

# **Myagdi Teacher Training – March 2012**

conducted by

## **Rural Educational and Environment Development (REED)**

### **Executive Summary**

This report outlines the events and outcomes of the Teachers' Training workshops on child centered teaching learning conducted for primary teachers in Paudwar, Myagdi District of Nepal. REED Nepal conducts the trainings with the cooperation of DEO (District Education Office), advisory support from Nepali Village Initiatives Association, Australia and financial support from The Rotary Club, Woodend, Australia and The Rotary Foundation. This report provides accomplishment of teacher training programme due to the initiative of the Paudwar Village Development Officer Krishna Pun with the support of Nepali Village Initiative Association, Australia.

This report briefly describes and analyses the activities and content covered in this ten days second course held in Paudwar of Myagdi in 22<sup>nd</sup> March to 1<sup>st</sup> April, 2012. The workshop was attended by 42 teachers - primary, Lower Secondary (Basic Education) and secondary teachers. The second series of training focused on child-centered education such as child friendly classroom management, low cost materials preparation and use, classroom teaching learning strategies and subject wise teaching skills. The recommendations from teachers and head teachers were also included in this training. REED Nepal acknowledges the importance of the team approach in bringing the quality Education; child centered learning methods to the schools in Myagdi District despite the difficulty in the transportation of human resource and the materials to the destination.

It must be emphasized that The Rotary Club of Woodend (Victoria, Australia) and The Rotary Foundation funded the programme, and the Rural Education and Environment Development Center (REED) has implemented and monitored the training. The DEO and his staff were very positive; assisting REED and even taking classes and briefing the teachers about government policies. The cooperation between the Nepali Village Initiatives Association, the DEO, District Education Office, REED, and the teachers of Shikha VDC are the key factors for the success of this programme.

REED acknowledges the importance of the team approach in bringing the training to Myagdi District. The geography of the area and lack of transportation does however make the movement of human resources and materials quite difficult. The REED team would like to thank to all supporters for their valuable co-operation and help for this program.

## 1. General Background: Myagdi Teacher Training Programme

Rural Education and Environment Development Centre (REED) Nepal, an NGO, has been working in the field of education since 2001 with a motto "Quality education our commitment". Basically, REED focuses on quality education through training for teachers, parents' awareness, training for School Management Committee (SMC), Parents Teachers Association (PTA), supporting teaching learning materials in mountainous region such as: Solukhumbu, Rasuwa 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.

The issue of quality education and teachers' professional development is supplementary to each other. A challenge carried out by the teachers of Paudwar (Shikha VDC) was remarkable and to meet the goal of teachers, they visualized the training. Therefore, with the expectation of bringing quality education in Myagdi district REED joined its hand with The Nepali Village Initiatives Association to strengthen the teachers. The Association secured the participation of The Rotary Club of Woodend, Australia, which agreed to fund the programme, for which it obtained a grant from The Rotary Foundation.

As REED has been contributing to impart quality education in the rural area of Nepal with its slogan "Quality Education our Commitment", it is devoted to its goal for quality education based on child rights and creating child friendly schools where active participation of children is encouraged to solve the problem themselves. The child centered teacher training to enable and make the teacher aware of the different way of learning of students according to their intelligences, the varied activities in teaching has been an essential part of teaching so that REED has its mainstream to empower the teacher for the same. 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.

All the six schools of Shikha VDC and one from Ghara VDC were included in the teacher training. The themes of the workshops were Brain gym, analysis of programme effectiveness (Review of previous training and school visit finding sharing), child psychology and Behaviour management, team building, subject wise national curriculum matching with textbook for finding learning achievement and activities, continuous assessment system, problem solving, stress management of teachers, grade and multi-grade teaching, mathematical *mela*, the subjects wise knowledge class 1-5 was discussed in depth and the related materials were prepared during the training also practiced their use and management. Assessment and evaluation and creating child friendly atmosphere in the school was the main focus.

One teacher trainer and two key teachers will provide in-school support at least 4-5 two times a year where the classes will be observed and feedback will be given for the improvement. Moreover, finding out the transfer of training and the hindrances of the transfer of training will be vitalized during in-school support program.

The training programme has been very exciting. The enthusiasm and the commitment of the teachers were obvious in the workshop; they started to develop knowledge, skills and attitudes that will make them better teachers. All the lodging and fooding for all the participants were managed by Paudwar Mothers' Group. The matrix *mela* organized by primary and lower secondary students in association with REED Nepal on

the ninth day of the training was enthusiastically participated by more than hundred including teachers, students and community people.

## 2. Workshop Objectives and Expected Outcomes

Objectives	Expected Outcomes
1. develop child-centred teacher training methods and skills	improved teaching in the classroom where children are learning actively and on participatory method
2. increase teacher's understanding and knowledge in all subjects	teachers teach more effectively and confidently in their subject
3. provide relevant and appropriate teaching materials and resources to schools	instant access to more relevant and appropriate teaching material and resources
4. increase teachers knowledge on the extended activities through the use of the teachers guide and curriculum in each subjects	developed skills of using curriculum, teacher guide and text books in all subject teaching for meeting the learning achievement of students
5. introduce the continuous assessment system (CAS) and practice the use of different forms	teachers assess students regularly and record in the appropriate forms storing safely, Develop portfolios, use the form for upgrading children

## 3. Expectations

The teachers' expectations were addressed and dealt accordingly. The expectations were concerned to subject teaching, child psychology, class 1-5 curriculum, effective use of local materials, and responsibilities within the school and community, creative arts, making of the teaching materials, and developing community relationships use of songs and games while teaching children.

