

**FIELD REPORT**

**Refresher Teachers Training Workshops  
Myagdi District, Nepal**

**Shikha, November 2- 7, 2011**



**Compiled by  
Rural Educational & Environment Development (REED - Nepal)**

## Contents

Executive summary.....	3
Workshop Objectives and outcomes.....	4
Workshop Programme .....	4
The teachers' expectations.....	5
Workshop timetable.....	6
Workshop Outline.....	6
Successes and Challenges of the previous trainings.....	7
Workshop Evaluation .....	8
Comments of the teacher .....	10
Recommendations.....	10
Appendix A .....	11
Appendix B .....	2
Appendix C .....	3
Contact Details .....	9

## **Executive summary**

This report is the first in the series describing a refresher teacher-training programme in Myagdi district of Nepal by Nepali Village Initiative Association, Australia and REED Nepal. The programme involved conducting 6 day in-service workshops for all the teachers analyzing the transfer of previous training and based on needs and desire of teachers.

All the teachers of the schools of Shikha Village Development Committee and some from Ghara VDC attended the refresher teacher training at Shikha Higher Secondary School, Shikha. REED trainer provided an in-support where he not only evaluated and monitored the program's effectiveness; he provided support what he could and collected the needs of teachers and school. He observed classes of teachers provided constructive feedback for the improvement which was reviewed, analyzed and discussed in the training. The uses of the provided school supplied materials were also discussed.

In the teacher training, 46 teachers from 8 VDCs schools attended. The themes of the workshops were Brain gym, team building, subject-wise teaching methods, techniques, approaches along with the materials preparation and use and model lesson. The importance of classroom organization and management and child rights was also highlight of the training. The course had 3 days cycle in the respective subjects so that the teachers got chance to learn the effective technique of teaching English language, Social Studies, Mathematics and Science. The necessary related materials were prepared during the training, assessment and evaluation and making of child centered learning materials was a main focus.

The training resulted in several outcomes. Teachers shared their experiences best practices. They learnt new understandings about creative teaching, classroom organization and management, assessment and evaluation as well as developing new teaching skills and material development for child centered learning.

The programme continues to monitor the impact on student learning and changed teacher behaviour in the classroom through the regular Supervision Committee's and REED trainers' visits.

The Nepali Village Initiative Association funds the teacher-training programme in Myagdi and the Rural Education and Environment Development Center (REED- Nepal) implements, monitors and supports.

The DEO and his staff continued to be very positive and supportive for the programme. The cooperation between, Nepali Village Initiative Association, Rotary Club, Woodend, DEO, District Education Office, REED, and the teachers of Myagdi are the key factors for the accomplishment of this programme.

## Workshop Objectives and outcomes

Objectives	Expected Outcomes
1. develop child-centered teacher training methods and skills	Improved teaching in the classroom where children are learning actively
2. increase teachers' understanding and knowledge in all subjects	Teachers teach more effectively and confidently
3. provide relevant and appropriate teaching materials and resources to schools	Access to more relevant and appropriate teaching material and resources
4. increase teacher and student attendance, increase girls' / boys' enrollment in schools, and reduce drop-out rates of children from schools	Increased teacher and student attendance and girls'/ boys' enrolment and reduce student drop-out
5. introduce the Continuous Assessment System (CAS)	Teachers assess students regularly and record in the appropriate forms storing safely, use the form for upgrading children



## Workshop Programme

These three six day workshops had 46 teachers attending. The workshop was conducted by the REED training team. The District Education Office and the head teachers from the host schools were very supportive. The teacher's expectations were identified and analysed before the workshop.

### The teachers' expectations

Increase subject wise knowledge, and teaching skills and classroom management skills in all subjects (Nepali, English, Maths, Social Studies, and science). The subject wise expectation of the teachers are listed below:

<b>English</b>	Teaching vocabulary Teaching stories Teaching English through games and songs Teaching grammar: word classes Teaching poem Teaching dialogue/conversation Spelling, letter and punctuation Teaching essay and essay writing
<b>Mathematics</b>	Fraction, decimal and percentage Binary and Quinary numbers Unitary method Place value and face value Rounding off Effective method of teaching addition, subtraction, multiplication and division Like and unlike terms Measurement of area, volume and perimeter Set Base ten blocks
<b>Science</b>	Living and non-living things Science project work State of matter Concept of solid, liquid and gas How to use microscope Floating and sinking How is energy not lost? Volume measurement of gas Global warming and environmental pollution Vertebrate and non- vertebrate
<b>Social Studies</b>	Various Social Studies teaching strategies Geographical and land structure Traffic rules Season change

