

FIELD REPORT

Teachers' Refresher Training Myagdi District, Nepal

**Shikha
November 25- 30, 2012**



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

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Teachers' Refresher Training – November 2012

Conducted by
Rural Educational and Environmental Development (REED)

1 Executive summary

This report is the second in the series describing a refresher teacher-training programme in Myagdi district by REED Nepal in the support of Nepali Village Initiative Association, Australia. The programme involved conducting six day in-service workshops for all the teachers analyzing the transfer of previous training and based on needs and demand 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-school support, evaluated and monitored the program's effectiveness; provided support on the basis of collected needs of teachers and school. The trainer 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, forty two teachers from eight 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 course had three days cycle in the respective subjects so that the teachers got chance to learn the effective technique of teaching English language, Social Studies, Nepali 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 and best practices. They learnt new skills 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, DEO, District Education Office, REED, and the teachers of Myagdi are the key factors for the accomplishment of this programme.

2 Workshop Objectives and 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. <i>Introduce</i> the Continuous Assessment System (CAS)	Teachers assess students regularly and record in the appropriate forms storing safely, use the form for upgrading children

3 Workshop Programme

The six day workshop had forty two 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.

3.1 The teachers' expectations

- Increase subject wise knowledge, and teaching skills and classroom management skills in all subjects (Nepali, English, Social Studies, and science)

The subject wise expectation of the teachers are listed below:

English:

- o Parts of Speech
- o Teaching English rhymes/chants
- o Teaching grammar: word classes
- o Teaching Spelling

- o Playing and preparing BINGO
- o Phrase, clause and sentence

Nepali:

- o Teaching story
- o Grammar
- o Poem/child song composition
- o Teaching Meaning

Science:

- o Concept of Classification
- o Acid and Base
- o Handling Microscope and observe plant cell
- o Solar system
- o Living and nonliving things

Social Studies:

- o Teaching our past
- o Origami
- o Playing the Madal and Harmonium
- o Teaching Music

3.2 Workshop Timetable

	9.30 – 11.00	11.00 – 1.15	2.00 – 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) -Objectives of the training. - House rules - Day feedback - Day briefing
	9.30 – 4.00 (45 minute lunch break)		
Day 2	Subject-wise training based on the needs of the participants along with modelling the class, games and so on. Nepali, English, Science Social studies <i>Note: Each day a team building game</i>		
Day 3	Subject-wise training based on the needs of the participants along with modelling the class, games and so on. Maths, English, Science Social studies <i>Note: Each day a team building game</i>		
Day 4	Subject-wise training based on the needs of the participants along with modelling the class, games and so on. Nepali, English, Science Social studies <i>Note: Each day a team building game</i>		
Day 5	Subject-wise training based on the needs of the participants along with modelling the class, games and so on. Nepali, English, Science Social studies <i>Note: Each day a team building game</i>		
Day 6	CAS (Continuous Assessment System) Discussion and use of forms	Commitments, course evaluation, closing ceremony	

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.



3.3 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.

3.3.1 Successes

- Teachers are habituated in using the teaching learning materials in the classrooms (The classrooms are more organized with availability of almost all necessary materials.)
- Students can use materials independently
- Group division and group works are encouraged in some schools
- Games and songs for teaching has been amusing in teaching
- Project works and preparation of teachers are another success of teachers
- Students feel more 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



3.3.2 Challenges

- All teachers are not qualified for the subject what they teach.
- Less aware parents about 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

3.4 Workshop Evaluation

Course Evaluation					
SN	Content	Excellent (%)	Good(%)	Ok(%)	Could be improved
1	Overall impression of training	68.2	31.8		
2	Brain Gym	80	20		
3	Objectives of the Training	70	30		
4	CAS	90	10		
5	Concept of earthquake	55	45		
6	Team Building Game	60	40		
7	Songs	70.2	29.8		
	NEPALI				
1	Chain of Story	60	34	6	
2	Picture of Story	67	33		
3	Story Cycle	59.3	39.7		
4	Grammar	55	30	15	
5	Poem/Child songs composition	60	36	4	
	SOCIAL STUDY				
1	Teaching our Past	54	28 18		
2	Origami	78	28		
3	Taal	67	30	3	
4	Teaching SARGAM	40	50	10	
	ENGLISH				
1	Verb, adjective and adverb	58	42		
2	Teaching Spelling activity	60.3	30.3	9.4	
3	Teaching Rhymes	69	31		
4	Playing and preparing BINGO, Board Race	80.3	19.7		
	SCIENCE				
1	Concept of Classification	80	20		
2	Acid and Base	80.5	14.5		
3	Handing microscope and observe plant cell	75	25		
4	Air pressure, jumping lids, balloon activity	69	31		

3.5 Comments of the teachers•

Teachers of English enjoyed the teaching technique using the real objects, classroom materials and using the students more. Games and songs 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 Nepali they learnt to write child songs and simple but effective way to teach and write stories.
- 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.