### Social Studies

- Concept of VDC and Municipality
- Family occupation teaching in English
- Map work
- Concept of direction
- Materials development and use
- Problem solving
- Project work

### English and Nepali Language

- Use of preposition article

- Teaching noun, parts of speech and voice
- Speaking
- Materials development and use

### **Mathematics**

- Divided and multiplication
- Fill in the black
- Equation
- Set
- Number line
- Project work in mathematics

### **Science and Health**

- Solar system
- Concept of Solar and loner eclipse
- Concept of day and night
- Season change
- Use of science lab equipment

## **4. Workshop Programme**

The teachers were organized so they could

- Organize participants in various groups so they experience
  - working individually, in pairs, social groups, and school groups
  - share ideas and responsibilities within the group members
  - develop creativity, initiative and cooperation
- Provide direct learning experiences where participants make teaching materials, develop planning and presentation skills, practice new teaching skills, and reflect on skills development and provide instant feedback for further development
- Model child centered teaching strategies, and reinforce the importance of such strategies for children's learning in their schools
- Establish daily routines to model classroom organisation and maintenance, review and provide feedback on daily activities, teach songs and games
- Involve teachers more in session activities by:
  - Selecting participants as 'session facilitators' to direct and control whole class discussions and presentations.
  - Getting teachers (when appropriate) to read charts developed by different groups, ask questions about content, and generally encourage pro- active learning environment.

- Encourage critical analysis and planning through daily feedback sessions to assess the program for the day, present feedback by teachers, and plan for the next day.

### 5. Workshop Timetable

TIME	9.00-12.00	12.00-13.00	13-13.45	13.45-15.30	15.00-16.30
<b>DAY 1</b>	<ul style="list-style-type: none"> <li>• Registration and materials distribution</li> <li>• Opening ceremony</li> <li>• Team building game</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of participants With sharing successful work</li> <li>• Team building game</li> </ul>	Lunch	<ul style="list-style-type: none"> <li>• Programme effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation of group work</li> <li>• Discussion about school wise presentation and feedback</li> <li>• Day briefing and planning</li> </ul>
<b>Day 2</b>	<ul style="list-style-type: none"> <li>• Assembly</li> <li>• Brain Gym and Practice Songs</li> <li>• Review of first days and grouping</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of team building and songs</li> <li>• Mathematic activities</li> </ul>	Lunch	<ul style="list-style-type: none"> <li>• Mathematic activities and Board game</li> <li>• Mathematics activities (Station)</li> </ul>	<ul style="list-style-type: none"> <li>• Continue station activities</li> <li>• Day Briefing and planing</li> </ul>
<b>Day 3</b>	<ul style="list-style-type: none"> <li>• Assembly</li> <li>• Brain Gym and Practice Songs</li> <li>• Review of first days and grouping</li> <li>• Grouping strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Ways of grouping the students</li> <li>• Mathematic activities and reporting of station activities</li> </ul>	Lunch	<ul style="list-style-type: none"> <li>• Learning disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Low cost materials development and its use</li> <li>• Day briefing and planning</li> </ul>
<b>Day 4</b>	<ul style="list-style-type: none"> <li>• Brain Gym and Practice Songs, rview of first days and grouping</li> <li>• Low cost materials development completion</li> </ul>	<ul style="list-style-type: none"> <li>• practice of develop materials and effective use</li> <li>• Team building game</li> </ul>	Lunch	<ul style="list-style-type: none"> <li>• Teaching pronunciation and article</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching nouns and adjectives</li> <li>• Day briefing and planning</li> </ul>
<b>Day 5</b>	<ul style="list-style-type: none"> <li>• Assembly</li> <li>• Brain Gym and Practice Songs</li> <li>• Review of first days</li> </ul>	<ul style="list-style-type: none"> <li>• Solar system discussion in room</li> <li>• Team building game</li> </ul>	Lunch	<ul style="list-style-type: none"> <li>• Solar and lunar eclipse</li> <li>• Songs/game</li> </ul>	<ul style="list-style-type: none"> <li>• Season change</li> <li>• Low Materials preparation (Activities)</li> </ul>

