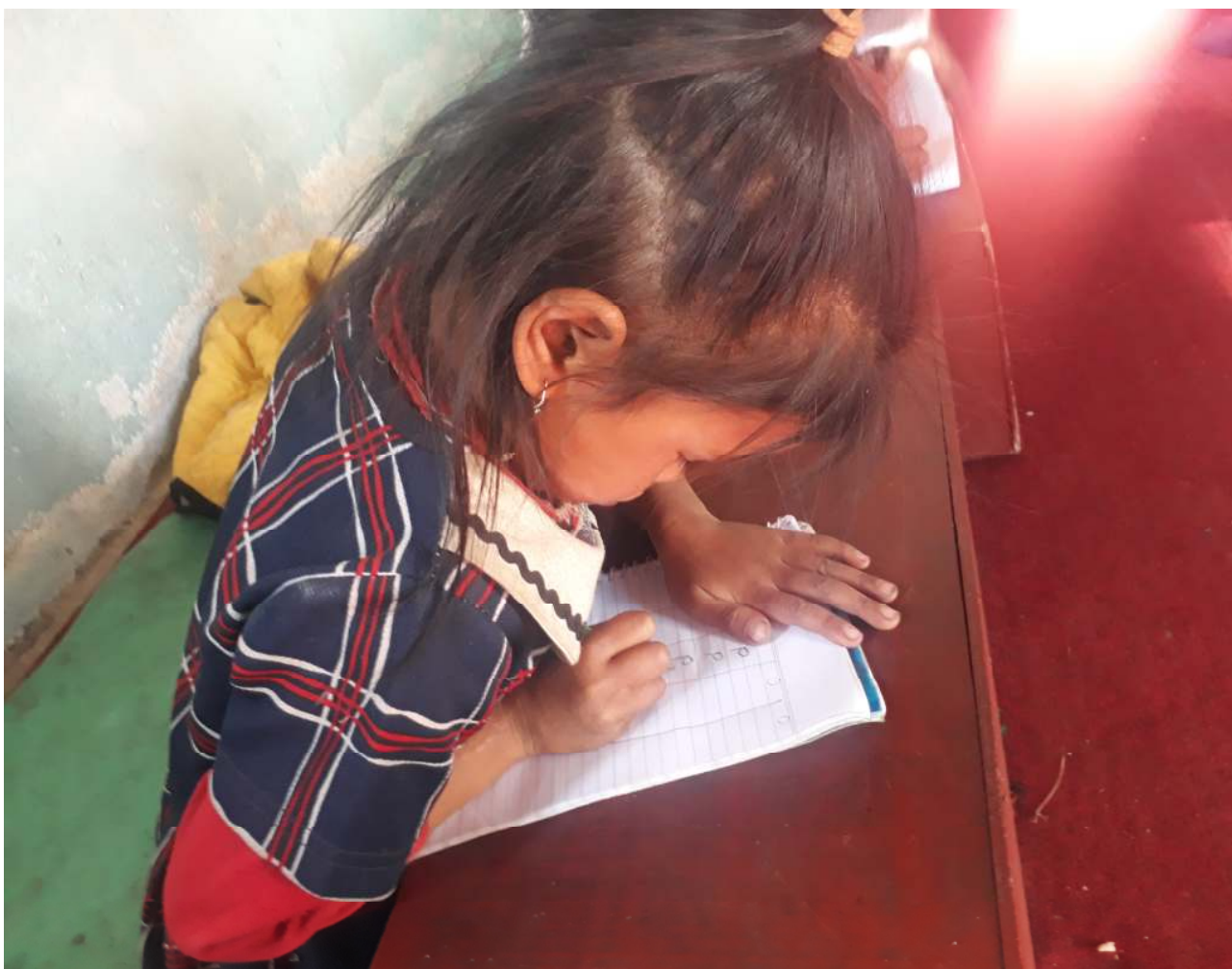


The Rotary Foundation Global Grant 1525855

Teacher Training, Tatopani, Nepal

Lifting Education Program 2017-19



Impact Analysis Report

31 March 2020

**The training was conducted by LEARN
("Lifting Education for Advancing Rural Nepal")**

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Executive Summary

The Rotary Foundation Global Grant Project 1525855 Teacher Training, Tatopani, Nepal – managed by the Rotary Clubs of Portland, Australia and Baglung, Nepal – has been a component of the Lifting Education Program (LEP) implemented by the Nepal NGO LEARN (“Lifting Education for Advancing Rural Nepal”) with the support of Quality Education Nepal Inc. (Australia). This program has been training teachers in the remote rural Annapurna area of Myagdi since 2011. With LEP’s gradual expansion over the past five years, this impact analysis achievements in terms of quality aid effectiveness principles, and identifies lessons learned and recommendations to inform future programming.

LEP’s objectives are to:

- a) Develop child friendly teaching learning environment by innovative teaching skills and strategies.
- b) Increase involvement of parents and communities in school activities.
- c) Increase active participation of child clubs in school and community activities.
- d) Provide need-based support to schools, such as instructional, IT and library resources.
- e) Develop a dynamic Lead Teachers’ Network for assisting in training and monitoring activities and sustainable in-school support activities to impart quality education

In Tatopani, the Program is working with approximately 110 teachers from 14 basic schools (early learning to Year 6) to improve the quality of education for around 1,083 children.

With a budget of approximately US \$ 74,406 between 2017 and 2019 for the LEP program initial training workshops in Tatopani were followed by basic training, refresher training, SMC/PTA workshop, teaching materials support and in school support, with concurrent selection and training of Lead Teachers to support and eventually assume training responsibilities. Governance and management arrangements and roles and responsibilities were formalized under a Memorandum of Understanding (MoU) between LEARN and the Sponsor Clubs and another between LEARN and the Centre of Education and Human Resource Development (the Nepal Department of Education).

LEARN, with its team of highly qualified trainers, has been accredited to deliver basic teacher training and has won Government ‘best practice’ awards. It works closely with the Government at central and district levels, targets priority needs not addressed by other development partners, and prioritizes direct community involvement. Overall the objectives of LEP–Tatopani are appropriate, clear, measurable and achievable outcomes, consistent with Government policies with Government support evident.

Beneficiaries' needs and poverty reduction were addressed. Fulfilment of the objectives means achievement of sustainable outcomes (with specific activities to account for relevant cross-cutting commitments to gender equality, disability inclusive development, child protection and environmental sustainability).

The RFGG funded Program has, overall, been implemented efficiently. Program and financial reporting systems have been strengthened over the past three years with development by LEARN of a suite of guidelines and policies, including for financial management, operations, procedures and risk management. In the last year (2018-19) LEARN appointed a Program Manager and a Finance and Admin. Officer to ensure implementation of these policies and guidelines, as well as Nepali auditors to oversee LEARN's financial management reporting. Further strengthening of monitoring and evaluation and reporting systems will strengthen the evidence base to demonstrate whether program objectives are on track and contributing to strengthening national systems and capacity.

On this basis, the impact analysis rates the relevance, effectiveness and commitment to cross-cutting development issues of LEP in Tatopani as good to high quality; with some work required to address operational and management challenges to improve LEP's efficiency and sustainability. The impact analysis makes several key recommendations in this regard, including improvements in:

- refresher training and in-school support for teachers;
- capacity building of Lead Teachers to prepare them for increased responsibilities;
- the value-adding of resource persons; monitoring and evaluation and reporting arrangements in line with LEP objectives and outcomes;
- formal links with Government authorities and relevant in-country development partners;
- gender equality and disability;
- management responses as LEP expands.

1. Background

LEARN ("Lifting Education for Advancing Rural Nepal") was established as a non-profit making organization in 2014 aiming to support education in the remote rural villages of Nepal. It is registered in District Administration Office, Kathmandu and affiliated with Social Welfare Council, Kathmandu. We have been supporting in school education particularly in the poor and backward societies from remote and needy areas.