4 Recommendations

The Workshop agreed to recommend that:

- The refresher workshop has been very effective and more important and should continue for some more years. And the duration of refresher should be increased.
- Schools should continue to be supplied with the required materials for teaching learning activities.
- 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.
- Because of the few number of students multi-grade teaching is a necessity. The more skills about Multi-Grade teaching in the next training is required.
- Dance and Music should be included in the coming training.

5 Appendix A - Participants' Name List

SN	Name	School
1	Geeta Paudel	Shikha HSS
2	Isha Pun	Himalaya PS
3	Tek Bahadur Khadka	Shikha HSS
4	Tika Tilija Pun	Sharada PS
5	Shermati Tilija	Himalaya PS
6	Bheurani Paija Pun	Shikha HSS
7	Bhakta Bahadur Tilija	Shikhar PS
8	Khadka Basel	Kindu PS
9	Rudra Khadka	Kindu PS
10	Laxmi Tilija	Laligurans PS
11	Harimaya Sherpuja	Kindu PS
12	Sita Garbuja	Kindu PS
13	Chin Bahadur Pun	Sharada PS
14	Geeta Garbuja Pun	Laligurans PS
15	Sete Tilija Pun	Shikha HSS
16	Ramkrishna Khadka	Shikha HSS
17	Liladevi Purja Pun	Laligurans PS
18	Anita Baruwal	Shikha HSS
19	Man Bahadur Pun	Shikhar PS
20	Shiva Ram Acharya	Paudwar SS
21	Man Pun	Paudwar SS
22	Dhakendra Karki	Paudwar SS
23	Khadga Pun	Paudwar SS
24	Dilmaya Tilija	Paudwar SS
25	Muktakumari	Paudwar SS
26	Bina Pun	Laligurans PS
27	Anita Pun	
28	Devi Tilija	Paudwar PS
29	Uma Tilija	Paudwar PS

30	Yamkumari Paija	Paudwar PS
31	Shanta Tilija	Paudwar PS
32	Gam Roka	Paudwar SS
33	Lalit Tilija	Paudwar SS
34	Kedar Karki	Shikha HSS
35	Yasodha Paija	Shikha HSS
36	Takmaya Tilija	Shikhar PS
37	Mamata Pun	Sharada PS
38	Gita Ram Ranjita	Sharada PS
39	Shyamkali Tilija	Paudwar SS
40	Chaumati Paija	Shikha HSS
41	Nirmal Paija	Shikha HSS
42	Tulman Rana	Paudwar PS

6 Appendix B - Resource People

Trainers and Visitors

Kailash Tamang	REED Trainer
Rajendra Pant	REED Trainer
Shakti Raj Nepal	REED Trainer
Baturam Bhandari	REED Trainer
Jagadish Acharya	HT, Shikha HSS

7 Appendix C – Subject Contents in Brief

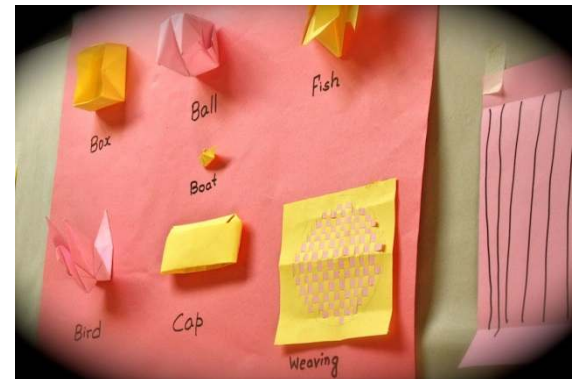
7.1 Social Studies

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 give the concept of Taal and SARAGAM in music
- To practice and share Origami

Contents

- Classroom Organization and management
- Teaching our past and writing biography
- Origami
- SARAGAM and Taal
- Pair Work



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. The participants were asked to share about a local person who has made a good contribution to the village. At the end participants listed them and constructed a good biography of a local well known person. This refresher emphasized on sharing creative arts according to the demand. The participants practiced origami shared by both the trainer as well as themselves. The workshop resulted in several creative paper works and enjoyed their busy skilled hands. Another important skill for teaching *Taal* and SARAGAM in music was initiated with demonstration and practice of the *madal* and the Harmonium

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.