	and grouping <ul style="list-style-type: none"> <li>• Solar system practical on the ground</li> </ul>				cards) <ul style="list-style-type: none"> <li>• Day briefing and planning</li> </ul>
<b>Day 6</b>	Assembly <ul style="list-style-type: none"> <li>• Brain Gym and Practice Songs</li> <li>• Review of first days and grouping</li> </ul>	<ul style="list-style-type: none"> <li>• Activity cards finishing and its use</li> <li>• Problem identification and solving</li> <li>• Team building game</li> </ul>	Lunch	<ul style="list-style-type: none"> <li>• Classroom organization and management</li> <li>• Behaviour management of students</li> </ul>	<ul style="list-style-type: none"> <li>• Materials preparation</li> <li>Flash cards, hanging cards cutting</li> <li>Day briefing and planning</li> </ul>
<b>Day 7</b>	Assembly <ul style="list-style-type: none"> <li>• Brain Gym and Practice Songs</li> <li>• Review of first days and grouping</li> <li>• Flash cards hanging cards making and use</li> </ul>	<ul style="list-style-type: none"> <li>• Stress management of the teachers</li> </ul>	Lunch	<ul style="list-style-type: none"> <li>• Continuous assessment system</li> </ul> Introduction, process and practice fill up form	<ul style="list-style-type: none"> <li>• Cont. Continuous assessment system</li> </ul> Day briefing and planning
<b>Day 8</b>	Assembly <ul style="list-style-type: none"> <li>• Brain Gym and Practice Songs</li> <li>• Review of first days and grouping</li> <li>• Curriculum studies</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum studies and matching learning achievements with text book</li> </ul>	Lunch	<ul style="list-style-type: none"> <li>• Importance of text curriculum and teachers guides</li> </ul>	<ul style="list-style-type: none"> <li>• Learning disabilities</li> <li>• Materials preparation, cut outs and use</li> </ul> Day briefing and planning
<b>Day 9</b>	Assembly <ul style="list-style-type: none"> <li>• Brain Gym and Practice Songs</li> <li>• Review of first days and grouping</li> <li>• Metric mela</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in metric mela</li> <li>• </li> </ul>	Lunch	<ul style="list-style-type: none"> <li>• Objectives of metric mela and discussion about process</li> </ul>	<ul style="list-style-type: none"> <li>• Active reading</li> <li>• Three learning styles</li> </ul> Day briefing and planning
<b>Day 10</b>	Assembly <ul style="list-style-type: none"> <li>• Brain Gym and Practice Songs</li> <li>• Review of first days and grouping</li> <li>• observation Paudwar SS Classroom organization and</li> </ul>	<ul style="list-style-type: none"> <li>• Reporting of observation activities</li> <li>• Find outs need to prepare and add in classroom organization and management</li> </ul> School wise	Lunch	<ul style="list-style-type: none"> <li>• Grade and multi grade teaching</li> <li>• Process of ECD running materials development</li> </ul>	<ul style="list-style-type: none"> <li>• Commitments</li> <li>• Materials distribution</li> <li>• Closing ceremony</li> </ul>

	management	group work			
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## 6. Course Evaluation

On the completion of each training course REED, to analyze the effectiveness of training each day at the end of sessions, participants were given a form to fill with the skills they learnt in the training, their feeling about the training and suggestion for the facilitators. In addition the day coordinator selected among the participants had to sit in the debrief representing the whole group and summarize the training. The final day to see the overall impression of training as a whole and subject wise effectiveness, a form was distributed to the participants coverings all the contents dealt in the training. The response of the participants has encouraged us to support them on coming days.

S.N.	Contents	Excellent %	Good %	OK %	Could be Improved %
1	Overall Impression	20	80	0	
2	Brain Gym	40	60	0	
3	Class Songs and Morning Songs	80.00	20		
4	Team Building and other games	83.33	16.67	0	
5	Adequacy of Materials	73.33	26.67	0	
6	Need Identification	3.33	83.33	13.33	
7	Training Objectives	23.33	66.67	10.00	
8	Review and Refreshment	26.67	60.00	13.33	
9	Learning Disabilities	16.67	70.00	13.33	
10	Behaviour Management	70	20	10	
11	Grouping Strategies	93.33	6.67	0.00	
12	Materials' Preparation and Use	66.67	30.00	3.33	
13	Stress Management of Teachers	43.33	30.00	26.67	
14	Metric Mela	73.33	23.33	3.33	
15	Use of reading books	86.67	13.33	0.00	
16	Continuous Assessment System	76.67	23.33	0.00	
17	Curriculum Study	56.67	30.00	13.33	
18	Concept of facilitating ECD	50.00	23.33	26.67	
19	Grade Teaching	23.33	53.33	23.33	
20	Station (Project work)	53.33	33.33	13.33	
21	Division	33.33	43.33	23.33	
22	Multiplication (secret path)	53.33	33.33	13.33	
23	Board Game Preparation and use	96.67	3.33	0.00	
24	Transfer of Heat ( solid and liquid experiment) (Science)	23.33	76.67	0.00	

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25	Solar System	33.33	63.33	3.33	
26	Solar and Lunar Eclipse	40.00	56.67	3.33	
27	Season Change	20.00	33.33	46.67	
28	Teaching Preposition (English)	93.33	6.67	0.00	
29	Teaching Adjective	86.67	13.33	0.00	
30	Teaching Pronunciation	40.00	40.00	20.00	
31	Teaching Noun	13.33	66.67	20.00	
32	Teaching Article	33.33	43.33	23.33	
33	English Songs and Games	93.33	6.67	0.00	
34	Creative Problem Solving	50.00	46.67	3.33	
35	Golden Rules of life	20.00	50.00	30.00	
36	Board game	36.67	53.33	10.00	

## Recommendations

### Finding and Recommendation

The finding and recommendation below are maintained by the participants;

- Effective strategy is needed to create compulsory and regular participation and attendance of teachers
- Training DSA should be provided in cash to participants
- Six days refresher training should be in subject base
- Regular supervision and support should be provided to the schools
- Science lab equipments should be provided and given training
- This kind of training should continue in future for long time

## Appendix 1

### 8. Participants Name List

1	Prem Maya Pajja	Shikha HSS
2	Gita Poudel	Shikha HSS
3	Bheurai Pajja	Shikha HSS
4	Sita Garbuja	Kindu PS
5	Bina Pun	Paudwar SS
6	Tulaman Rana	Paudwar SS
7	Gam Bahadur Pun	Paudwar SS
8	Gita Ram Pun	Sarada PS
9	Yemshree Tilija	Paudwar SS
10	Lil Sova Pun	Laligurans PS



