

FIELD REPORT
In-school Support Program
Myagdi



Executive summary

REED Nepal is an NGO working in the field of education since 2005 with a motto of "Quality education our commitment". Basically, REED focuses for quality education through training for teachers, parents' awareness Programme, training for School Management Committee (SMC), Parents Teachers Association (PTA), teaching learning materials support in mountainous region such as: Solukhumbu, Rasuwa, Myagdi and Taplejung districts. REED facilitators work with the close coordination of District Education Office (DEO) 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, Myagdi and Rasuwa 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 that has to be thought 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 us during in-school support.

In the process of in-school support in June, 2012 in Myagdi seven schools of Shikha VDC are 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 them Continuous Assessment System (CAS) was greatly emphasized through which the teachers are evaluating the students from this academic year.

Objectives and Expected Outcomes

Objectives	Expected Outcomes
<ul style="list-style-type: none"> • Consolation with Continuous Assessment System 	Teachers feel easy to evaluate the students using various CAS forms
<ul style="list-style-type: none"> • Classroom observation and feedback 	Teachers become aware of the way they teach to the children and get ideas to make their classes more effective
<ul style="list-style-type: none"> • Need Collection 	Trainers identify the needs of teachers to address in the next training
<ul style="list-style-type: none"> • Problem identification faced by the teachers and solve them 	The problems faced by the teachers in the teaching learning process are identified and solved on the spot
<ul style="list-style-type: none"> • Support with the classroom organization and management 	Classes are managed effectively
<ul style="list-style-type: none"> • Model demonstration class 	Teachers get the ideas of real child friendly environment observing the model classes of trainers

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In- School support Programme

These twenty three days in-school support program was aimed for 7 schools of Shikha VDC. The program was completed by a REED-Nepal's teacher trainer.

The key teachers, head teachers and teachers from all the schools were very cooperative to complete the program in success.

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

S.N.	Date	Schools to visit	Remarks
1	8th June, 2012	Travelled from KTM to Beni	
2	9th June, 2012	Saturday	Holiday
3	10th June, 2012	Shree Paudwar S.S., Paudwar	
4	11th June, 2012	Shree Paudwar S.S., Paudwar	
5	12th June, 2012	Shree Paudwar S.S., Paudwar	
6	13th June, 2012	Shree Paudwar S.S., Paudwar	
7	14th June, 2012	Shree Paudwar S.S., Paudwar	
8	15th June, 2012	Shree Paudwar S.S., Paudwar	
9	16th June, 2012	Shree Paudwar S.S., Paudwar	
10	17th June, 2012	Paudwar .S., Paudwar	
11	18th June, 2012	Shree Paudwar P.S., Gibang	
12	19th June, 2012	Shree Paudwar S.S., Paudwar	
13	20th June, 2012	Shree Paudwar S.S., Paudwar	
14	21st June, 2012	Shree Paudwar S.S., Paudwar	
15	22nd June, 2012	Shree Paudwar S.S., Paudwar	
16	23rd June, 2012	Shree Paudwar S.S., Paudwar	
17	24th June, 2012	Kindu P.S., Kindu	
18	25th June, 2012	Shikhar P.S, Swanta	
19	26th June, 2012	Laligurans P.S., Chitre	
20	27th June, 2012	Shree Sharada P.S., Falate	
21	28th June, 2012	Shikha H.S.S., Shikha	
22	29th June, 2012	Back to Paudwar	Holiday
23	30th June, 2012	Travelled back to KTM	

NEED /Problem shown by the teachers

- Classrooms are not child friendly (dark rooms and coarse walls)
- Not good number of students to teach
- Teachers from Chitre and Falate do have the lack of the skills to prepare and use teaching learning materials as they did not get chance to attend the basic training
- Provided materials not sufficient
- Some head teachers are not serious about teachers guide, reference materials even the text books for students are not available in the school
- Teachers are interested in multi-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.

Recommendations

- Continue to provide teaching resources so that the teachers can teach effectively in their classrooms
- Training should be extended to next area as well
- Small supports should be provided for the physical improvement and maintenance
- 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.
- Trainers of REED Nepal and their frequent visit to schools helps to gain what is supposed to.

APPENDIX I Teachers' Data

S.N.	Name of school	Teachers' list	M/F	status	Attendance at the day of visit
1	Shree Paudwar S.S.	Lalit Tilija Pun	M	Gov./Temporary	Present
		Yamsiri Tilija Pun	F	Private	Present
		Mukta Kumari Tilija	F	Private	Present
		Tara Paija Pun	F	Private	Present
		Binadevi Tilija Pun	F	Private	Present
		Dilmaya Tilija Pun	M	Gov./Permanent	Present
		Man Bahadur Paija Pun		Private	Present
2	Paudwar P.S. , Gibang	Devi Tilija	F	Gov./Temporary	Present
		Santadevi Tilija	F	Gov./Temporary	Present
		Tulman Rana	M	Gov./Permanent	Absent
		Uma Tilija	F	Aid	Absent
3	Kindu P.S., Kindu	Harimaya Sherpuja	F	Private	Present
		Khadga Nepali	M	Gov/ Temporary	Present
		Rudra Bahadur Khadka	M	Gov./ Temporary	Absent
		Sita Garbuja	F	Private	Absent
4	Shikhar P.S. , Swanta	Man Bahadur Tilija Pun	M	Gov/ Temporary	Present
		Tak maya Pun	F	Private	Present
		Chapdevi Pun	F	Gov/ permanent	Present
		Rajendra	M	Gov/ permanent	Absent
		Narerandra Pun	M	Private	Present
5	Laliguras P.S. , Chitre	Lilshova Pub	F	Private	Present
		Devi Paija	F	Private	Present
		Dhan Bahadur Paija	M	Private	Present