This organization was established aiming to uplift the rural economy by educating and empowering capacity of school kids and youths in the long run. LEARN is continuously getting great support from Quality Education Nepal, Australia. The Rotary Foundation Global Grant assisted in expanding the program to more teachers. LEARN has been

working with 54 schools in Annapurna and Raghuganga Rural Municipality from 2014 in Myagdi district.

LEARN is an NGO, working in the field of education with a slogan “Every child has a right to quality education”. Myagdi is one of the most remote districts of Nepal, fully covered with high hills and Mountains. This is one of the best destinations for tourists and it has high prospects in agriculture, especially for medicine, fruits and animal products. Hence LEARN strongly believes that Myagdi needs quality education for sustainable economic growth of the rural people. Economic growth of the local community in Myagdi not only lifts them above the poverty line, it also helps in retention of students for schools. Hence education quality in the schools and economic activities in the community should go side by side in order to improve quality living of the rural Nepali. Quality education and teachers’ professional development are supplementary to each other. The SMCs, head teachers and the teachers of Myagdi also identified the need of professional development of teachers as one of the major factors for improving quality of education in their schools.

LEARN has been contributing to impart quality education in the rural area of Nepal based on child rights and creating child friendly school environments where each child is considered capable, important and an influential member of the community. LEARN’s training and support programs basically focus on active participation of children in learning and resolving problems themselves. The teacher training and refreshers are aimed to provide knowledge and skills to teachers so that they will create a welcoming school environment; understanding the children and their learning styles; involving each child and ensuring their learning through real life experiences.

LEARN encourages teachers to seek the best practices, innovative ways in teaching with varied techniques, using teaching materials to involve students in learning, involving students in group/pair works, sharing their innovations and creations, and encouraging them to identify and solve problems in their class and the community. In order to help teachers/schools to adopt activity based, cooperative and collaborative learning in classroom situations, LEARN provides educational materials to those schools.

As follow ups for the training effectiveness, LEARN provides in-school support programs. LEARN teams of trainers and experts visit the schools during school days. The teams interact with teachers, students, PTA, SMC members, RPs and head teachers and receives their feedback on the effectiveness of the programs launched in those schools. During the interaction, the teams receive feedback from these stakeholders. The teams also witness the classroom environment and teaching – learning activities. Hence the main objective of this program is to assess the effectiveness of the program, appreciate the changes, provide instant support to teachers and schools, and integrate feedbacks/suggestions to improve the LEARN’s programs in future.

Children are the pillars for the future to build the nation. They are the most important part of the school and community. To ensure their rights, LEARN promotes a Child Protection Program (CPP). The CPP focuses on child participation in different sectors of school and community. The CPP has been implemented in Ghara Cluster of Myagdi district.

LEARN has distributed scholarships to students focusing especially on poor, vulnerable, orphans and socially and economically backward groups to reduce drop-out rates, increase pass rates, and develop and consolidate the socio-economic status of scholarship recipients in the area. Inclusive education is not a special approach to show how some learners, such as children with disabilities, can be integrated in mainstream education. It is inclusive education looking into how to transform the mainstream education system in order to respond to different learners in a constructive and positive way. LEARN has focused on those children who have special educational needs including learning difficulties requiring special educational provision. The 'learning difficulty' may include not only physical and mental disabilities, but also any kind of learning difficulty experienced by a child (culture, caste, sex, disadvantage), provided it is significantly greater than that of the majority of children of the same age.

2. Program description

The over-arching goal of LEP is to support national education policies to improve child-centred education in line with Millennium Development Goal 2 to achieve universal primary education. The objectives and expected outcomes are to:

Objectives	Expected Outcomes
1. Develop child friendly teaching learning environment by innovative teaching skills and strategies.	Improved teacher training in support of child-centred education
2 Increase involvement of parents and communities in school activities.	Enhanced community support for schools' overall development by developing initiatives to address relevance of educational practices, access and inclusion, quality education, reading, and pre-school initiatives
3. Increase active participation of child clubs in school and community activities.	Enhanced community support for schools' overall development by developing initiatives to address relevance of educational practices, access and inclusion, quality education,

	reading, and pre-school initiatives
4. Provide need-based support to schools, such as instructional, IT and library resources.	Access to more relevant and appropriate teaching material and resources in schools
5. Develop a dynamic Lead Teachers' Network for assisting in training and monitoring activities and sustainable in-school support activities to impart quality education	Development of a team of education resource personnel and a Lead Teachers network to implement training and support activities

Implementation of LEP–Tatopani is building on the successes and lessons learned of the work in the Ghara and Rima Clusters with initial training workshops followed by selection and training of Lead Teachers, with follow-up refresher training and in school support. This specifically includes:

- Workshops for all teachers focusing on improving traditional learning by introducing new 'whole class' teaching methods and child learning processes.
- Capacity development of Lead Teachers and District Education Office (education unit of Rural Municipality) staff to assume greater responsibility for training course content and delivery. This includes establishment by Lead Teachers of a cluster of four to five schools and determining the number of school visits, classroom observations, demonstration lessons, etc. to be held each term.
- Teacher training supported by the Rotary Foundation Global Grant
- Supply of education resources to assist teachers during training courses.
- School management training for School Management Committees (SMC/PTA) that have a direct impact on children's learning and in school activities.
- Working with local education authorities, including the EDCU and RMs to strengthen engagement with LEP and align with delivery of the national School Sector Reform Plan. These arrangements are formalized under a Memorandum of Understanding (MoU) with the Centre of Education and Human Resource Development.
- Specific activities to account for relevant cross-cutting commitments to gender equality, child protection and environmental sustainability.

RFGG funding supports provision of technical assistance, training events, in-school support, materials development and monitoring. Financial audits are conducted by Nepalese regulatory authorities.

Governance and management arrangements are formalized under an MoU between LEARN and the sponsor Rotary Clubs. This outlined the following roles and responsibilities:

- LEARN is responsible for delivery of the training. In doing so it works in consultation with the EDCU as well as SMCs and RMs. LEARN also consults with the Centre of Education and Human Resource Development in Kathmandu for further advice and feedback. It provides regular progress, financial, workshop and field reports to the Sponsor clubs and manages its team of trainers in the field.



- The Rotary Club of Portland was responsible for the assembly of funds in Australia and forwarding them to the project account in Nepal, and for reporting to The Rotary Foundation.
- The Rotary Club of Baglung was responsible for monitoring progress, confirmation of satisfactory service delivery, and payment of LEARN accounts..

LEP's Monitoring and Evaluation strategy is summarized as follows:

Objectives	Success indicators
1. Develop child friendly teaching learning environment by innovative teaching skills and strategies.	Teacher training in line with child-centred education principles Surveys of teachers after training by LEARN
2 Increase involvement of parents and communities in school activities.	Increase in community involvement in schools Surveys of teachers and DEO by LEARN
3. Increase active participation of child clubs in school and community activities.	Increase in girls' enrolments and in teacher and student attendance, and reduction in student drop-out rates Surveys of teacher and, DEO by LEARN

4. Provide need-based support to schools, such as instructional, IT and library resources.	Increase in access to more relevant and appropriate teaching materials and resources Surveys of teachers and DEO by LEARN
5. Develop a dynamic Lead Teachers' Network to assist in training and monitoring activities and sustainable in-school support activities to impart quality education	Increase in Lead Teachers training others Surveys of teachers by LEARN

Reporting arrangements under the MoU committed LEARN to providing workshop reports to the Sponsor Clubs covering: achievements of activities, assessment of whether the program is 'on-track', description of any obstacles to timely implementation, and responses to risk management issues. Information from this regular reporting has been supplemented by Summary Reports, responding to program progress in the previous year.