11	Lila Purja Pun	Laligurans PS
12	Chop Devi Pun	Shikhar PS
13	Mukta Kumari Pun	Paudwar SS
14	Man Bahadur Pun	Shikhar PS
15	Khem Bdr Paija Shikha	HSS
16	Ram Krishna Khadka	Shikha HSS
17	Tham Maya Pun	Paudwar SS
19	Kumari Paija	Paudwar SS
20	Bhagawati Paija	Paudwar SS
21	Yem Kumari Sherpuja	Paudwar SS
22	Dil Maya Tilija	Paudwar SS
23	Bal Kumari Tilija	Paudwar SS
24	Khaga Bdr Tilija	Paudwar SS
25	Santa Tilija	Givang PS
26	Devi Tilija	Givang PS
27	Achyut Goutam	Paudwar SS
28	Laxmi Tilija	Laligurans PS
29	Safal Adhakari	Paudwar SS
30	Dhakendra Karki	Paudwar SS
31	Dipak Raj Acharya	Paudwar SS
32	Shiva Ram Acharya	Paudwar SS
33	Dhan Bahadur Pun	Laligurans PS
34	Chanda Purja	Shikha HSS
35	Lalit Pun	Paudwar SS
36	Rudra Bdr Khadka	Kindu PS
37	Hari Maya Sherpuja	Kindu PS
38	Sarmila Paija	Paudwar SS
39	Khadka bahadur Nepali	Kindu PS
40	Uma Tilija	Gibang PS
41	Yashoda Pun	Shikha HSS
42	Mamata Pun	Sharada PS

## **9. Course Content Detail**

### **Brain Gym®**

We learn better when we utilize our whole brain. The exercises are designed to get both sides of the brain operating at once and to strengthen the connection between them. At the same time the brain waves are slowed down as the level of relaxation increases and the capacity to learn and perform is raised. The movements work best when we drink water to help electrical balance in the brain and eat well to keep the brain energized.

Laterality, crossing over the midline to integrate the left and right brain hemispheres for whole brain learning. This includes movement of the hands, head turning, left/right visual fields, and leg movement for walking.

Focus, Lengthening movements that involve the ability to comprehend, to make information meaningful, the integration of the back and front brain. The movements help release tense muscles and tendons so physical activity is improved.

Centering and Energizing movements that improve the ability to organize information between the top and bottom of our brain, they help improve balance, co-ordination, and whole body movements

### **Team Building Game**

- Buffalo , Dog and Chicken
- Correcting things
- Hiding rings
- Triangle tag
- Save the balloon
- Tapped in
- Sit in the number as said by leader
- Complete the human body



In order to strengthen the team work and provide enthusiasm in learning some team building games mentioned above were played during the training which provided entertainment and encouraged to work in team to the participants.

### **Grouping Strategy of Children**

A game like activity immediately after the assembly was done on the ground. The teachers were grouped according to the age below 20, 22-25, 26-30, 31-35, 36-40, 41-50 and 50 above) experience (below 5 years, 5-10 years, 11-15 years, 16-20 years and 20 years above), community (VDC), school, interest

(music, dance, sports, literature), language, Gender. After we got back to the class, a group work was done with brainstorming. The trainer threw a question to the group; how do you divide students into groups? Teachers shared their ideas and the facilitator elicited the answer. The teachers had the group work where they had to find out the possible grouping systems of grouping the children in the classroom and the benefit of those types of grouping. The participants came up with different types of grouping like age group, interest group, gender group, Ability group, behavior group, language group and so on. The division of different roles to the children like encourage, reporter, reader, manager was also practiced. The group work for the strategies of group division was done and a practical session to divide the teachers into group made them clear about the techniques of dividing students into groups.

### **Active Reading and Use of Reading Books**

The condition in the schools is that the teachers only teach the textbook to the children. They cannot manage curriculum and teachers guides too. The ideas using reading books for teaching a subject matter to meet the learning achievement was new for the teachers. Therefore, the facilitator modeled a class using some story books published by Room to Read. There were two purpose of the session. The first was to give the teachers ideas about incorporating reading books to teach and meet the learning achievement and the next one is to develop the habit of students to read books. The model lesson demonstrated to teach opposite words and comparative adjectives. The facilitator creatively introduced model story books made with cut outs from the local materials. The teachers were enthusiastic to learn the new ideas. At the end of the session, the teachers committed that they will transfer the skills learnt in the training and bring some changes in the reading habit of students.



### **Classroom Organization and Management**

The classroom organization and management was already discussed on the previous training. But still there was lack of effective classroom organization and management in all schools, therefore it was discussed again in this training. Paudwar Secondary School was seen model school in classroom



organization in comparison to other schools so all the participants were called to visit every class rooms and conducted group works to find out the minimum requirements to make a child friendly school and to be clear on the necessary things to make their school a child friendly one.

## **Child Psychology and Behaviour Management**

Classroom management is one of the major focuses of the training which has been discussing and practicing from the very training. The aspects of effective classroom management were reviewed. Behaviour management (discipline control) is one of the prime aspects of effective classroom management. The teachers had a demand to discuss on the same. Participants were asked to group work on behavior problems in their classroom. The next activity was done listing the good and bad behaviour shown by the students in the schools. The explored problems were exchanged to solve from their level. The most of the problems were suggested with the solutions by themselves. In addition to it, the trainers also presented the strategies to manage the behaviour problems with the help of pictures and charts. Some pictures of the problems of the classroom were displayed. The teachers were asked to list the problems faced by them in the classroom. Group work and discussion came to the effective solution and the fascinating point was to make the classroom teaching effective bringing variation and analysing the age, level, interest and needs of the students.

### **Multiple intelligences and Three Learning styles**

In the previous training eight intelligences had been talked with practice but the participants felt difficulties to find out all those intelligences in the classrooms. So, in this training we introduced and practised three learning styles to find out the learning styles of the students. At the beginning a general discussion and feedback time was held on the ways in which people learn and remember things. Participants were then introduced to the three main learning styles – visual, auditory and tactile. A short quiz to help them think about their own learning style was held as well as sample activities and approaches to ensure that participants understood that, the way in which classroom material is presented, can affect a child's ability to learn dependent on their preferred style.