## Workshop timetable

	9.00 – 10.00	10.00 – 12.00	1.00 – 4.00
Day 1	Registration, opening ceremony, speeches, introductions.	Expectation collection Review of the effectiveness and impact of the previous trainings. Team building game (blind fetch)	Success and challenges of previous year (SWOT analysis method) Skills revised (six thinking hats method) Effective Classroom Organisation and Management Day feedback Day briefing
Days 2-5	9.00 – 4.00 (45 minute lunch break) Subject-wise training based on the needs of the participants along with modelling the class, Materials preparation and use, games and so on. Maths, English, Science Social studies Note: Each day a team building game		
Day 6	CAS (Continuous Assessment System) Child rights, Commitments, course evaluation, closing ceremony		

## Workshop Outline

Each day began with the Nepali National Anthem, a class song of primary level, a Nepali song and Brain Gym. New games were incorporated into the program according to the timetable of each subject. Participant representatives and facilitators conducted a daily evaluation of sessions.



Participants prepared short demonstration micro teaching lessons in groups. These lessons used skills emphasized in the training such as group work, questioning, discussion and using teaching materials. A teacher from each group was randomly chosen to teach the lesson in peer. Participants provided feedback based on the classroom teaching. Furthermore, a general improvement in the standard of micro-teaching was noticed in the comparison to previous years.

## **Successes and Challenges of the previous trainings**

Participants discussed and recorded their successes and challenges in a variety of key areas what they had learnt in the previous trainings.

### **Successes:**

- Teachers are habituated in using the teaching learning materials in the classrooms
- Students can use materials independently
- Group division and group works are encouraged in schools
- Games and songs for teaching has been amusing in teaching
- Project works and preparation of teachers are another success of teachers
- Students feel encouraged and enjoy in the classroom
- Teacher responsibilities evenly distributed and Curriculum and books arrived on time
- Good cooperation between teaching staff and Good cooperation between school and community
- Students are sent to school regularly as the community involved in school development

### **Challenges:**

- All teachers are not qualified and committed and lack of enough resources
- Language problems in village areas because of the multilingual culture.
- Parents are not fully aware of the importance of education
- Different levels of ability and age in one classroom and students not bringing books or pencil to school
- Noisy classrooms and the teachers not able to have group work as it is supposed to do.
- Difficulties of multi-grade teaching due to room size and lack of teachers' motivation
- Recruitment of new teachers who are novice but found enthusiastic

## Workshop Evaluation

### Teachers' Refresher Training on Child Friendly Teaching

2-7 November – Shikha Myagdi

S. N.	Content	Excellent (Total Ticks)	Percentage	Good (Total Ticks)	percentage	Ok (Total Ticks)	Percentage	Could be improved	Total participants who ticked
1	Overall impression of the Training	20	48.78	20	48.78	1	2.44		41
2	Objectives of the Training	23	56.10	16	39.02	2	4.88		41
3	Brain Gym	33	80.49	7	17.07	1	2.44		41
4	Class song and Morning Song	21	51.22	19	46.34	1	2.44		41
5	Review and Refreshment	21	51.22	11	26.83	9	21.95		41
6	Classroom Organization and Management	27	65.85	11	26.83	3	7.32		41
7	Child Rights	28	68.29	11	26.83	2	4.88		41
8	Continuous Assessment System (CAS)	16	43.24	13	35.14	8	21.62		37
	<b>ENGLISH</b>								
1	Teaching Greeting and Introduction (Puppet Activities)	33	80.49	6	14.63	2	4.88		41
2	Teaching Dialogue	37	90.24	4	9.76	0	0.00		41
3	Teaching Vocabulary	27	65.85	14	34.15	0	0.00		41
4	Language Games	34	82.93	5	12.20	2	4.88		41