7.2 English

Objectives:

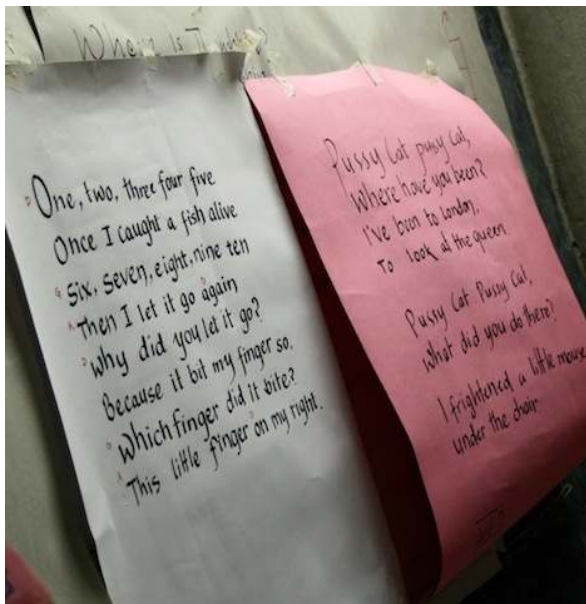
- Review the effectiveness and impact of previous teaching skills and introduce new ones
- To introduce and practice Continuous Assessment System (CAS)
- To share the ways of practicing rhymes in classrooms
- To give the idea of applying BINGO game to various subjects and preparing effectively for classroom day to day use
- To share and apply games and activities in English grammar teaching for better and easy learning

Contents:

- Teaching Spelling
- Teaching verb, adjective and adverb
- Teaching English rhymes/chants
- Teaching grammar: word classes
- Playing and preparing BINGO
- Teaching English language through games
- Continuous Assessment System



The major part of the training lies not only during the training but throughout the year with continuous in-school immediate support to the teachers. The problems and difficulties faced in classroom is discussed, suggested as well as modeled with solutions. The English program this year had the major focus for the needs and expectation of the participants. The training also tried its best to address the common problems in teaching English which was realized by the trainer during his school visit.



Teachers realized that teaching grammar can be a fun with blending of the games and outside activities in teaching making them aware of the child centered teaching techniques. The use of the available resources in a creative way can change the existing education system. Books are realized just an aid to accomplish what we have aimed to achieve. Use of materials is one of the most emphasized parts of the training. Participants also 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 the application of bingo game with the simplified ways of use and creating it for frequent use in classrooms than mere in training hall was another best practice in the English hour. They were guided to apply it in teaching picture word association, singular/ plural nouns, verb forms, synonyms, antonyms and word with definition. 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 preparing the related materials throughout the training 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 positive feedback given by participants at the end of each day's evaluation session.



7.3 Nepali

Objectives:

- Review the effectiveness and impact of previous teaching
- To introduce and practice CAS
- To give an easy and effective ideas of teaching stories
- To share the ideas of teaching and composing simple children songs
- To give concept about sentence structure in Nepali

Contents:

- Chain of story
- Picture story
- Grammar



- Poem/child song composition
- Teaching Meaning

As any other language, Nepali applies the same technique and strategies. Two language subjects were delivered one after another with making links between two. The vague term for creating the stories of the participants themselves was demystified with the combination of cooperative learning styles and use of pictures. The participants were more confident and stressless to have their students create stories of themselves at the end of the session. A separate team work for story construction was conducted where everybody had to contribute to the single story while the each team would have a story of their own even being aware of that they were writing a story. Like wise, the participants had a good opportunity to share their own child songs created under a simple technique provided by the trainer. After they created the songs, each song got a tune to sing and was happily sung by the participants.

7.4 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 share concept of classification
- To demonstrate air pressure
- To give the concept acid, base and neutral

Contents

- Concept of Classification
- Acid and Base
- Handling Microscope and observe plant cell
- Air pressure, jumping lids, balloon activity



Content Activities

Teachers divided in various groups and revised their skills learnt during previous training. After group presentation and trainer gave development feedback for further improvement. Group presentation mainly focused on topics: State of matter, volume measurement of gas, process of making food, living and non-living things, making electromagnet.