A model lesson was presented to the group with activities that covered all learning styles. Based on this, participants were divided into smaller groups and asked to create their own model lesson on a Social Studies topic provide – social problems, local organisations and environmental issues. Most were able to complete this task though there was less variety in the activities for tactile learners. Similarly the creation of a "Main Point" of key question for the lesson proved challenging for most. Participants would benefit from more work on defining the key message/idea to be conveyed to children in a lesson rather than just listing information without analysing it.

## Materials Preparation and Use

To create the child friendly atmosphere in the class, materials play a vital role. Materials are important in various aspects. Teaching learning materials directly and indirectly help to teach language directly by transmitting information overtly to the learners and indirectly by helping the learners discover things for themselves. Instructional materials arouse learner's curiosity, interest and attention towards language learning, including making learners feel easy. They contribute to the simplification process of subject matter to be learnt that results in the enhanced perception, moreover, learners achieve readiness in order to learn developmental features and get opportunity to be expressed to language in authentic use.



Most teachers do not realize it but the truth is that most students fall asleep or yawn in class because they are tired of listening to the monotonous talking of the teachers. Visual aids, keep them awake and they take interest in whatever happening in the class. Knowing the importance of teaching learning materials participants we involved the participants in preparing materials from the very first step and use practice in the classroom.

## Learning Disabilities

The individuals have different abilities and disabilities in learning, a teacher should be able to identify it and teach accordingly. Many schools faced problems in teaching learning activities due to the lack of understanding the underlying real problems in learners. REED Nepal internalised the necessity of providing such foundations to the teachers so that they can work as a good facilitator for those learners. For this, on the third day of the training there was a placemat activity to find out the existing problems encountered by the teachers themselves. There was a discussion on 'what are the learning disabilities?', and 'what problems are being faced by the teachers'. After this, solution from the both teachers and trainers were presented.

## Flash Cards and Hanging Cards Cutting, Writing Practice and Use



Although these things were already practiced in previous basic training, it was again held in this training due to some interested new comers. The trainer explained the size and the cutting technique. The participants did the practice by cutting the cards in the group. So, that they became able to make flash cards wherever they need during their teaching learning activities in their schools. The different subject wise cards were made for the use in the pocket board.



## **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, behaviour change, participation in learning activities, participation in extra-curricular activities and learning achievement were practised during the session.

The participants took CAS as an effective tool to evaluate and improve the learning achievement of the students and realize that the poor students will be benefited and the sharp will be sharper.

## **9. Subject-wise Teaching Skills**

### **Teaching Preposition**

The aim of this session was to make the teachers able to teach the prepositions effectively where the students actively participate and learn cooperatively. Facilitator modelled a class to teach preposition. All language skills viz. listening, speaking, reading and writing was integrated in the model class. The processes of teaching preposition and give the concept of preposition using real objects, preposition booklet and many games was appreciated by the teachers and responded that the materials available in the classroom can be used for teaching every aspect of English language, if a teacher is creative enough. They were pleased to learn the technique of teaching preposition.

### **Teaching Adjectives**

The session was designed according to the needs of the teachers. The real objects like choko, radish, carrot, tomato, potato, chilly, beans, onion, coriander, bush tomato were artistically used to teach adjectives. The technique of giving the concept of adjectives without telling the definition was acknowledged by the teachers. The way of generating the adjectives using the objectives and facilitation process from simple to complex was modelled by the facilitator which made the participants realized that their teacher process was wrong and they just taught the definition and some examples but not the concept of adjectives. The adjective songs and games also had been amazing.

### **Teaching Noun**

For the effective teaching of noun in junior levels, there had been an activity about naming different things available in classroom. After listing the different names, the participants were divided into different groups for placemat activities.

They were told to classify them in terms of their characteristics and categories and give presentation by each group.



## Teaching pronunciation and Articles

The participants were given clear knowledge and exercise to boost their speaking skill through an English song followed by few tongue twisters. The song was actively sung by all the participants in a high speed so that it could help them to distinguish sounds in a fluent speaking. The activity on articles began with distribution of sentences without articles. The rules for articles were generated inductively after the practice.

## Origin of Earth and season change

In the fourth activity, the demonstration was done about how to teach origin of earth and season change according to the demand of the participants. First demonstrated solar system picture chart and provided concept of origin of earth and demonstrated layers of the earth structure by using different color of clay and boiled egg. Next activity exhibited globe and picture chart by trainers for different seasons and diverse weathers. The concept of season change and diversity of weather was cleared by showing pictures and location of sun and by revolving of earth.



## Solar system

To give the clear concept of solar system, there was a practical presentation with the help of all the participants. The participants were tagged with the names of different planets. The ellipse was drawn on the ground outside and the participants were made to move as planets do on their orbit and axis. After this activity, for the best understanding and clarity of solar system, charts, pictures and activities were presented inside the training hall. After this session, participants were more confident to teach the concept of solar system by using different activities similarly.



## Transmission of Heat

Transmission of heat was practically shown to the participants. It was shown how heat travels from one place to another. For this, the activities were about boiling water in a paper bowl, waxed stick with pins pinned in line, and a metallic rod with wax and pin. These two concepts on heat were about teaching heat transmission through heat conductor like metals and non-conductor like wood sticks.

## Station Activities (Measurement)

The participants were given six different activities in the six different places, covered lots of measurement, counting, and addition and multiplication skills. Every participant did all the activity individually in their own copy.