SOCIAL STUDIES									
1	Teaching the concept of geographical and land structure	23	56.10	16	39.02	2	4.88		41
2	Creative problem solving strategy in teaching	20	48.78	20	48.78	1	2.44		41
3	Post box strategy	18	46.15	18	46.15	3	7.69		39
4	Mobile Tree strategy	26	63.41	14	34.15	1	2.44		41
5	Gallery Walk strategy	20	48.78	15	36.59	6	14.63		41
6	Bingo	21	51.22	15	36.59	5	12.20		41
MATHEMATICS									
1	Number line	37	90.24	4	9.76	0	0.00		41
2	Place value and face value	32	78.05	9	21.95		0.00		41
3	Base ten blocks	35	85.37	4	9.76	2	4.88		41
4	Fraction and Volume	16	39.02	21	51.22	4	9.76		41
5	Lattice Multiplication	29	70.73	12	29.27	0	0.00		41
6	Mathematical games	22	53.66	17	41.46	2	4.88		41
SCIENCE									
1	Concept of living and non-living things	37	90.24	4	9.76	0	0.00		41
2	Concept of the state of matter	27	65.85	14	34.15	0	0.00		41
3	Making electromagnet	37	90.24	3	7.32	1	2.44		41
4	Scientific process and concept	25	60.98	15	36.59	1	2.44		41
5	Volume Measurement of gas	33	80.49	5	12.20	3	7.32		41

## **Comments of the teacher**

- English enjoyed the teaching technique using the real objects, classroom materials and using the students more. Games along with the activities are more powerful tools to make teaching learning activities lively and effective.
- “The training was very valuable for us as we learned to use the Continuous Assessment System (CAS) for upgrading of the children without having them to write the exams”.
- In Maths they enjoyed model lesson of the trainers and lots of Mathematical games.
- The practical work of science was acknowledged by the participants.
- Various active teaching strategies in teaching Social Studies made the participants delightful.
- Teachers enjoyed having a big group of teachers from their VDCs and sharing the experiences and skills.
- Teachers realised for this programme to be worthwhile they have to show changed behaviour in their classroom.

## **Recommendations**

The Workshop agreed to recommend that:

- The refresher workshop has been very effective and more important and should continue for some more years.
- Schools should continue to be supplied with the required materials for teaching learning activities.
- REED trainers who came to the training have to visit schools more and support for effective teaching.
- CAS is an excellent means to evaluate to the students and improve the weakness of students specifically. Therefore, to make it effective and successful, monitoring and supervision has to be done by DEO and REED frequently.

## Appendix A

### Participants' Name List

<b>Shikhar PS, Swanta</b> 1 Bhakta Bahadur Pun 2 Tek Bdr. Khadka 3 Tak bahadur Tilija 4 Chap Devi Tilija 5 Man Bahadur Tilija	24 Shiva Ram Acharya 25 Safal Adhikari 26 Deepak Acharya 27 Dhakendra Karki 28 Kumari Paija 29 Man Bahadur Paija 30 Yam Shree Tilija 31 Gam Bahadur Roka 32 Lalit Tilija 33 Khadga Bdr. Tilija 34 Mukta Kumari Paija 35 Yam Kumari Sherpuja
<b>Kindu PS, Kindu</b> 6 Rudra Bahadur Khadka 7 Dhana Bahadur Baruwai 8 Sita Garbuja 9 Khadag Bahadur Nepali 10 Hari Maya Sherpuja	<b>Shikha SS, Shikha</b> 36 Jagadish Acharya 37 Damodar Dawadi 38 Beg Bahadur Pun 39 Ram Krishana Khadka 40 Sete Tilija 41 Chanamati Tilija 42 Gita Poudle 43 Bheurani Tilija 44 Nari Paija 45 Kedar Karki 46 Khem Bahadur Pun
<b>Paudwar PS, Giwang</b> 11 Tul Man Rana 12 Lila Dhoj Khadka 13 Devi Tilija 14 Uma Tilija 15 Shanta Devi Tilija	
<b>Lali Gurans PS, Chitre</b> 16 Laxmi Tilija 17 Devi Paija 18 Dhana bahadur Paija	
<b>Himalayan Ps, Shikha</b> 19 Om Maya Pun 20 Sher Mati Tilija	
<b>Sarada PS, Phalete</b> 21 Mamta Pun 22 Man Bahadur Tilija 23 Gita Ram Rautija	
<b>Paudwar SS, Paudwar</b>	

## **Appendix B**

### **Resource People – Trainers and Visitors**

Deepak Dulal	REED Trainer
Rajendra Pant	REED Trainer
Meen Shahi	REED Trainer
Jagadish Lekhak	REED Trainer
Krishna Pun	Nepali Village Initiative Association, Coordinator
Jagadish Acharya	HT, Shikha HSS
Bagbir Paija	SMC Chair, Shikha HSS
Krishna Bahadur Tilija	PTA Chair, Shikha HSS
Khadga Bahadur Tilija	SMC Chair, Paudwar SS