Acid and Base

Next activity focused on the concept of Acid and Base. Brainstorming by questioning; what do you mean by acid and base? What is its importance in daily life? Various solutions-soap solution, salt solution, sugar solution, tap water, stream water, toothpaste solution, ash solution, chalk water mixture, soft drink, wine, lemon juice, vinegar, flour liquid, eating soda solution kept in different beaker and set up on the table. Teachers test each solution by using blue and red litmus paper and find out the result either solution is acidic or basic. On the basis of changing color of litmus paper teachers identify either solution is acidic or basic form. Facilitator summarized why dirty water, acidic toothpaste, alcohol are harmful for our body?

Concept of Classification

Two sessions focused on the concept of classification. First activity; participants went out in pair for collecting 20 different leaves around school surrounding. Collected leaves classified according to their views and made different rows for different type of leaves on newsprint paper. Stick each similar group on one row and another similar leaves kept in another row on newsprint paper. All leaves with newsprint paper hang around training hall and expressed their logic behind their classification. Second activity; facilitator dispersed various things stationary materials, household materials, kitchen used materials, laboratory materials and chemicals, some medicinal strips and packets and an instructed participants to classify according to their similarities. Participants classified given materials in various ways. Some classified to their uses, some on the basis of properties and some classified to their making properties. Finally facilitator provided basic importance of classification and focused to encourage students to express their own logic behind each activities.



Biodegradable and non-biodegradable

To encourage students to express their views /ideas and provide better method in managing rubbish in schools and community, is the main objective of this session.

Brainstorming by questioning; what practice did you for environmental cleaning in your school? Do you think chocolate is sweet? Is your village /home town is better now or before 20 years and why? All teachers gave their views with strong argument. Those teachers who agree on above statement moved toward agree corner(which is already prepared) and disagree teacher moved toward disagree corner and those teacher who are not completely agree or not completely disagree, stands in the middle part of

floor. Agree, disagree corners participants expressed their view why they standing in those areas. Teacher got change to convince each other for removing or rethinking their opinion.

Facilitator arranged various things; paper, peel of orange, iron rod, spoon, chocolate cover, noodles cover, leather, plastics, nylon, piece of wood, socks, slipper, napkin, toilet paper, stones, polythene, piece of bread and so on in an oval shape. All participants standing around each arranging rubbish materials, picked up any one and arranged ascending order in terms of rotten time period. Participants got chance to give their views while facilitator wrote down their views on the board. All participants got to chance to pick up material and rearrange in appropriate order in terms of their rotten time period. Finally, they realized two types of rubbish around everywhere in the nature. One group of rubbish is easily decayed and another takes much more time for decaying. Participants agree to make two dustbins for easy decaying materials (biodegradable) and non-biodegradable materials in their schools, home as well as community.

Handling Basic Science Laboratory Equipment

The final session of Science was handling the science equipment. The participants were surprised that they got chance to see the materials and learn the use for the first time as they finished their education without seeing and touching these kind of materials.

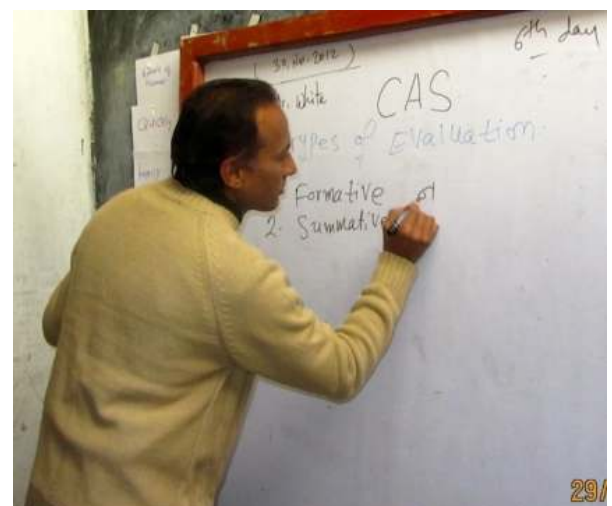


8 Reflection on skills learnt in subject areas during the week

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.

9 Evaluation System: Continuous Assessment System

In each subject, CAS was practiced in detail. Continuous Assessment System has been implemented in all the schools of Shika VDC. It is a program of Government of Nepal as well. REED has given focus to CAS as it is one of the best systems to find out the problems of students and diagnose them. The intended learning achievement of the curriculum is focused and the students are taught and evaluated according to the learning achievement rather than text book. The questions raised by the teachers and confusion shown by them were solved and the detail process along with the practice was done. 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. Finally, the records as named diary writing and written test had been the basis of evaluation. The teachers filled up the form according to the diary and written test performance which made them very clear as they practically exercised.



10 CONTACT DETAILS

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