3. Relevance

Nepal remains one of the poorest countries in the world with a per capita GDP of only US\$ 1034.11. While poverty rates are decreasing, some 25.2 per cent of Nepal's 29 million people still live in real poverty. As a largely agrarian economy there are considerable inequities across geographic and development regions, and across caste, ethnicity and gender. In this context, the School Sector Resource Program focuses on improving:

- equalities between rural and urban areas;
- the ability to deliver teacher training, improve school supervision and provide in-school support for teachers;
- methods for monitoring children's learning.

Formal education support by government is limited to the salary of teachers, provision of some textbooks for children, and some support with other materials. There is, however, a significant gap between these education policies and plans and on-the-ground delivery in remote rural areas. The education budget is not sufficient to train even 15 percent of primary school teachers in Myagdi; only 10 days professional development is provided each year within a three year cycle; teaching is often reduced to rote learning; and the drop-out and absentee rates of both students and teachers is high. Without adequate resources, EDUC do not have incentives to deliver on their obligations. Further, Tatopani is not a focus for the pooled education funding of major donors.

- LEP, with the background and experience of its personnel in teacher training, is therefore well-positioned to support the Government's education sector reforms. As LEARN has been authorized to deliver basic teacher training it works with Rural Municipalities under the MoU with the Centre of Education and Human Resource Development. Where possible curriculum experts from the Department are employed as part of the training team and EDCU are encouraged to attend training workshops.
- LEP–Tatopani is also targeting priority needs not addressed by other development partners. The program prioritizes direct community involvement as a key objective and works with SMCs and Rural Municipalities to help meet other program objectives, especially increasing enrolment and attendance. Without such efforts to engage education authorities and partners at national and district levels and communities at the local level, improvements in access and quality will continue to be seen as low priority or unattainable.

4. Effectiveness

Overall the objectives of LEP–Tatopani are appropriate, clear, measurable and achievable; consistent with Government policies with Government support evident; beneficiaries' needs are reflected and poverty reduction is being addressed; and fulfilment of the objectives is likely to lead to sustainable outcomes. Specifically:

1. **Develop child friendly teaching learning environment by innovative teaching skills and strategies:**

Achievements: The program is delivering quality education training under a Basic Quality Education model; and working with resource teachers and Lead Teachers in training and support activities, including in monitoring and support systems in schools. Training guidelines for teachers and Lead Teachers have been developed and, after some modifications suggested by teachers, will be published and distributed in the district. An almost 90% attendance rate at all training workshops reflects the importance teachers give to the program - with some travelling up to a week to attend. As a result of the program, annual work plans and academic plans are now developed and followed in most Tatopani schools. Reporting and interviews indicate that teachers' confidence is building, demonstrating positive attitudes in moving towards new teaching methods.

Challenges: Receptivity to changes in Government policy from subject teaching to more child-friendly whole-class learning techniques is low in some teacher groups. Lack of subject-wise LEARN trainers has impacted on the number of expected training workshops, with teachers indicating a need for LEP to increase the number of days for refresher training. Logistically, unreliable weather and transport have seen workshops and delivery of materials disrupted; and communications remain challenging with

unreliable phone and internet connections between LEARN's Centre office in Kathmandu and trainers in the field.

2. Provide need-based support to schools, such as instructional, IT and library resources:

Achievements: The program is increasing the use of educational materials in schools by both children and teachers with the provision of teaching aids to 14 schools for use by over 1,000 students. Reporting and interviews indicate that many students and teachers are not depending solely on prescribed text-books (when available), but proactively researching and using additional teaching resources.

Challenges: LEP–Tatopani is not able to provide a full range of teaching materials and resources to schools. Many poorer families are unable to meet the costs of basic education, often having to borrow money to meet education expenses that are only partially subsidized by the Government.

3. Increase involvement of parents and communities in school activities.

Achievements: The program is increasing community support for schools' overall development; developing initiatives to address the relevance of new educational practices; and developing initiatives to address access, inclusion and enrolment. The number of students enrolled in schools is increasing (including numbers of girls), and teacher absenteeism is decreasing. Reporting and interviews indicate improvements in the numbers and motivation of SMC meetings with community members more involved in school activities. SMC representatives are now approaching Rural Municipalities on issues regarding school development, such as lack of teachers and the need to upgrade facilities. Communities are increasingly appreciating the importance of education, and realizing they can have an important role to play in their children's learning. These strong levels of community support helped ensure reliability of transport of trainers and materials.

Challenges: Despite these successes, access to education for all basic children is still constrained by general community concern that the relevance of education that does not contribute productively to family livelihoods.

4. Develop a dynamic Lead Teachers' Network for assisting in training and monitoring activities and sustainable in-school support activities to impart quality education

Achievements: The program is developing a team of RM resource personnel and a Lead Teachers network to implement training and support activities within schools. Lead Teachers have been identified (predominantly through self-selection) to facilitate workshops along with LEARN's trainers. The cluster school model for in-school teacher support has been developed that provides support to schools, including observing lessons and providing constructive feedback for professional development. In the last

year three Lead Teachers in Tatopani made 14 school visits, five demonstrations were given, and 35 lessons observed. Reporting and interviews indicate increased Lead Teacher confidence in leading aspects of refresher training.

Challenges: Trainers' and Lead Teachers' workloads have affected the number of in-school support visits, with most schools receiving only one visit per year. Teachers have expressed concern regarding this level of in school support. Women, especially, find being away from families for extended periods of time (sometimes up to one month) challenging.

5. Develop strong partnerships:

Achievements: Areas of mutual co-operation between LEARN and RM include developing a base of local resource personnel and the provision of support and monitoring procedures that will strengthen district education authorities. RM personnel are encouraged to be involved in all program activities from planning and attending workshops to visiting schools for monitoring and teacher support. At a broader level, the MoU with the Centre of Education and Human Resource Development serves to integrate LEP activities into existing Government and community systems and provides a link between LEARN, the Government and other development partners. These strong partnerships are a reflection of LEARN's long-standing links at all levels within the education sector in Nepal.

Challenges: Teacher training programs are undertaken by several other international development partners (including REED, IFCD, World Education, Save the Children, World Vision and UNICEF). However, a coordinated approach under the Ministry/ Centre of Education and Human Resource Development has not been developed in terms of the Lead Teacher network, joint monitoring, or in the provision of teaching materials or refresher courses. Nor have any of these other organizations addressed the needs of Myagdi District.

6. Environmental management:

Achievements: School environments and classrooms are being better managed with both teachers and students improving hygienic practices. Toilets have been built and are used in almost all the schools with water facilities made available to children.

Challenges: Limited sanitary and hygiene knowledge and practice continue to contribute to high incidences of water-borne illnesses.

5. Efficiency

Technical implementation of LEP–Tatopani is of sound quality. The skills of LEARN trainers (who are experienced teachers with strong links to Government education systems) are supported by the quality education skills of government Resource persons. Teacher training is based on the NCED manual, complemented by additional child-centred approaches, and comprises, inter alia:

- Child-centred teaching and quality learning techniques for basic and pre-primary teachers
- Accelerated learning and behaviour management
- Assessment, evaluation and monitoring
- Child rights and the role of teachers and parents
- Classroom organisation and management skills
- Creating child-friendly schools
- Creative writing and libraries
- Co-operative learning and effective grouping
- Building resilient schools and conflict management
- Appreciative inquiry in educational development and planning
- Adult learning principles and practices

The model of establishing a Lead Teachers' network in school clusters to support and eventually assume responsibility for refresher training and in school support is recognized as best practice by the Nepal Government and development partners such as UNICEF.