## Appendix C

### Subject Contents in Brief

#### A. Social Studies

The objectives were:

- Review the effectiveness and impact of previous teaching skills and introduce new
- To develop effective strategies of teaching Social Studies
- To introduce and practice CAS
- To discuss on the effective classroom organization and management
- To give the effective idea of teaching geographical and land structure

Contents

- Classroom Organization and management
- Teaching geographical and land structure
- Creative problem Solving Strategy
- Post Box technique
- Galley walk
- Field trip
- Mobile tree

The success of the teachers and the impact of the previous trainings were reviewed in the first hand through place mat method, where the participants enlisted the successful work they carried during the last whole year in the classroom. Challenges on the other hand, were also discussed and the facilitator guided to find the possible solution of the problems to the teachers themselves. A micro teaching on the best activity (skill) that the teachers transferred in their real class situation was done by a representative of each group.



The subject content was designed according to the needs and expectation of the participants identified before the training. The effective strategies for teaching social studies were asked to explore to the participants, where the facilitator helped them. At the end participants practiced some strategies (field trip, post box, gallery walk, creative problem

solving, and mobile tree) effectively on a subject matter. Participants were taken to the field to give the ideas of natural resources through field trip but the preliminary of the project work was done inside the classroom.

The use of locally available materials flour, the box, soil to give the concept of geographical structure and land structure was the most interesting part of training where all the teachers were eager, enthusiastic, busy and active. What the teachers realized that teaching Social Studies only reading the text book is incomplete and the students are always confused. The creativity of teachers and the use of materials make the teaching learning activities effective, lively and long lasting.

To conclude the overall activities of social studies, teachers were very excited to get the easy and effective ideas of teaching social studies which they used to say a quite difficult subject for group work and make the children active. They were eager to learn more enthusiastically during the whole training.

## **B. English**

Surveys in each English group revealed that most teachers were concerned with similar issues. These included:

- A concern that their English skills prevented them from teaching English effectively
- Frustration with a lack of teaching materials that kept them focused on the text book
- A need for more varied child centered approaches in teaching phonics and grammar
- Teachers were keen to learn the effective way teaching vocabulary without translating into Nepali.

These issues shaped the course content

### **Objectives:**

- Review the effectiveness and impact of previous teaching skills and introduce new ones through micro teaching
- To introduce and practice Continuous Assessment System (CAS)
- To give the participants ideas of effective classroom organization and management
- To model the activities on teaching vocabulary with the maximum use of real object, picture and action
- To model the effective idea teaching conversation
- To model an active and participatory technique of teaching greeting and introduction

## Contents:

- Teaching greeting and introduction
- Teaching vocabulary
- Teaching songs
- Teaching English language through games
- Continuous Assessment System
- Classroom organization and Management
- Child rights

The English program this year had the major focus for the needs and expectation of the participants and almost all activities were done modeling a class which can exactly be transferred to the classrooms.

Communicative function, Socialization: greeting and introducing were artistically modeled through puppet activities which had been the most interesting moment of the training. Teachers realized that teaching speaking just drilling the textbook can not improve the intended language skill. The use of local materials and some common teaching learning materials are of most valuable to participate students and teach language skills. Participants realized that the teaching should be based on the objectives of the lesson. They act remorseful for teaching English only reading the books and translating into Nepali.

Vocabulary teaching through real objects, actions, picture, synonyms, antonyms and definition with the appropriate process made the participants to realize that they are still teaching vocabulary translating into Nepali and through which they are teaching Nepali not English. Basically the use of common and locally available materials for teaching vocabulary found worthwhile. Similarly, participants found themselves an actor while learning new vocabulary taught by the trainers and realized that a teacher should have the quality of all. The process and technique of teaching vocabulary made the participants very enthusiastic, happy and they appreciated the model class of the trainer.



Games and songs throughout the training preparing the related materials had been the most interesting part of the training. And finally the participants appreciated the facilitator for the wonderful techniques and skills shared among them which is demonstrated by the highly positive feedback given by participants at the end of each day's evaluation session.

Participants were very interested and busy to learn the new teaching techniques of teaching English. The response of the participants "the Excellency of the trainer and the practical methods of teaching English have encouraged us to do even better" and the course evaluation with up to 90% excellent revealed that the training in English has been one of the best trainings.