### **Metric Mela**

How can we teach the concept of mathematics in simple way? To answer this question, we brought out a concept of complete mathematical activities (Matrix *mela*) for children. The matrix *mela* organized by primary and lower secondary students on the ninth day of the training was enthusiastically participated by more than hundred including teachers, students and community people.



Mela starting by SMC Chairperson Paudwar SS



Students measuring height

### **Creative Problem Solving**

Based on the need identification of the participants, to address the arousing problems in teachers and students, creative problem solving activity was held effectively on seventh day of the training. In this session, at first there was group activity through VVIP method to find out the existing social problems, material management problems, and behaviour management for creative problem solving practice. After group work, the problems were exchanged among the group and by using five steps of creative problem solving process the participants themselves were encouraged to solve the aroused problems.

### **Creative Arts**

#### **Music**

All the participants had highly demanded training on music, especially on teaching Harmonium and Madal. REED team seriously took the responsibility and gave six days classes' right after the training session in the evening. The participants seemed amazingly interested in the class and had excellent progress in the madal in few days. The learners even presented their skill in the closing session of the training. As Harmonium





was not available in the school, the learners were given the knowledge about the notation and scale.

- Introduction of music and its terms.
- Introduction of musical notes and its practice
- Sa re ga ma pa dha ni
- C D E F G A B
- Do re mi fa so la ti

Identification of musical notes in harmonium and bits of madal with the help of charts, given the knowledge of ascending (aroha), Descending notes (abaroha).

Practice of Alankar

Sarega regama gamapa etc

Knowledge of laya (speech and beat), types of laya

Practice of children song and folk song

Knowledge of rhythm and definition of rhythm, Types of rhythm, count, sum, practice of clapping in rhythm, tali, Khali, and practice of showing the rhythm by hand and singing.

Knowledge of playing 6/8, and 4/4 (Jhyaure and Khyali) in Madal and showing them by clapping.

### Early Childhood Development Implementation Process

Most of the school run the ECD in their school but not effectively due to most of the ECD facilitator were untrained and frequently changed. In this training we discussed about process of ECD center in one whole session. At first, the trainer find out how many ECD facilitators are participated in training and asked about trained or not also asked to trained facilitators and head teachers about process. Most of the facilitator was untrained and head teachers were unknown about ECD implementation. The trainer demonstrated model class of whole day (10 am to 1 pm) with activities such as how to attendance, what to do promote personal hygiene, how to start activities (songs, dance, game), how to develop and managed play corners (materials corners) and how to participated in the activities according to age of children. The head teachers and facilitators were committed to support and run ECD center in their school according to learnt in this session.

### Socialization

Socialization of children is most important from the beginning. The main objective of social studies teaching from class one is to socialize children. The national curriculum emphasizes learning of social behaviour and self motivation in children. Keeping the objectives on target, there was an activity done through 'Good habit Ladder' to teach kids about socialization. The activity was based on a game that is played with a dice. On every step to good habit they had a chance to proceed, and on every step to bad habit they had to go back. After this game, the teachers themselves made the materials to do this activity in their schools.



## **10. Resource Team and Visitors**

### **REED Training Team**

Rameshwar Pradhan  
Jagadish Lekhak  
Deepak Dulal  
Kailash Tamang  
Gita Subedi  
Rekhimaya Rai  
Thakur Ram Khadka

### **Visitors**

- 1) Megha Nath Sharma (Department of Education)
- 2) Bishnu Shrestha (DEO) and his team District Education Office
- 3) Bhim Bogati (REED Nepal)
- 4) Krishna Pun (representative Nepali Village Initiatives Association, Australia)
- 5) Jagadish Acharya, Shikha HSS, Shikha
- 6) Gokul Bahadur Baruwat, Muktimarga HSS, Ghara

### **Visitor from SMC (School Management Committees)**

- 1) Bagbir Pajja ( Shikha HSS SMCC)
- 2) Krishna Bahdur Pajja ( Paudwar HSS SMCC)
- 3) Gaja Bahadur Pajja ( Paudwar SMC member)
- 4) Khem Bahadur Pun ( Parent)
- 5) Deu Bahdur Pun ( PTA chairperson)
- 6) Bagmati Tilija ( PTA member)
- 7) Jham Maya Purja (Parents)
- 8) Nau Maya Tilija ( Parents)
- 9) Dil Mayaa Tilija ( Parents)
- 10) Gak Shree Tilija ( Parents)
- 11) Mothers Group Paudwar
- 12) Students

## **11. Contact**

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## **1. Introduction**

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 and Taplejung districts. And it was our fortune to contribute a step of quality education in Myagdi district, Paudwar.

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 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. Community involvement is one of the crucial points to make a school as a place for quality education. Many parents in the rural area are illiterate. They are happy not to send their kids in the school because if the kids do not go to school they help in the household activities. To uplift them in the concern of their children's schooling REED thought for SMC/PTA training where there is more parent's involvement.

In the journey to aware the parents to make them enthusiastic for school improvement SMC/ PTA training was organized in Shikha and Paudwar centre with the close coordination of District Education Office (DEO) Myagdi

## **2. Expectation Collection**

Before starting the identification of needs, a small activity of introduction took place. Participants introduced themselves with name, address, designation and a major contribution for school improvement. General information of workshop was provided to the participants to collect their expectation. Providing a slip of paper to write their need or whatever they want to learn in the workshop was collected. Many of them were unable to tell about expectation due to first time participation though they were helped by facilitators. Attendances of participants were made with the following desire to fulfill.

