

FIELD REPORT
In-school support Program
Myagdi Shikha VDC



August 22nd – 31st August

Compiled by:

Rural Education and Environment Development Center (REED- Nepal)

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Visitors

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Executive summary

REED Nepal is an NGO has been working in the field of education since 2005 with a motto "Quality education our commitment". Basically REED focuses for quality education through training for teacher training, parents' awareness, training for School Management Committee (SMC), Parents Teachers Association (PTA), supporting teaching learning materials in mountainous region such as: Solukhumbu, Rasuwa, Myagdi and Taplejung districts. REED facilitators with the close coordination of District Education Office (DEO) have been working to impart quality education to poor, marginalized and disadvantaged children.

Training for teachers to make them aware of various teaching methods, approaches, techniques and materials design and effective use of them are major works of REED to accelerate the pace of quality education in Solukhumbu district along with Taplejung and Myagdi districts. Apart from that being aware of the poor economic status of schools, REED Nepal supports teaching materials as well to use them the real classroom situation whatever the teachers learn in training.

Transfer of training is a vital issue has to think seriously. Many teachers attend in the training indeed and we facilitators try our best to make them well known about Knowledge, Attitude and Skills (KAS). But how much they take to their real class situation is also a concern of REED. Therefore, in-school support (supervision, observation, and feedback) is being made by facilitator and key teachers. The exploration of difficulties faced by teachers to apply whatever they have learnt during training and the supportive work is being done by the during in-school support.

In the process of in-school support in August 22nd to 31st, 2011 in Myagdi Shikha VDC six schools visited. Classroom management, Methods of teaching, teaching learning activities, materials design and use, regularity of teachers, regularity of students, activeness of SMC/PTA, parents' involvement, data collection etc. were the major concern of the visit, and more than teachers concern that whether there are any possibilities for English Medium training in the future. It was focused also teachers general knowledge about the English language during the visit.

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Objectives and Expected Outcomes

Objectives	Expected Outcomes
To follow up and supervise the impact of teacher's training in the school.	Teachers become aware of the way they teach to the children and get ideas to make their classes more
To share and solve the difficulties faced by teachers in teaching learning activities	To build the team for solved the problem faced by teacher during teaching learning activities
To support the teachers to create child friendly atmosphere in schools	Teachers get the ideas of real child friendly environment observing the model classes of trainers identify the needs of teachers to address in the next training
To support the teachers in developing teaching learning materials and maximum use of them	To helped teachers develop teaching learning material and use for teachers and students
To find out parents and SMC involved in school programme	Improved awareness of the SMC/PTA and parents for sending their children regularly to schools Parents more involved for the children's education

In- School support Programme

About 10 days in-school support program was aimed for 6 schools of Shikha VDC. The program was completed by the REED-Nepal's teacher trainers.

The objectives of the program were identified, analysed and planned the activities before visiting the program

School visit plan of Myagdi District Shikha VDC – 22nd August to 2nd September 2011:

	Name of Schools	Date	Activities	Days
1	Kathmandu to Beni	22nd	Travel	Monday
2	Beni to Phokhare bazar	23rd	Travel	Tuesday
3	Paudwar Primary school	24th	Teacher's class observation, provide constructive feedback and Meeting with all staff	Wednesday
4	Paudwar Secondary school	25th	teacher's class observation, provide constructive feedback and Meeting with all staff	Thursday
5	Kindi Primary School	26th	Teacher's class observation, provide constructive feedback and Meeting with all staff	Friday
6	Shikhar Primary School	27th	teacher's class observation, provide constructive feedback and Meeting with all staff	Sunday

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7	Sharada Primary School	28th	teacher's class observation, provide constructive feedback and Meeting with all staff	Monday
8	Shikha Higher Secondary School	29th	Meeting with School management training manage for refresher course in October	Tuesday
9	Shikha Higher Secondary School	30th	Teacher's class observation, provide constructive feedback and Meeting with all staff	Wednesday
10	Beni to Kathmandu	31st	All 6 schools SMC Chairperson and Head teacher meeting for future strategies	Thursday