Other than the frequency of refresher training, in school support and capacity development of Lead Teachers, LEP–Tatopani has not encountered any significant delays in program implementation, in terms of annual plans and budgets. With strong financial management experience in the LEARN team, budgets have been prepared accurately and financial reporting procedures have been developed. Program and financial reporting systems have been strengthened over the past three years with development of a suite of guidelines and policies, including for financial management, operations, procedures and risk management. While these enhanced reporting processes have put pressure on LEARN, the benefits of better practices are now being recognized. Further improving consistency in monitoring and evaluation and reporting will help LEARN and other partners better assess program progress.

Increasing pressure is being placed on LEARN resources and workloads as LEP expands, indicating a need to improve the effectiveness of LEP management and operational arrangements. Although roles and responsibilities have been better defined

LEARN trainers have requested further clarification; and LEARN policies and guidelines developed during the past three years require more discussion to improve understanding.

- Identified management and operational risks to program implementation include:
- availability of appropriate additional trainers as LEP continues expansion
- capacity of LEARN to expand its management and field roles
- capacity of LEARN to improve monitoring and evaluation and reporting

These risks are being managed by:

- Establishment of a LEARN branch office in Beni, headquarter of Myagdi, to strengthen field presence and appointment of two subject wise trainers.
- continual attention to recruitment, gender balance, management improvement, and staff development and training, including a focus on availability and appointment of staff to ensure further training in the field
- appropriate resourcing for monitoring and evaluation.

6. Monitoring and Evaluation

Following the original baseline data collection from the LEP–Tatopani design, surveys to gather qualitative and quantitative data for the monitoring of changes under the program have been undertaken in all schools and reports provided by LEARN trainers and Lead Teachers after all workshops and field visits. Quantitative data has been collected regarding changes in numbers of teachers, students, Lead Teachers, trainers, girls' enrolment and drop-out and retention rates (disaggregated by sex), as well as the provision of materials and assessment mechanisms (summarized at Attachment A).

However, reporting outlining changes against specific objectives and indicators, in line with the program's monitoring and evaluation strategy (refer Section 2 above), with feedback from stakeholders (including teachers, SMCs, RMs and EDCU) - is not systematically compiled. It is important for LEP to develop such as approach to:

- demonstrate whether program objectives are on track to being achieved, what remedial action is required, and to what extent changes will be sustained; and
- contribute to strengthening the systems and capacity of staff that are responsible for Government monitoring and data collection.

7. Impacts of the Project

7.1. Changes in classroom setting

After intervention of the LEARN program, teachers had changed classroom settings especially in basic grades. These changes had allowed students to learn from each other. Teachers had also reduced their traditional approach to teaching: They had changed into facilitators and were found responding to students' question. In other words, they had encouraged students to learn from peers and from dictionaries, library books, and community elites. The pictures below depict typically changed classroom settings.



The changed classroom settings had different meanings for different people. For transformative teachers, it was an easy way to engage students in learning. For the traditional teachers, it was a difficult setting in which to get students to listen while s/he wrote on the black/white board. For some parents, it was a child friendly setting and for others, it was a lazy business of the teacher. Students of project area found that the changed classroom settings were very interactive and friendly. According to them, *"The changed setting was fun, a way to learn from the friends, a way to make close friends for better learning, and a way to learn even if the teacher is absent from the class"*.

7.2. Changes in pedagogical process

Classroom observation of interactions between teachers, parents and students indicated that teachers were gradually shifting from the chalk and talk method to a student friendly approach of teaching. The pedagogical changes that were observed and/or reported in the study districts were as follows:

Table 1: Pedagogical changes in the classroom

Pedagogical changes	Classroom practice of Tatopani Cluster, Myagdi
From long lecture to activity-based teaching	<p>Teachers have changed their traditional lecture-based practices to activity-based teaching methods.</p> <p>Children have ample time to participate in discussion</p> <p>Children have been encouraged to do project work</p>
From less use to more use of teaching materials	<p>Teachers have been using educational materials more while teaching. The number of educational material users has increased.</p> <p>Some teachers were using drawings in the absence of appropriate educational materials. This was so especially in mathematic classrooms..</p> <p>Teachers were using local materials in teaching sciences and social study.</p> <p>Classrooms were decorated with teacher – student made materials such as posters, pictures, flash cards etc.</p> <p>Students were using educational materials for pair and group learning even in the absence of teachers</p>
From no lesson plan to alternative plans	<p>Busy teachers have developed the culture of preparing mental lesson plans.</p> <p>Teachers who teach 5-7 periods have begun to keep logbooks of their taught lesson.</p> <p>Both types of teachers have begun to inform students about the next lesson to be taught.</p>
From textbook to reference book	<p>Schools have established mini libraries.</p> <p>Students have developed habits to look daily for new books to learn.</p> <p>Students are encouraged to use a globe, maps and other reference books.</p>

Table 1 shows that classroom culture has been changing gradually. This change has been in favor of students. It has given students the opportunity to learn on their own as well as with their friends. Teachers were also found comfortable engaging students in learning. They were also found reducing their teaching to allow students' independent learning.

7.3. Changes in the exam system

Over the years, CEHRD has emphasized formative evaluation systems. It introduced a liberal promotion policy up to grade 7 and a quarterly exam system in higher grades instead of the traditional half yearly exam system. LEARN reemphasized the CEHRD policy. Because of this re-emphasis, teachers had prepared students' individual portfolios up to grade 7. They had implemented a liberal promotion policy as well. But the teachers were not comfortable with the liberal promotion policy as they argued, "students with low performance also get promotion. Because of this situation students fail in higher grades". The common understanding of the teachers of two districts was cross-checked whether there were remedial classes for the weaker students. Interestingly, there were none. Similarly, efforts were made to find out the easiness / difficulty associated with the Continuous Assessment System forms to be filled out by the teachers. However, some teachers were facing difficulty in filling students' evaluation forms as now required.

7.4. Change in teachers' reactions

The baseline survey had indicated that some teachers of Tatopani were not professionals: they were just like jagirdar (carelessly assigned the duty). After the LEARN program, teachers have been changing gradually: they have developed professionalism. Because of this changed professional attitude, they are trying to be creative on their own. The creativity of the teachers was observed in the following ways:

- Teachers were accepting less experienced Lead Teachers as their supporter, guide, and supervisor. This signifies that the traditionally embedded hierarchical mindset of the teachers had been changing gradually.
- Lead Teachers were also introducing unobtrusive approaches to monitoring and supervision, as traditional supervisors were regarded as boss but the Lead



Teachers were regarded as their professional helpers.

- Culturally, teachers used to be comfortable in lecture method but now they were found engaged in dialogue with students and are also child friendly while dealing with them.
- Teachers have begun to provide more time for students' activities instead of teaching only the course book.

7.5. Change in community concerns

History shows that in Tatopani, local elites opened schools, donated cash and kind, exchanged their voluntary labor, and gave invaluable advisory support. Over the years, this enthusiasm of the community had changed into carelessness and gossip of the day

LEARN became instrumental in regaining community concerns in schools. It provided two days' training for SMC/PTA members. The training covered importance, role and responsibilities, possible work etc. including the concept of child friendly schools. Similarly, the orientation program for parents and community members focused on importance of parental support, SMC's role, child friendly schools, etc. (details, table 3). Because of these training and orientations the community people realized their responsibilities towards the school. They also imbued the importance of child friendly school environment, child rights, and child right protection. Because of these inputs, community people performed some activities and others were in the pipeline:

Table 2: The difference that the community makes in schools

Community concerns	Tatopani
In infrastructure development	SMC/PTA and parents showed their active involvement in monitoring the teachers and supporting schools for infrastructure development
In school monitoring and supervision	Parents were monitoring the schools regularly, right from the morning to the daylong.
In teacher recruitment	Parents are willing to support food and lodging for qualified teachers
In improving students' achievement	Guardians were monitoring the progress of their children regularly

7.6. Change in government reaction

The Centre of Education and Human Resource Development has been signing MoUs with bilateral agencies and INGOs for joint undertakings. However, very few NGOs that have signed MoU with CEHRD for such initiatives. LEARN is one of them. Influenced by the performance of LEARN, CEHRD signed an MoU, allowing LEARN to develop a training package, run it in its project schools, and accredit the teachers' with a training certificate on behalf of the Government. LEARN had been found successful in translating the belief system into action.