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		Laxmi Tilija	F	Rahat	Present
		Lila Devi Purja Pun	F	Rahat	Absent
6	Sharada P.S., Falate	Chinbahadur Pun	M	Gov/ T	Present
		Tikadevi Sherchan	F	Private	Present
		Geetaram Rantija	M	Private	Present
		Mamata Devi Garbuja	F	Gov/ P	Present
7	Shikha H.S.S., Shikha	Khembahadur Paija	M	Gov/ T	Present
		Gita Paudel(Gurung)	F	Other	Present
		Chanmati Purja	F	Gov/ T	Present
		Bheurani Paija	F	Gov/ T	Present
		Sete Tilija Pun	M	Gov/ P	Present
		Raju Pun	M	Gov/ P	Present
		Anita Baruwal	F	Gov/ T	Present

Appendix II

Students' data

S.N.	Name of school	Class	Girls	Boys	Attendance at the day of our visit
1	Shree Paudwar S.S.	ECD	12	8	18
		1	4	5	9
		2	4	4	8
		3	4	5	9
		4	4	10	14
		5	7	7	14
		6	6	7	13
		7	7	14	21
		8	10	13	20
		9	12	12	21

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		10	9	7	15
2	Paudwar P.S. , Gibang	ECD	1	4	2
		1	0	2	2
		2	4	2	5
		3	3	1	4
		4	2	3	5
		5	2	3	4
3	Kindu P.S., Kindu	ECD	4	7	4
		1	3	7	8
		2	0	3	3
		3	1	2	3
		4	2	2	4
		5	1	2	3
4	Shikhar P.S. , Swanta	1	3	1	4
		2	3	0	3
		3	2	0	2
		4	1	0	1
		5	1	0	1
5	Laliguras P.S. , Chitre	ECD	2	2	4
		1	2	2	4
		2	1	2	3
		3	0	0	0
		4	1	4	5
		5	3	1	4
6	Sharada P.S., Falate	ECD	2	4	4
		1	4	3	4
		2	1	5	6
		3	4	1	5
		4	0	2	2
		5	1	5	6
7	Shikha H.S.S., Shikha	ECD	15	10	24
		1	5	5	10
		2	6	4	10

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		3	9	4	13
		4	9	2	11
		5	6	4	10
		6	14	18	38
		7	20	17	37
		8	13	14	27
		9	14	15	29
		10	10	12	22

Visitor

Kailash Tamang

Key teachers

Khem Bahadur Paija

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Appendix III

Tools used during the visit

REED Nepal
Child Friendly Quality Education Programme, Myagdi
Teacher/Class Observation Form

Date: 27th June

Child Friendly Class Room Management

Teaching Learning Activities	Well Done	To Work on
Practice of Brain Gym/Class song	Very Good practice in most schools	Only few schools need guidance to practice step by step
Seating arrangement of the students in the class	Only in some schools	Need to develop proper group work strategies
Management and use of attendance Board	Well prepared in all schools	Need to use regularly
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 grammer cards and its use	Not used.	Non 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 many of them used effectively.	Need to use as teaching learning materials
Management and Use of Job Chart	Gibang, Paudwar, Kindu, Swanta, Chitre, Flate and Shikha –all schools used it.	Need to use by students themselves in daily basis and use as teaching materials
Use of calender	All schools used it.	Need practice from the students
Management and use of hanging cards	All schools were hanging few cards for each class	Need to develop more and used effectively in the classroom

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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 classroom	All schools managed for some classes	Need to manage all classroom and give responsibility to children to use it
Display of 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 few teachers of some schools prepared the plan.	All teacher need to prepare their lesson before going to class.
Preparation of appropriate materials according to lesson	Mostly grade teachers prepared the materials	Need to prepare all teacher for their own subject
Beginning of the class teaching	Very good in Paudwar Secondary school	Need to start other schools as well
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 training course from the trainers and practice more
The teacher following active reading strategies	Most schools have little children books and displayed in the classroom	Need to use Reading books properly 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
The teacher gives instruction clearly to the groups	Only few teachers practiced	Need to more practice how to give good instruction to the students

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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 teachers helped 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 gorups	some teachers did very well for use of pocket board	All teachers need more practice to the pocket board in the classroom
All groups give feedback to other groups	Very less	Teachers need to do more practice in refresher course and their own class
The teacher give appropriate feedback after group presentation	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 to 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
Assesement and Evaluation of the students		
Cumulative record of the students (keep the personal record)	Some schools starting	More practice about Continue assessment forms in refresher course
Used teaching methods in the classroom ?_ some teachers were used discussion, group work, questioning and song but most of the teachers did lecture methods. So, in future need more practice to different child friendly techniques learned in training		

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Others Suggestion for the Teacher - *Most of the schools did lesson plans, 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.*

Support Requested by the Teacher - *Songs and games, Materials development, more in-school support, more training*

Signature of the Class Teacher:
Signature HT

Kailash Tamang

Signature of Observer:

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APPENDIX IV

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 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 date has been a tool to evaluate the effectiveness of teacher training programme.

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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. The trainer 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 shown to the teacher with the plus points of 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.



Teaching Nursery Rhymes

The teachers of many schools had not clear idea to sing different nursery rhymes found in textbooks. The observation went on along with the assistance to singing classroom songs and nursery rhymes. The students and teachers were all gathered in on classroom and taught how to sing English rhymes and apply in classroom teaching.



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