Positive Findings

- Classroom management was improved, basic management skills showed in the classroom
- Some teachers used pocket board as multi skill board, which showed joyful learning to the students
- Song and games were used during the teaching learning activities
- All schools students used day, weather and job chart in daily basis
- Some schools have established routine for teacher and students
- Some schools started to share teaching learning materials with the students.
- Physical punished was minimise by teacher to the students in the schools
- Students were enjoying during the teaching learning activities
- Pauwdar secondary school was started Grade teaching whis is very positive
- Teachers were found to be habituated to teach the children making them involved.
- Some schools, children were kept in group and teachers gave group work.
- Teachers those who participated training found to transfer the training skills in the class
- Female teachers were found to be more sincere than male and they were regular as well.
- Classroom observation and feedback made many rooms for the teachers to be improved and teach effectively
- The model class demonstration according the lesson plan gave the teachers an idea and insight of easy teaching learning activities with fun and amusement.
- Community and SMC members visited to schools regularly in some schools

Problem raised by the teachers

- Teachers have the lack of the skills to prepare and use teaching learning materials.
- Most of the teachers did not started to develop teaching learning materials
- Paudwar Primary and Paudwar secondary schools started English medium course but most of the teachers were only translated to the book even some teacher could not

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reading class one books meaning, So they were seem problem for English medium course

- Some schools no team work and sharing among the team
- Overloaded classes and lack of time to transfer the training skills in the real classroom situation
- Most of the teachers were confused about step of teaching principles, because still they are lecturing
- Provided materials had just kept in the cupboard and confused about teaching learning materials name and how to displayed students and teachers materials in the classroom
- CAS(Continue assessment system) has confusion and hardly driven therefore teacher had lack of implementation ides and not get full training from the District Education office.
- All schools have no child friendly furniture so, most of the teacher felt difficult to manage teaching learning activities learnt from the training
- Teachers are interested in grade teaching up to grade three but they do not have the sufficient knowledge about it and some have lack of competencies in all subjects.
- Some schools are very less number of students so, difficulties to run as group teaching so, they just focused individual activities
- Kindu Ps , Shiikhar Ps Sawat and Shikha Higher secondary schools were only few teachers attended 10 days training so, they did not have any ideas about teacher training conducted by REED.
- Some teachers were found to be lazy who think teaching is only his job not the profession
- English Medium course found a headache for some teachers because of the lack of adequate knowledge.

School management and head teacher meeting

All six school schools SMC chair person and Head teacher were invited in Shikha higher secondary schools for discussing programme in future and status of currents activities. All chair person and head teacher were participate even more teachers from Shikha Secondary school. They actively participated for discussing how teacher training going on their own schools. Most of them were very keen to having teacher training to teacher and oriented to the community as well as providing teaching learning materials in schools. Similarly some of SMC were not happy that their all teachers were not involved in training in pauwdar secondary schools. Especially Shikha secondary schools SMC chair person who was very active for school development raised questions to teachers were not attended in coursed and he warned to teacher if they will not attend training in future they will be punish under schools rule and regulation. Al the SMC chair person were agreed with him and commitment to send all teachers in the training in future.

All the management committee chair person and head teachers were positive comment about the training that teachers and students are interactive with better way than before training and strongly requested this training should continue more years.

Paudwar and Shikha Management committee were expressed that they are having difficulties for manage community contribution from the schools as teachers accommodation. Because of schools don't have enough budgets for each year to pay accommodation to the teachers. So they

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requested to donors if possible programmed should manage it. All Chairpersons and Head Teachers were requested to extend programme for whole resource center. They all were agreed that, if Rotary club of wood Land and Nepal village initiatives Association are interested to extend the teacher training programme, Ghar VDC would be appropriate for extend because Shikha and Ghar VDCs are same resource center.

Finally they were very thankful to Peter Hall and his team for support this programme in Shikha VDC and hope full this will continue.