To know the formulation of SMC/ PTA and the roles and responsibilities of SMC/PTA

To know the roles and responsibilities of teachers

To know about child friendly education and promote quality Education in School

To find the school problems and its solution

To know government revised education policy

To know the leadership of SMC and PTA

To get ideas about the coordination with different NGOs and INGOs for school improvement

To know how to make school activities transparent

### **3. Objectives of the Workshop**

To analyze the impact of teacher training and SMC/ PTA training delivered by REED and the use of teaching learning materials provided

To inform the stakeholder about child friendly education

To make aware of SSR (School Sector Reform) and Continue Assessment System (CAS)

To discuss the role and responsibilities of SMC and PTA

To find out the ways to improve school management

To make annual plan for school improvement and to divide the responsibilities

### **4. Facilitators**

Rameshwor Man Pradhan

Jagadish Lekhak

Deepak Dulal

#### **Team**

Gita Subedi

Rikhimaya Rai

Kailash Tamang



### **5. Orientation Program Contents**

Registration of the participants and Material distribution

Opening ceremony

Introduction find friends (pictorial activities)

Rules and regulation of the training

Identification of Needs of participants

Objective of the Training

Team building game

When do you come to school?

What types of school do you want?

Team building game

What is quality education?

Who do you think the most important?

Indicators of quality education.

## **Day 2**

Review of first day (reporting)

Leadership development

Formulation SMC, PTA and of Rights, Role and responsibilities of SMC/PTA

Roles and responsibilities of parents, Guardians, HT, teacher, students.

General Introduction of Continue Assessment System (CAS)

Team building game

Child friendly school

Commitment from all

Closing ceremony

## **6. Workshop Content Summary**

### **6.1 Introduction of Participants, Rules and Regulation of Training**

It was the first morning of the workshop. Participants were coming with great interest. At the same time registration was done. After entering their name in the register the formal program began. Program was inaugurated by the chief guest and headmaster making a garland like human chain which symbolized for the unison of people to be in the same destination. Introduction of participants took place quite differently. They participants should have told their name, address, designation and a major contribution for school improvement.

Rules and regulation of three days workshop to be made was discussed by participants themselves and finalized.

### **6.2 Objectives of the Training**

The desire of participants to be aware of was collected with distributing a slip of paper for each to write. After that, the objectives of training were discussed.

Objectives of the workshop were similar with the expectation of participants.



### 6.3 Team Building Game

To show the importance of work done by being union, team building game was introduced.

To play the game instruction was given clearly. The objective of the game was discussed that a work to accomplish is easier by group work which has a same motto. Appropriate instruction of the leader and the seriousness of the group member to success plays vital role to achieve the goal.

### 6.4 National Education Policy

The second day of the workshop began with the reporting of the first day activities. After reporting, participants were made clear about the national policy of education of Nepal government revised in 2063 (interim constitution 2063). School Sector Reform (SSRP) (2009-15), a new program brought by Government of Nepal was discussed along with National Education policy.

### 6.5 SMC/PTA Formulation and Role and Responsibilities

It was one of the major focuses of workshop. Before entering into the discussion, a small activity was done to make the participants aware of the importance of group work. The activities was done to make clap using little fingers, little and ring fingers, little, ring, and middle fingers, little, ring, middle and index fingers and at last using all fingers. They concluded themselves that a work done by group with same motto is easier, faster and reasonable. Later on SMC/PTA formulation process was asked to discuss them dividing the group according to the designation. Facilitator made clear about the process in relation to Education law. At the same time the roles and responsibilities of them for school improvement and to create child friendly school were set and presented by them. Facilitator made clearer about it with some resources.

At the end of the session, participants were happy getting ideas of their roles and responsibilities esp. PTA designators and somehow sad because of not being able to complete their duty. The importance of the involvement of SMC/PTA, guardians, mobilization according to the duties and responsibilities were felt by the participants. We found that most of the PTA members along with head teachers were unknown about their rights, roles and responsibilities. Finally they were made clear as well as promised to complete

their duty.



### 6.6 Continue Assessment System

Continue Assessment System a new program is going to implement by Government of Nepal for new academic year in primary level students. Participants were quite confused in the first time discussion but at the end of the session they were more convinced on CAS. They told that CAS is a powerful tool to evaluate the students regularly. It is also helpful to make the students regular in the school because attendance is one of the criteria to evaluate the students. Regularity of teachers, parents' involvements in school can be increased, according to the participants.



## 6.7 When Do You Come to School?

Hoping to explore the participants' involvement and concern on their children's learning, we held a group work on a topic 'When do you come to school?'. The answers were on different situations like while receiving scholarships, while invited in school, while there is meeting, and so on. This activity was done to check the parents' frequency of visiting the school. School's well being lies in the active involvement of parents, teachers and students. The main objective of this session was to make them believe that school is not teachers only. The responsibilities had to be taken from all the responsible sides. Parents also can directly suggest and question on the irregularity in the school.

## 6.8 What Types of School Do You Want ?

To give the concept of well managed school, another activity was done on 'What types of school do you want?' The participants were provided with different types of model schools and they were asked to select the best one. The model schools were based on the participation of different groups. This activity made them clear on the importance of participation of all the groups for the child friendly school.



## 6.9 Who Do You Think the Most Important?

We held a discussion for the importance of all teachers, students, school and parents. The participants were let to brainstorm for few minutes to tell the important aspect in teaching learning activities. The only one aspect remained incomplete and depended to the other one. When child is taken the most important, teachers could let the things go wrong. If the teachers were taken the most important, students could let the things fail. If the parents would take no concern for their children effective learning would fail. Therefore, all the sides were shown equally responsible for the better result in teaching learning process.