7.7. Transformed skills in the classroom

The review of the training packages shows that LEARN provided different skills to different stakeholders of education. This was reconfirmed with informants as well. Table 8 depicts the list of the skills that the stakeholders obtained through LEARN's training, orientation programs, and workshops. Some of the skills were transformed and others were in the pipeline. The table below displays the transferred and pipelined skills of the teachers.



Table 3: Transformed and pipelined skills of teachers

Received skills	Transformed skills	Pipelined skills
Creating child friendly classroom settings	Sitting arrangements of primary grades has been changed.	Students of higher grades are waiting for changed sitting arrangements.
Community mobilization	Mothers group, SMC/PTA members, and community elites of some schools were found volunteering as local supervisors to their schools	This volunteerism was supposed to be implanted in other schools as well.

Child friendly teaching	Creative and young teachers have been able to apply child friendly teaching approaches.	Very experienced but change resistant teachers are yet to be convinced of the child friendly approach. They were convinced on the old maxim that of spare the rod and spoil the child.
Material development	Although most of the educational materials were prepared during training; they were hung on ropes and pasted on walls. Some of the teachers were referring to them while teaching and others were using them as instructional materials.	Some teachers felt difficulty in using educational materials while teaching. They were in need of reflective materials i.e. an approach to help students recap the lived materials and link the lesson with the reflected materials that way.

Table 3 shows that some ideas like child seating arrangements, use of educational materials, and use of local supervision were transformed. But the same ideas were waiting to be applied in higher grades and in some schools of the project. Apart from the teachers, the study team also tried to figure out the effect of training with other stakeholders. Some skills were transformed and others were waiting in the pipeline. The skills that they transformed and/or could not transform have been given in the table below:

Stakeholders	Received skills	Transformed skills	Pipelined skills
Students	Brain gym	Students use to practice the brain gym in their houses and with their friends as well.	Some parents also want to learn brain gym and help their children practice it regularly
Parents	Responsibilities as parents to their children	Parents visit school to monitor and supervise teachers' activities. They have tried to send their children to school regularly and also to provide time at home	Other parents are on the way to follow the same approach
SMC/PTA members	Different approach to	SMC/PTA members of selected schools have started	SMC/PTAs were looking for

	school monitoring	to monitor schools turn by turn. They also hold post-visit meetings if necessary.	alternatives to render their services to improve schools.
Lead teachers	Monitor and advise teachers	Lead teachers have visited schools twice a year and provided suggestions as per the need of teachers.	They gathered at one place once in three months to share their experiences.

Table 4 indicates that the non-teaching stakeholders of education were interested and instrumental in school reform. This was possible because of Reed Nepal's inputs given over the years. It also indicates that LEARN has to work more for the effective implementation of the pipelined activities.

7.8. Child friendly environments in schools

Schools were trying their best to provide child friendly school environments for better learning. They had well-furnished classrooms, decorated walls with charts, figures, drawings, flash cards, word meanings, moral instructions, songs, and poems. The drawings were prepared by children and the educational materials were prepared by teachers. Despite the efforts, while some of the schools were rated as highly satisfactory, others fell into the satisfactory category.



To all the stakeholders of education, Child Friendly Schooling implies 'no use of corporal punishment'. Keeping this definition in mind, teachers of both the districts admitted that they had exercised physical, corporal and mental punishment. They were also active in protecting children from abuse and harm.

Students, however, denied these claims of their teachers. They were of the opinion that punishment and abuses of any kind were dramatically reduced after LEARN's teacher training. They also mentioned that many teachers were showing respect to them as well. However, corporal punishment had not been totally eliminated. Teachers, according to the students, were punishing them occasionally. They were punishing students who failed to do homework, displayed disobedience to teachers, or violated class rules.

7.9. Students' achievement

Ideally, teacher training should help students increase their learning achievement. Keeping this ideal in mind, the study team tried to identify the increase in students' achievement as an outcome of LEARN's teacher training program. It calculated the year-wise scores of the students from grade 1 to grade 8 if they are secondary and higher secondary schools and up to grade 5 if they are basic schools. This calculation showed that there has been an increase in students' score. The increase in the score supports the claim that teacher training has contributed to quality education.

The table below shows the increase of students' score in Tatopani, Myagdi.

S.N.	School	Learning Achievement		
		2016 Base line	2017	2018
1	Dhaulagiri Basic School (1-3 grade)	68.07	74.55	75.12
2	Saraswati Basic School (1-5 grade)	56.50	64.80	74.17
3	Jyoti Basic School (1-5 grade)	69.83	77.67	80.13
4	Janakalyan Basic School (1-3 grade)	62.83	65.02	68.75
5	Suwa Basic School (1-5 grade)	58.68	60.91	62.23
6	Nilgiri Basic School (1-5 grade)	72.01	75.71	76.47
7	Kranti Basic School (1-5 grade)	62.55	63.54	67.65
8	Himalaya Basic School (1-5 grade)	63.70	64.75	74.28
9	Sunari Basic School (1-3 grade)	50.44	64.83	73.68
10	Narchyang Basic School (1-8 grade)	56.93	63.15	63.25
11	Prabha Secondary School (1-10 grade)	60.63	65.98	66.87
12	Kailash Secondary School (1-10 grade)	50.21	51.59	52.58
13	Gyan Prakash Secondary School (1-12 grade)	53.19	55.06	55.83
14	Sarbodaya Secondary School (1-12 grade)	54.38	58.20	61.26
	Total Average	59.99	64.69	68.02

Table 5 gives a picture that there have been changes in students' score over the years. These changes are likely attributable to LEARN's interventions. It also indicates that rate of increase has been different from school to school. Keeping the maximum and the minimum increase in students' score, LEARN classified the schools and gave more inputs to those that needed it. This practice of using objective criteria to grade schools and give additional support is worth intervention as provided by LEARN.

8. Sustainability

LEARN has focused on the following sustainability strategy for program implementation:

Lead Teachers – Talented teachers and RM resource personnel are selected (mainly through self-selection managed by LEARN) for further training to gradually assume greater responsibility for planning and conducting training workshops and in school support until there are sufficient Lead Teachers to service the entire district.

Lead Teachers are involved in all aspects of planning, implementing, and monitoring of program activities. They have established school clusters for in-school training and support with the level and type of support determined in consultation with teachers.

This level of involvement is intended to ensure ownership of program activities by teachers, and appropriate capacity building within existing education structures that will support sustainability. Continuity of training and in school support has been identified by teachers as a key constraint. Programming for Lead Teachers to assume these responsibilities may have been over-optimistic and further training is required.

SMCs/RMs – To increase the support of parents, SMCs and RMs training courses are held regularly to gain community involvement and ownership (particularly to help meet Objective 2). Workshops cover issues such as: clarification of the Government's education policy; information on child-friendly teaching; promoting children's rights in schools; roles and responsibilities of teachers and SMCs/RMs; and proposals on how to foster good working relationships between teachers, the SMC and the community.