They also thanks to REED Team for manage effective and successful training in the VDC

Conclusion

REED-Nepal with the support of Nepal village association and Rotary club of wood land is committed to achieve it goal of quality education through teacher training program, SMC training, materials supply and in-school. To arouse the teachers with new techniques and methods of teaching and to arouse the SMC/PTA about their roles and responsibilities, training has been a milestone. Monitoring and evaluation as well as support on the spot through in-school support are a stepping stone to be in the destination of quality education. The analysis of transfer of training, appropriate use of school supplied materials; attitude of teachers, involvement of parents, the status of students' learning achievement, regularity and all the aspects of teaching learning process is the prime theme of in-school support program. Furthermore, finding the problems and needs of teachers on the spot and providing possible solution is the plus point which is the burning desire and demand of teacher.

This time the program has been very fruitful. The objectives we envisioned were grabbed. Classroom observation and feedback including model class was highly appreciated by the teachers and the discussion about the subject matter they felt confusing made the teachers even happier. Data collections, needs of teachers to address in the refresher training were also of success of this visit.

The interaction with children and SMC members about the improvement of school situation was indirectly a data collection of the transfer of training and effectiveness of teacher training program. DEO meeting and information of the program and about the teachers who are not responsible about their profession has also made this program more successful.

Finally, the importance of in-school support program has been very successful. The difficulties to walk on the hills and the challenges of weather were faded by the meaningfulness of the visit.

Next Refresher Training date: 2nd to 7th November 2011

Venue: Shikha Higher Secondary School, Shikha

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Recommendations

- Teacher training has been a stepping stone to make the teacher able to teach effectively. Training and in-school support are supplementary to each other. Therefore, training as well as in-school support has to continue for some more years.
- REED trainers have no sufficient time to visit in school, so one trainers should appoint for frequently support during the year
- Continue to provide teaching resources so that the teachers can teach effectively in their classrooms
- All school should encourage for grade teaching at least class 1-3 and some extra support help to them
- All school does not have child friendly furniture so, if possible help them small built CF furniture involve with community contribution
- All schools manage to Continue assessment system for class 1-3
- If there will fund available in future resource center(Ghar DVC) should cover for Quality Education Teacher Training programme
- Each schools are very less reading books for the children, so if possible to fund, should be provide to all schools
- Only two schools were started English medium course rest of Four were not so, in this situation difficult to manage English medium training.
- If the programme extend few more years key teacher net work should be established



Appendix I

Theme of the Program

Need Collection

During the visit we indirectly and directly collected the needs and issues raised by the teachers to address in the next refresher training. The needs were collected subject wise about the child centered technique and the subject matter which the teachers found difficult to teach to the children. Apart from telling the needs to cover in the training, teachers got benefitted discussing about the subject matter they found confused. In some school teachers requested to prepare detailed lesson plan.

Model Class Demonstration

The aim of the visit was not only observe the teachers' class but also demonstration of child centered model class. During the visit trainers demonstrated model class preparing materials in short period. In English the difficulties to make the students able to read the passage/text was found difficult to the teachers. Therefore, trainers preparing flashcards showed a 40 minutes class, where he only activated the students to pronounce the difficult word through pair work, group work, individual work and game. The teachers came to know that one lesson may take more than a day to cover so that the students can learn what is supposed to learn and the teachers has to make mobilize the students more.



Data collection

Another purpose of the training was to collect the data from school. which included the enrollment numbers (rate) of students, drop out numbers, learning achievement covered, pass rate, fail rate, school out children, regularity of students and teachers, parents involvement, availability of school supply materials and proper use, staff meeting, school activities and so on. That data has been a tool to evaluate the effectiveness of teacher training programme.

Classroom observation and feedback; analysis of transfer of training

The transfer of training in the actual classroom situation and the implication was another purpose of the in-school support programme. I had observed the class of different subject and level and provided constructive feedback to the teachers to make the classroom teaching even better. An observation checklist is developed and a copy is given to the teacher with the plus points of

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teaching and points to improve. At the same time an informal interview with the teachers and students also was a point to analyze the transfer of training.