## 6.10 Child Friendly School and Quality Education

Child friendly school one of the major focuses of our training because the main objectives of the whole program of REED is in the periphery of child friendly education. We also focused the discussion in this session more. We collected the ideas of participants regarding child friendly education. Later on what is child friendly school, minimum criteria of child friendly school (students of child friendly school, schools of child friendly school, teachers, students, parents of child friendly school and so on) were the issues discussed.

The work to be done to make a school child friendly was focused which the participants committed to do. Participants raised the issue of low Physical facility of their school, low economic condition, lack of child



friendly furniture etc. to create the child friendly atmosphere. These were the problem of most of the schools in the rural part of Nepal. And we convinced them the maximum use local resources to solve the above maintained problem and be devoted to complete their responsibility.

To assess the local school for the child friendly school, indicators had been shown to the participants. They were expected to evaluate their school on the basis of the shown indicators and present the present status of the school. The participants even presented the data showing the practice level for child friendly learning and teaching. After the activity, the trainers held a discussion on the features of child friendly school.

### 6.11 Leadership Development

To give the concept of good leadership, the participants were categorized into four groups with different types of leaders such as Democratic, Autocratic, Charismatic and Laisser-faire. The leaders were given a task to do in a certain period of time. The leader who asked for no one's suggestion turned out to be a failure. The democratic leader who gave equal importance to everyone's idea became successful leader. This activity gave them an idea about good leadership and encouraged them to go for the democratic leader.

### 6.12 Annual Work Plan

In the last session of the third day of workshop, an individual plan for next of each participant was made by them according to our instruction. It was an individual's one day plan which is made to accomplish work on time and meet a goal. They were made clear that we need a plan to do in a year for school improvement. School wise annual work plan was prepared and presented by the participants according to following format.



An example of annual plan

SN	Activities to be done	Responsibility	Major Responsibility (Leadership)	Time to finish	Monitoring
1.					
2.					
3.					
4.					
5.					

## 7. Suggestion and Recommendations

Program has been very exciting and we have been conscious about our roles and responsibilities for quality education and future of our children

All SMC and PTA members should be participate in training

SMC/ PTA training should be continued at least 3 years.

Should give more role to the parents for their involvement in schools

Generate the income to other schools like Paudwar for continue resource management.

## 8. Name List of Partrticipants

1. Tika Purja	Paudwar SS
2. Ramdevi Garbuja	„
3. Udisova Tilija	„
4. Krishna Tilija	„
5. Naula Bdr Tilija	„
6. Gaja Bdr Tilija	„
7. Hast Bdr Tilija	„
8. Deu Bahadur Tilija	„
9. Nanda Paija	„
10. Tulman Rana	Givang PS
11. Deu Bdr Pun	Paudwar SS
12. Bisnu Paija	„
13. Man Bdr Paija	„
14. Tham Maya Pun	„
15. Mal Chandra Tilija	„
16. Yem Shree Tilija	„
17. Khim Bdr Garbuja	Kindu PS
18. Hari Ram Tilija	Paudwar SS
19. Dilak Purja	Kind PS
20. Uman Sing Chochangi	„
21. Mukti Ram Purja	„
22. Thirtha Paija	„
23. Resh Bdr Paia	„
24. Tham Bdr Paija	Swanta PS
25. Laxman Purja	„
26. Prasad Paija	Paudwar SS
27. Dhan Kumari Pun	„
28. Deu maya Tilija	„
29. Vitimaya paija	„
30. Dil Kumari Ramdani	..
31. Maya Paija	„
32. Prem Maya Tilija	„
33. Khum Devi Tilija	„

34. Man Kumari Tilja	,,
35. Chan maya Tilja	,,
36. Gaumaya Tilja	,,
37. Bishnumati Paija	,,
38. Anita Tilja	,,
39. Til Kumari Tilja	,,
40. Suri maya Paija	,,
41. Bonita Paija	,,
42. Hira Garbuja	,,
43. Om Maya Pun	,,
44. Kumari Paija	,,
45. Thammati Tilja	Kind PS
46. Naumati Garbuja	,,
47. Sukadevi Paija	,,
48. Naumati Garbuja	,,
49. Chanamati Garbuja	,,
50. Hari Tilja	,,
51. Nanda Kumari Purja	,,
52. Chandramati Tilja	Paudear SS
53. Sita Tilja	,,
54. Hastimaya Tilja	,,
55. Chitra Bdr Tilja	Sarada PS
56. Tula Bdr Pun	,,
57. Buddhi Garbuja	Laligurans PS
58. Kalpan Shree	,,
59. Lilsova Pun	,,
60. Asmita Sunuwar	Shikha HSS
61. Som Pd. Tilja	Paudewar SS
62. Dinju Ranjit	Himalaya PS
63. Huma Paija	,,
64. Dhan paija	Givang PS
65. Bimati Paija	,,
66. Hastamaya Tilja	Paudear
67. Devi Tilja	,,



**A Report on the  
Child Center Training Learning (CCTL)  
Primary Teachers Training Programme**

**Training conducted by  
Rural Education and Environmental Development  
REED Nepal**

**In co-operation with  
District Education Office, Myagdi**

**Initiated by  
Krishna Pun, Development Co-coordinator, Paudwar Village  
With the support of**

**The Nepali Village Initiatives Association, Australia**

**Financially supported by  
The Rotary Club of Woodend, Victoria, Australia  
with a Matching Grant from The Rotary Foundation**

**March, 2012**

**A Report on the**

**School Management Training for**  
**School Management Committee (SMC)**  
**and Parents Teacher Association (PTA)**

**Workshop conducted by**  
**Rural Education and Environmental Development**  
**REED Nepal**

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**March, 2012**

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