Alignment to national systems and RM capacity development – This includes:

- integration of program activities into existing government and community systems
- encouraging involvement of RM at all levels in designing and implementing program activities
- capacity building of education officers at district levels, including training workshops to develop a core of resource personnel focusing on child-friendly teaching methods
- alignment to Centre of Education and Human Resources Department policies and processes and engaging personnel in the training team where possible

9. Conclusion

Relevance, effectiveness, efficiency, impact, and sustainability were the six parameters for overall impact analysis of the LEARN's project.

Relevance was assessed by interaction with teachers, students, and parents. In response to these interactions the project tried to improve students' achievement through teachers. However, programs for students and parents were more limited. In this sense, this project has been relevant to improving teacher capacities, empowering parents, and ultimately reaching to the students. There is a room for redesigning such projects by keeping the students at the Centre. The teachers were capacitated through training, they were motivated for teaching, and they had developed confidence in performing their tasks.

Effectiveness of the project was assessed by the success and the effect of the project. The project was successful in meeting its stipulated objectives in many ways. This project prepared teachers for running child friendly schools by changing their teaching culture i.e. from teacher-centred to student-centred. Because of these efforts students were found critical and confident.

Efficiency of the project was evaluated based on three criteria: school selection procedure, implementation status, and approach to sustainability. Schools were selected in the remote rural and interior part of the country. The implementation status was well and good because of the timely supply of the materials, money, and human resources. Nevertheless, efforts to sustain the project were limited because there was no phase-in and phase-out plan with the schools, community, and SMC/PTA. Yet the study team found that efforts had been made to develop child friendly environments in schools.

Impact of the LEARN project was evaluated as a successful approach and best practice. The rigorous teacher training and two-way follow up system were the best approaches. Among all other practices, the brain gyms for the students, Lead Teachers for monitoring and support system, and periodic supply of the required materials were the best received. Because of these efforts, teachers and the community people had developed positive attitude towards schools, school teachers and the support systems.

LEARN's project brought desirable changes in many schools whereas in a few schools, the situation had not changed. Moreover this project had no phase-in and phase-out program with the schools, community, and SMC/PTA and/or local government. In this sense, sustainability remained a question after completion of the Global Grant program. This will be met by annual Refresher Training and In-school support, funded from other sources.

10. Lessons Learned

Change is a long-term and integrated process - Integrating child-friendly teacher training into planning processes from community (bottom-up) to national (top-down) levels is critical and requires a long-term approach. To support sustainability, LEP has been developed as a nine-year program to move progressively through different phases in selected districts.

Global Grant funding has allowed this group of schools to get started on this long-term approach. Funding from other sources will be needed to reach its full potential.

Alignment to national policies and processes is essential – LEP is strengthening national commitment to quality education and supporting existing processes and policies through liaison and involvement with RMs, the Ministry and Centre of Education, Human Development, and direct engagement with communities. This recognizes that improving school management and a greater involvement of parents and communities in school activities is integral to improving child-friendly education as part of an integrated approach at district and national level.

Harmonization with other development partners' efforts is important - Cooperation and partnerships are required at all levels to coordinate child-friendly teacher training practices. LEP's delivery of quality teacher training in line with the School Sector Reform Plan has been recognized as best practice in Nepal in an environment of multiple donor investments under pooled funding. The program is therefore well-positioned to play a catalytic role - not only through its operational work but also through its long-term partnerships and networks in the sector. Enhanced coordination with other development partners can also help attract additional donor support.

Refresher training and in school support will strengthen sustainability

Teachers require structured and systematic support, including in-school follow-up, as one-off workshops to learn new teaching techniques will not, alone, improve the quality of teaching. Quality training has been delivered in a timely fashion but the level of on-the-ground supervisory support and refresher training by LEARN trainers and Lead Teachers has been compromised by a mix of resource and logistical factors. Scope and timing of programming for Lead Teachers to assume these responsibilities may have been over-ambitious.

Robust monitoring and evaluation and reporting is required to measure progress

– Improved monitoring and evaluation will strengthen understanding of LEP outcomes and impacts as well as support Government surveys that may be compromised by inappropriate methodology. Recent and planned improvements in reporting are moving from a focus on inputs to assessment of achievement of objectives.

Communications and awareness raising is key - for building policy and planning capacity for decision-makers at national, district and community levels, and attracting additional support for the program from donors. LEP is making concerted efforts in this regard with, for example: LEARN website improvements; examining the use of social media; and a contract with media to promote training courses to teachers, parents and communities.

11. Future Directions

- 1) Explore the local wisdom that blends content, needs, and teacher training so that teachers can use local wisdom, local curricula, and local materials in classrooms.
- 2) Encourage teachers to list their pedagogical knowledge and skill in one place; ask them which one is it that they have been applying, which one is it that they want to apply with local modification and which one is it that they want to add.
- 3) Provide alternative approaches to corporal punishment to discipline students. One of the alternatives is to ask restless students to jump and then count the number or measure the temperature of their body.
- 4) Study the culture of schools that have team spirit and enable teachers to be assimilated in it.
- 5) Replace romantic songs by patriotic songs with romantic and folk music in brain gym so that students will know two things together, the content of brain gym and the patriotism.
- 6) Help students' bridge knowledge that they obtain from different teachers and different sources through informal and formal sharing sessions.
- 7) Redesign student preparation programs so that they can learn to accomplish duties to obtain their rights and rights to perform duties.
- 8) Encourage students to learn each other's language and help them figure out the commonality and differences in word composition, grammar use, spelling, sentence construction and many more while teaching
- 9) Create educational improvement funds at school level by:
 - (a) receiving the support of the local RM
 - (b) generating donations of local people at marriage and other social functions
 - (c) raising some amounts of money at the time of harvesting the cash crops.
- 10) Design workable lesson plans and/or alternatives that fit with teachers' workloads.
- 11) Think of alternative approaches to filling the CAS form or redesign the form to make it teacher friendly.
- 12) Help teachers analyze student scores as individuals and as classes. Also prepare them to provide remedial measures to the needy students.
- 13) Align LEARN's training with Teachers' Professional Development (TPD) of NCED so that teachers will not be taken out of the classroom twice for similar training.

Also prepare teacher preparation mobile teams to reach individual schools and help retain teachers.

- 14) Enable students to listen to each other, transcribe the listening and ask the third one to read the transcribed text as reading materials.
- 15) Encourage teachers to apply ICT in classroom.
- 16) Prepare SMC/PTA, teachers, and students to create friendly environments for the disabled both in and out of school.
- 17) Prepare SMC/PTA to use non-salary funds for the purchase of educational materials to reduce donor dependency

Appendix 1 – List of Schools

S.N.	School	Location
1	Dhaulagiri Basic School (1-3 grade)	Kopchepani, Tatopani
2	Saraswati Basic School (1-5 grade)	Kavre, Tatopani
3	Jyoti Basic School (1-5 grade)	Thada, Tatopani
4	Janakalyan Basic School (1-3 grade)	Dwari, Tatopani
5	Suwa Basic School (1-5 grade)	Suwa, Tatopani
6	Nilgiri Basic School (1-5 grade)	Gharap, Tatopani
7	Kranti Basic School (1-5 grade)	Narchyang Lek, Tatopani
8	Himalaya Basic School (1-5 grade)	Bhurung, Tatopani
9	Sunari Basic School (1-3 grade)	Sunari, Tatopani
10	Narchyang Basic School (1-8 grade)	Gadpar, Tatopani
11	Prabha Secondary School (1-10 grade)	Narchyang, Tatopani
12	Kailash Secondary School (1-10 grade)	Doba, Tatopani
13	Gyan Prakash Secondary School (1-12 grade)	Dana, Tatopani
14	Sarbodaya Secondary School (1-12 grade)	Tatopani

Appendix II – List of the Supported Materials

Lifting Education, Advancing Rural of Nepal (LEARN)