Appendix II

Teachers and Students data

	Name of school	Teachers' list	M/F	status	Attendance at the day of visit	No. of Students			Attendance at the day of visit
						class	girls	boys	
1	Paudwar Primary School	Tulman Rana	Male	govt/p	Present	1	3	5	6
		Liladjoj Khadka	Male	govt/p	Present	2	4	1	3
		Devi Tilija	Female	govt/T	Present	3	5	2	5
		Uma Devi Tilija	Female	Private	Absent	4	1	4	5
		Santa Devi Tilija	Female	Gov/Helper	Present	5	3	2	5
2	Paudwar Secondary School	Thum Maya Pun	Female	govt/P	Present	1	17	14	28
		Shiv Ram Acharya	Male	govt/T	Present	2	4	5	9
		Deepak Raj Acharya	Male	Govt/T	Present	3	5	11	15
		Posh Raj Khanal	Male	Govt/T	Present	4	7	8	15
		Dilli Ram Adhikari	Male	Govt/T	Present	5	10	10	15
		Gum Bdr Rokka	Male	Gov/T	Absent	6	8	17	23
		Khag Bdr Pun	Male	Gov/T	Present	7	12	13	23
		Dil Maya Pun	Female	Gov/P	Present	8	14	11	23
		Yamshree Paiza	Female	Govt/T	Present	9	10	7	17
		Kumari Paiza	Female	Private	Present	10	8	11	19
		Man Bdr Paiza	Male	Private	Present				
		Mukta Kumari Tilaja	Female	Private	Present				
		Yam Kumari sherpurja	Female	Private	Present				
	Dhakendra Karkai	Male	Govt/T	Present					
3	Kindu Primary School	Rudra Bdr Khadka	Male	govt/P	Present	1	15	16	14
		Dhan Bdr Barual	Male	govt/P	present	2	1	3	2
		Hari Maya Sherpurja	Female	ECD	Present	3	3	4	6
		Khadka Bdr Nepali	Male	Govt/T	present	4	1	2	2

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		Sita Gharpuja	Female	Helper	Absent	5		3	3
4	Shikhar Primary School Swanta	Tek Bdr Khadka	Male	Govt/P	Present	1	6	2	3
		Chup Devi Pun	Female	Govt/P	Present	2	4		4
		Man Bdr Pun	Male	Govt/T	Present	3	1	1	2
		Tak Maya Tilija	Female	Private	present	4	2		2
		Bhakt Bdr Pun	Male	Helper	present	5	1	1	2
5	Shikha Higher Sec. School	Gita Puudyal	Female	Private	Absent	1	21	23	38
		Vaurani Paiza	Female	Govt/T	present	2	12	11	20
		Chanmati Purja	Fenale	Govt/T	present	3	14	6	16
		Raju Pun	Male	Govt/P	Absent	4	9	7	14
		Sate Tilijapun	Male	Govt/P	Present	5	10	8	17
		Ramkrishna Khadka	Male	Govt/T	present	6	22	19	35
		Kesan Purja	Male	Govt/T	Absent	7	13	13	25
		Kader K.C.	Male	Govt/P	Present	8	11	8	18
		Beg Bdr Pun	Male	Govt/P	Present	9	10	17	25
		Khem Bdr Paiza	Male	Govt/P	Present	10	13	7	20
		Damoder Dawadi	Male	Govt/T	Present				
		Monoj Bastola	Male	Govt/T	Absent				
		Pawan Kumar Misra	Male	Govt/T	Present				
		Aandanda K. Thakur	Male	Govt/T	Present				
		Jagadish Acharya	Male	Gov/P	Present				
		Bam Bdr Paiza	Male	Helper	Present				
6	Sarada Primary School Phalate	Mamata Devi Pun	Female	Govt/P	Present	1	10	5	14
		Tika Devi Serchan	Female	Govt/T	Absent	2	1	4	3
		Chin Bdr Pun	Male	Govt/T	Present	3		2	2
		Gita Ram istija	Male	Private	Present	4	4	1	3