### **C. Mathematics**

#### **Objectives:**

- Review the effectiveness and impact of previous teaching skills and introduce new ones through micro teaching
- To introduce and practice CAS
- To discuss on the effective classroom organization and management
- To give an easy and effective ideas of teaching number line, place value and face value
- To model the class on teaching addition, subtraction, division, fraction, decimal and percentage
- To give concept about the effective use of base ten blocks

#### **Content:**

- Number line
- Addition, subtraction, and multiplication of fractions
- Place value and face value
- Use of base ten blocks
- Teaching fraction, decimal and percentage

The teachers were very satisfied with the simple yet creative maths ideas presented to them. They felt the ideas would be easy to implement in their own classrooms.

Since maths skills are lacking in many of the teachers, the fraction, decimal, sets, percentage and place value demonstrations were most valuable.



A few difficulties were presented as the teachers were still unaware about the easy technique to teach Mathematics and less content level understanding. However, at the end teachers were found more enthusiastic, active and satisfied. In summary, the teachers were very enthusiastic and eager to use the new maths' ideas and their knowledge in the real class situation. The objectives set out by the facilitators were met and appreciated. Some interesting mathematical games and the activities for multilevel classroom situation were the major attraction of the training.



The use of base ten blocks, and the simple materials made up of cardboard paper and the activities to give the concept of addition, subtraction, multiplication, and fraction, decimal had been practically modelled in the classroom. Participants were very busy to do the activities that they were unknown about the time bound. Some difficult subject content from the book raised by the teachers was clarified with some activities which made the teachers pleased.

#### **D. Science**

The objectives and content of science were developed on the basis of the expectation of participants which were identified in the very first day of the training and some were already prepared on the basis of the needs analysed in the previous trainings.

##### **Objectives**

- To develop scientific process and concept
- To demonstrate making electromagnet
- To demonstrate volume measurement of gas
- To give the concept of state of matter
- To recognize, record and give the concept of living and non-living things

##### **Contents**

- Concept of Living and non- living things (recognize and record)
- Concept of state of matter
- Concept of the state of matter
- Scientific process and concept
- Volume measurement of gas

## Activities

First session focused on the basic concept of living and non-living things. Participants classified given cards and kept in the living, non-living and doubt order or column. Doubt was clear after broad group discussion and trainers' demonstration. Finally participants were benefited and agree, which teaching strategies and how to make effective classroom to deliver the concept of living and non-living things by using locally available materials.



Scientific concept and process play vital role for encouraging the children towards scientific attitude. So, trainer practically delivered the concept of scientific process. The session mainly focused on the importance of process rather than product.

Next activity focused on the concept of solid, liquid and gas. Participants were classified, built their hypothesis, defined and shared the ideas about the state of matter. Trainer delivered the very clear and effective concept and definition of solid, liquid and gas with a model game called 'Molecule Music Game'. In the same session trainer demonstrated the volume measurement of gas using air filled balloon, water and measuring cylinder.



How to make the electro magnet was demonstrated using the locally available materials like dry cell, electric wire, nails and masking tape which aimed to make the teachers as well the students able to make the magnet in the school. Groups were actively participated to prepare the magnet where the facilitator guided them moving around the class. They eagerly, actively and enthusiastically learnt the new practical work of science.



In the conclusion, the whole activities practiced during the training were somehow new but easy, interesting and fact full. Each and every teacher enjoyed them well and realized to teach science practically using the locally available materials making the students very active and busy.

## Reflection on skills learnt in subject areas during the week

The participants brainstormed as a whole class the activities and skills that were incorporated into each subject during the week. The aim of this short session was to encourage teachers to reflect on what they had learnt and what their underlying knowledge was and an example to reflective learning.

## **Creative Presentation Display: effective classroom management and organisation**

In each subject, a long session was allocated for effective classroom management and organization. Management and protection of teaching learning materials in the classroom, subject corners, mobile trees, behaviour management, noise control, classroom dynamic: individual work, pair work, group work whole class discussion, seating arrangement and the aspects of classroom organization and management were practised in the class.

## **Evaluation System: Continuous Assessment System**

In each subject a new evaluation system CAS was introduced and practised. The background, the government policy, advantages, roles of teachers, roles of guardians were discussed first. The technique of evaluating the students as a diagnostic evaluation and filling the forms to evaluate the different aspects of students through CAS like attendance, sanitation, behaviour change, participation in learning activities, participation in extra-curricular activities and learning achievement were practised during the session.

## **Contact Details**

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