Lifting Education Programme

School Supply Materials 2018

2 Parbha Secondary School, Narchyang (Grade 1-10)						
SN	Particular	Specification	Unit	Total Quantity	Remarks	
1	A4 Paper	JK, A4 size, 75 Gsm, India	rm	2		
2	Binding tape	2" 14 mtrs, Deli, Taiwan	pcs	2		
3	Board Marker	Board Marker, Foska chinese	pkt	1	mixed color	
4	Board marker's refills	Snowman, 60 ml	btl	2		
5	Card Board Paper	22*28*140 gsm, 4 color mix	pcs	130	mixed color	
6	Cartoon tape 2"	Camet/ new area, Chinase	pcs	2		
7	Cello tape 2"	Camet, 2" 80 mtrs	pcs	2		
8	Color paper	Paperline A4 size, 80 Gsm, Indonesia	rm	1		
9	Craft knife	Runxin, medium, China	pcs	2		
10	Craft knife blade	10 pcs pkt best quality, china	pkt	2		
11	Crayon	Camlin Jambo pkt, Indian	pkt	4		
12	Eraser	Camlin, 20 pcs pkt, Indian	pkt	2		
13	Fevicol	250 grm	pcs	2		
14	Flash card (tag bord)	4x5 130 gms chart paper, India	pcs	150	mixed color	
15	Glue Stick	AMoS 35 gms, Korea	pcs	3		
16	Litho paper	Orient letter size, India	rm	2		
17	Masking tape	Camaet 30 mtrs 1", Taiwan	pcs	6	mixed color	
18	Meta card (tag bord)	4x5 130 gms chart paper, India	pcs	500		
19	News print paper	20*30*44, India	pcs	150		
20	Parmanent Marker ink	Snowman, 4 color mixed, 60 ml blt, Japan	btl	4		
21	Parmanent Marker pen	Snowman, 4 color mixed, 12 pcs pkt, Japan	pkt	1	mixed color	
22	Pencil	Dooms, y1, 12 pcs, pkt, india	pkt	5		
23	Rular Short	30 cm, Plastic little champ india	pcs	2		
24	Scissors	Chinese	pcs	2		
25	Sketch pen	Doms, big size, 12 colour, india	pkt	6		
26	String	Twin ball, 4 line thread	pcs	6		
27	White board cleaner	Pointline, 30 ml bottle, Nepal	pcs	2		

Name of Receiver :

Bhagawan Bdr. Karzi

School :

Prabha Sec. School.

Seal of School



Designation : Head-Teacher

Signature :

Bhagawan Bahadur Karzi
Head Master

Appendix III – Course Evaluation of the Training

LIFTING EDUCATION, ADVANCING RURAL NEPAL (LEARN)

LIFTING EDUCATION PROGRAM

10 DAYS IN SERVICE TEACHERS' BASIC TRAINING-III

4-13th April, 2019

Prabha SS, Narchyang, Myagdi

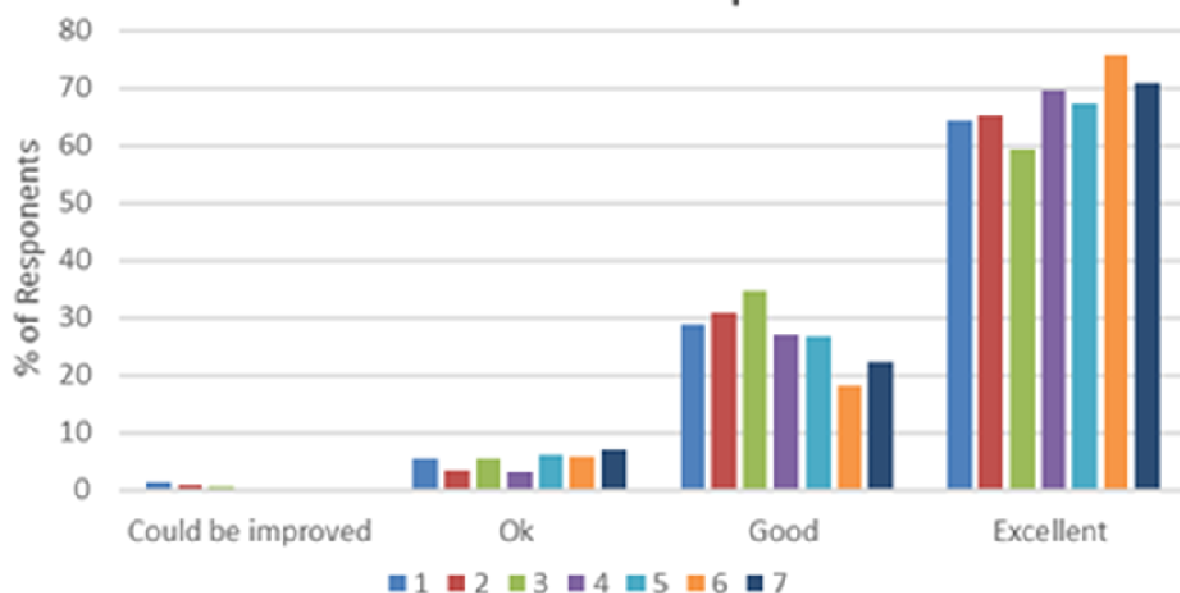
Course Evaluation

S.N.	Contents	Excellent	Good	Ok	Could be improved
1	Overall impression of the training	✓✓	✓✓✓✓		
2	Objectives of the training	✓✓	✓✓	✓✓	
3	Brain Gym/PT	✓✓	✓✓✓	✓	
4	Class song and Educational song	✓✓	✓✓✓✓		
5	Review and refreshment	✓✓	✓✓✓✓		
6	Matrix Mela	✓✓✓✓			
7	Team Building & indoor Game	✓✓	✓✓✓		
8	School Observation	✓✓	✓✓✓✓		
	General Content				
9	Stress Management	✓✓✓	✓		
10	Reading Disability	✓✓	✓✓✓	✓	
11	Case Study	✓✓	✓✓✓✓		
12	Project Work	✓✓✓✓	✓		
	English				
13	Teaching English Pronunciation	✓✓✓✓	✓✓		
14	Techniques of Teaching Reading	✓✓	✓✓✓		
15	Language games	✓✓✓	✓✓		
16	Classroom English and its Demonstration	✓✓	✓	✓✓✓	
17	Ways of Teaching Writing	✓✓	✓✓✓✓		
18	Chants and Rhymes	✓✓✓	✓✓		
19	Handwriting Skills	✓✓✓	✓✓		
20	Poem Writing and Book Making	✓✓✓	✓✓	✓	
21	Master of Ceremony	✓✓✓✓		✓	

Comments and Suggestions:

- It would be better to taught whole content.
- To improve English language all of the train
- Tiffin Time at 1 PM.
- Some Trainees didnot follow class.