Appendix III

Tools used during the visit

REED Nepal – Child Friendly Quality Education Programme, Myagdi

Teacher/Class Observation Form – Child Friendly Class Room Management

Date: 22nd August

Teaching Learning Activities	Well Done	To Work on
Practice of Brain Gym/Class song	Each school started	Need to do step by step
Seating arrangement of the students in the class room	Student in sitting group in some schools	Need to develop proper group work strategies
Management and use of attendance Board	Each schools every classroom managed	Need to use as teaching materials
Use of flash cards in pocket board	Few teachers used during the class	Do not keep flashcards all the time in pocket board and every teacher need to learn how to use multipurpose to the pocket board
Preparation of grammar cards and its use	Some schools developed	None of teachers were seen to used so, need to use in all classes
Management and use of Weather Chart	All schools hanging on the wall and some schools effectively used	Need to use as teaching learning materials
Management and Use of Job Chart	Gibang, Paudwar, Kindu, Swat and shikha hanging were in the class room	Need to use from students in daily basis and use as teaching materials
Use of calendar	All schools only few classroom were managed	Need to all classes mange and practice from the students
Management and use of hanging cards	All schools few cards were hanging for each class	Need to develop more and used effectively in the classroom
Management and use of different charts in the Class room	Only few teachers were developed subject charts and used	All teachers need to develop their own subject charts
Use of garbage box in the	All schools managed for	Need to manage all classroom and give

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classroom	some classes	responsibility to children for use it
Display the students creation	One or two schools just started to display students work	All schools need to create students work and display in the classroom
Child Friendly Teaching and Learning in the Class Room		
The teacher teaching according to lesson plan	Only paudwar secondary schools teachers who started grade teaching(1-3)	All teacher need to prepare their lesson before going to class.
Preparation of appropriate materials according to lesson	Only grade teacher prepared the materials	Need to prepare all teacher for their own subject
Beginning of the class	Very good in Paudwar secondary school	Need to start other schools and encourage to female teachers for Grade teacher
The teacher doing activities according to plan	Some teachers had good activities with the students	All teacher need to think it
The teacher teaching according to students learning styles	Very few teachers started	Need to focus on refresher course from the trainers and more practice
The teacher following active reading strategies	All schools are little children books and displayed in the classroom	Need to use properly Reading books and manage time to the students
The teacher asked open and close question in teaching time	More focused only close questions	Need to practice open questions in the classrooms
Formation of Group and Group Work		
Childrens are selected as group leader	Starting is good	Children trying to kept in group but work as individual. Need to more practice group work with students and on the training too
Teachers provided learning materials for group work	Some teachers just starting to provide	Need to share materials with students and teachers in the classroom

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The teacher gives instruction clearly to the groups	Only few teachers were practiced	Need to more practice how to give good instruction to the students
Involvement of each students in group work	Very less	Need to encourage more students activities to all classes
The teacher support the inactive and weak students of the group	Some teaches were helped to the weak students during the lesson	All teachers need to practice and not just standing in front of classroom during activities
provided materials use on the pocket boards by groups	some teachers did very well for use of pocket board	All teachers need to more practice to the pocket board in the classroom
All groups give feedback to other groups	Very less	Teachers need to more practice in refresher course and their own class
The teacher give appropriate feedback after group presentatio	Some teacher did ok	Need to more practice in training how to give and take positive feed back with the students
Learning by the Games,Songs and Role play		
The game is played for introduce and fun	Only few teachers taught game as fun	Not only plying on last period, need to develop habit in door and out door game during the lesson
Clear instruction are given for playing the game	non	Practice more in the training and schools
The game is related with the lesson	non	Need to practice games learnt in training related eith the lesson
The students clearly understand their role and presentation	non	Need to practice with students in training and schools and also discussed with team if confused about games and songs
The Students appear interested and actively involved	Very good where teachers did students activities	All teachers need to think more students involvement in learning

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Assessment and Evaluation of the students		
Cumulative record of the students (keep the personal record)	Non	More practice about Continue assessment forms in refresher course
Used teaching methods in the classroom - <i>some teachers were used discussion, group work, questioning and song but most of the teachers did lecture methods. So, in future need to more practice to different child friendly techniques in training, first phase 10 days training time not enough to practice all CF methods</i>		
Others Suggestion for the Teacher - <i>most of the schools did not develop teachers job chart and responsibility in schools, not establish sharing habit, not using teaching learning appropriately so, All the head teachers should coordinate to other teacher for developing team building in schools.</i>		
Support Requested by the Teacher - <i>Materials development, more in school support, more training</i>		

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