Teacher Assessments of LEARN Training GG1525855 - Tatopani



	Course key
1	10 days Basic Training -I (5-14th April, 2017)
2	6 days Refresher Training -I (4-9th Sept. 2017)
3	10 days Basic Training -II (11-20th April, 2018)
4	6 days Refresher Training -II (1-6th Oct. 2018)
5	10 days Basic Training -III (4-13th April, 2019)
6	5 days Lead Teacher Capacity Building Training (13-17th May 2018)
7	2 days SMC/PTA workshop (24-25th June 2017)

Appendix IV – Needs Collection



LEARN
Lifting Education Programme
Myagdi
Need Collection

Name of School

Academic year: 2075

S.N.	Name of Teacher	Teaching Subject	Level	Problems faced by teacher	Expected support
1	Gobinda Thapa	Math/science	(1-8)	I could not motive his mind on relative subject by using of Teaching m-	I will be expected personal subject training from learn as well as how to use of
2	Gobinda Thapa	math/science		materials in spite of Teaching materials of math.	Teaching materials among them. And multimedia class as possible.
3					
4					
5					
6					

Signature of HT

Date:

20/02/20

School seal



Signature of Collector

Date:

(Signature)

Appendix V – List of Teachers, Students

Particular	Baseline 2017			2018			2019		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Teachers	41	62	103	40	65	105	40	73	113
Students	866	633	1,319	669	633	1,302	660	603	1,263
Lead Teachers	0	0	0	1	2	2	1	2	3
LEARN Trainers	1	0	1	3	0	3	3	0	3
Resource Person	3	0	3	2	0	2	2	0	2

Appendix VI – Summary of Training

Date	Type of training	No of participants	Output	Progress seen at present
1-8th May 2016	Baseline survey	2 trainers visited the 14 schools and collected teachers needs	As per baseline survey data analyses prepared proposal and plan. All 150 participants were oriented on the usefulness and the process of quality education for their children.	Many of the SMC Chairperson and the Head teachers are seen demanding the quality education training to their teachers, so they could perform as the trained teachers are doing now,
5-14th April 2017	Basic Training (10 days)	67 (44 female, 23 male)	Participant teachers Practiced basic skills of child Centred teaching learning activity, Classroom management and material preparation skills.	Teachers are using the teaching aids while teaching in the class, outdoor education practiced in the schools, children's achievement and regularity increased. Children are not punished. They have a joyful environment.
24-25th June 2017	SMC/ PTA training (2 days)	52 (28 female, 24 male)	SMC/ PTA and head teacher got aware of their roles and responsibilities. The way they could help for the quality education programme was also discussed. The participation of community for the bright future of children in future was effectively discussed in the workshop.	The SMC and the PTA have become aware that in many of the schools the schools are repaired, furniture made, and toilets built. These days the SMC are keen for the development of their schools. The quality education programme is directly supported by SMC/PTA.

Date	Type of training	No of participants	Output	Progress seen at present
4-9th Sept. 2017	Refresher training (6 days)	85 (57 female, 28 male)	85 teachers revised and practiced the learnt skills during the training with the children. They also learnt National Anthem, Brain Gym, PT and Class Songs during the assemblies in order to comply with the government policy. Those activities are important to develop physically and emotionally healthy students. Teachers should lead and guide students to perform those activities in their schools. Another important content of the training is origami and art works. Origami is an art of paper folding. Wonderful flowers, designs and many mathematical shapes can be created through origami.	Teachers are seen more confident standing in front of the children, delivering activities, teaching the children with fun as they have skills to deal with children with multiple learning strategies in their class. The self-esteem is also seen as high.
27th June-1st July 2018	ECED training	42 female ECED teachers	Participants learned a new skill on different aspects of ECED and other academic as well as pedagogical areas. Likewise, there were great discussions over basic concept of ECED, Aspect of holistic development, How do children learn, ECED curriculum, Storytelling skills, Poem Telling skills, Daily activities, Thematic approach, Classroom management and learning area, Materials development and use, Children learning assessment, Use of kit box, Micro teaching and feedback system.	Participants understood the four aspects of early childhood development and importance of ECD Centre and were able to demonstrate the difference on themes and subjects and apply thematic approach while conducting daily activities in ECD Centre. They were able to conduct daily activities using child friendly approaches. Participants were able to manage different learning areas in the ECD classroom. They were able to use materials in during teaching learning activities with prepared teaching learning materials from the low cost locally available materials

Date	Type of training	No of participants	Output	Progress seen at present
13-17th May 2018	Lead teacher training	3 (2 female, 1 male)	Participants learned a new skill on different aspects of school support models and other academic as well as pedagogical areas. Likewise, there were great discussions over in school support, reporting writing, success story writing, observing classroom, lead teachers' role and responsibilities	They are doing their job effectively. They visit school, observe class, provide feedback, help in classroom management, materials preparation and use etc.
11-20th April 2018	10 days Basic Training	62 (39 female, 23 male)	Participants understood and appreciated the concept of child friendly schools and manage classrooms accordingly as well as develop strategies to teach different academic subjects. They Practiced basic skills of child Centred teaching learning, Classroom management and material preparation skills.	Teachers are using the teaching aids while teaching in the class, outdoor education practiced in the schools, children's achievement and regularity increased. Children are not punished. They have a joyful environment.
1-6th Oct. 2018	Refresher teacher training	75 (51 female, 24 male)	75 teachers revised and practiced the learnt skills during the training with the children. They also learnt more ideas on child-centred teaching learning activities, methods of teaching, materials preparation and use	Teachers are seen more confident standing in front of the children, deliver activities, teach the children with fun as they have skills to deal with children with multiple learning strategies in their class. The self-esteem is also seen high

Date	Type of training	No of participants	Output	Progress seen at present
4-13th April 2019	10 days Basic Training	64 (43 female, 21 male)	Participant teachers Practiced basic skills of child Centred teaching learning, Classroom management and material preparation skills. They also learnt various teaching methods, approaches and techniques that provide ideas and skills to design materials and their uses effectively in their respective classrooms	Teachers are using the teaching aids while teaching in the class, outdoor education practiced in the schools, children's achievement and regularity increased. Children are not punished. They have a joyful environment
20-25th Sept. 2018	Refresher teacher training	76 (54 female, 22 male)	76 teachers revised and practiced the learnt skills during the training with the children. They understood and appreciated the concept of child friendly schools and manage classrooms accordingly as well as develop strategies to teach different academic subjects.	Teachers are seen more confident standing in front of the children, deliver activities, teach the children with fun as they have skills to deal children with multiple learning strategies in their class. The self-esteem is also seen high
continued since 2017	School visits / follow up	14 schools two times each yea	Lessons observed, feedback for improvement given, helped in the development of materials, including the local materials. Teaching problem solved to some extent	Now the teachers are seen with as many activities for the children in their classrooms as they have skills to deal with different levelled children in their class. Children are seen doing different activities in their class in groups, individuals, and with the help of teachers.

Date	Type of training	No of participants	Output	Progress seen at present
continued since 2017	Teaching materials support	14 schools each year	Supported teaching learning materials as per subject need.	Now the teachers are developing teaching materials and using with as many activities for the children in their classrooms as they have skills to deal with different levelled children in their class. Children are enjoying with different teaching materials in their class in groups, individuals, and with the help of teachers

End Note

On behalf of QEN I wish to congratulate LEARN on the execution of this project, and thank both the Rotary Clubs and The Rotary Foundation for their financial support. The project has demonstrated how further Global Grant projects could successfully extend the benefits of training to an ever-growing number of teachers, contributing to the achievement of quality education for the children of Nepal.

I'd like to know how much reports like this help in spreading the word. If you have got this far, I'd like you to let me know that you have read it, and to give any feedback you wish. Please visit our website at www.qen.org.au to see how you can support us.

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Abbreviations

CAS	Continuous Assessment System
CDC	Curriculum Development Centre
CEHRD	Centre of Education and Human Resource Development
CPP	Child Protection Program
DAO	District Administration Office
DEO	District Education Office
EDCU	Education Development, Coordination Unit
HT	Head Teacher
INGO	International Non-Government Organization
LA	Learning Achievement
LEARN	Lifting Education for Advancing Rural Nepal
LIP	Lifting Education Programme
LT	Lead Teacher
M, E	Monitoring and Evaluation
MoU	Memorandum of Understanding
MDG	Millennium Development Goal
NCED	National Centre for Education Development
NGO	Non-government Organization (local)
PTA	Parent Teacher' Association
QEN	Quality Education Nepal Inc. (Australia)
RFGG	Rotary Foundation Global Grant
RM	Rural Municipalities
RP	Resource Person
SMC	School Management Committee
TPD	Teachers' Professional Development