

NVIA Annual Program Report/Plan - Teacher Training Quality Education Project (TTQEP)

Program partner : REED-Nepal

Reporting period from: **July, 2012** to: **June, 2013**

<p>Program Summary</p>	<p>General description of overall program/project</p>	<p>Since 1997 Rural Education and Environment Development Centre (REED) has delivered a program focusing on teacher training, quality education in the Solukhumbu district of Nepal. The program has been identified by the Government as a model for educational development in Nepal. In 2010 Nepali Village Initiative Association, Australia began an educational program in Shikha VDC, Myagdi District . During this time NVIA became aware that the programme should be continued and extended to other VDCs which are in dire need of educational support.</p> <p>In 2009, people of Paudwar demanded teacher training realizing the fact that quality education can be possible when skilled teachers are developed. The initiation was taken by Mr. Krishna Pun, Village Development Coordinator from Nepali Village Initiative with the close support from Mr. Peter Hall and his wife Ronda Hall. Since then the training and school support has been provided to the teachers of Shikha with close monitoring and support.</p> <p>The first two basic training was financially supported by Woodend Rotary Club Australia and later by NVIA. By looking at the effectiveness of teacher training, NVIA is committed to extend the programme to the nearest Ghara VDC in 2014.</p> <p>The Teacher Training Quality Education (TTQE) program will adopt a similar development strategy as in Shikha VDC. A base line survey has been conducted in June 2013 that highlighted the need for training and support for approximately 60 primary teachers from 9 schools in the region that will indirectly affect the education outcomes of around 600 children.</p> <p>REED started running trainingg programme in Khumbu region of Solukhumbu District From 2005. The programme was supported by Australian Himalayan Foundation (AHF)</p> <p>The program has been recognized as the best practice by the DEO. In July 2010, the programme got MoU (Memorandum of Understanding) with Department of Education and co-ordination with District Education Office solukhumbu. The programme is being implemented after approval of Social Welfare Council (SWC) Nepal. After series of meeting, REED and NCED singed in MoU for getting accreditation and close cooperation with NCED. The TTQE programme is implemented throughout the year and includes the following workshops, support groups and material supplies.</p> <p>Teacher training workshop</p> <p>This is the initial training workshop that aims to attract a large proportion of the untrained teachers in the district. Teachers often walk for several days from their village to attend a 10-day workshop.</p>
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Program Description	Goals of the organization	REED Goal is to provide sustainable a program to improve child friendly education through teacher training in the rural Nepal. This goal is closely aligned to MDG2 that' achieving universal primary education. It is also aligned to MDG 3 'omitting gender equality and empowerment'
	Objectives of the program/project	<ol style="list-style-type: none"> 1. Develop child-friendly teaching learning environment 2. Provide relevant and appropriate teaching materials and resources to schools 3. Increase teacher and student attendance, increase girls’ enrolment in schools, and reduce drop-out rates of children from schools 4. Promote mechanisms for reliable and fair assessment of student achievement 5. Develop a dynamic key teachers’ network for sustainable in-school support to impart quality education.

<p>Anticipated outcomes</p>	<ol style="list-style-type: none"> 1. Improved teaching learning activities in support of child-centered education 2. Access to more relevant and appropriate teaching material and resources 3.a Increased teacher and student attendance and girls' enrolment and reduced student drop-out rates 3.b. Enhanced community support for schools' overall development by developing initiatives to address relevance of the educational practices; access and inclusion (quality education, reading, pre-school initiatives) 4. Established a fair and diagnostic assessment system in the school 5.Improved classroom teaching with the regular support of the key teachers.
<p>Outline of management and implementation arrangements for delivering the program/project</p>	<p>Schools and SMCs and Community: <i>Schools and SMCs will be responsible for the implementation of the programme. Decisions regarding local curriculum, performance targets, school calendar, classroom organization, and instructional methods will be made at the school level and reflected in the School annual plan. Schools and SMCs will be responsible for making participatory and transparent decision and disclosure the school activities. Head Teachers (HTs) will also be responsible for the timely submission of reports to the concerned agencies. Involvement and watchdog role is most important of Community.</i></p> <p>Resource Centre: <i>The RCs will support ensure effective delivery of training, implementation and monitoring, capacity strengthening of SMCs and leading to the Key Teachers for in school support for effective teaching learning.</i></p> <p>District Education Office: <i>The DEOs will be responsible for Facilitate and coordinate the programme and ensure their active participation in the programme activities. Provide support to released teachers, resource persons, key teachers and school management committee members to receive and deliver service under the programme implementation. Similarly DEOs also provide suitable conditions for implementing the programme and give monitor support to programme monitoring and follow up visit. DoEs set arrangement of the focal person to coordinate the programme.</i></p> <p>Cross cutting issues related organization: <i>Partnership and coordination at the cross cutting issues solve during the programme implementation as well as advocacy and lobbying at policy level. Facilitate and suggest the guidance principle and provide the feedback is also crucial area of related agency.</i></p> <p>Key Teacher: <i>Key Teachers are /will be responsible for coordination and facilitation of implementing activities given on task. Support to the teachers for classroom activities and submit the report to the REED-Nepal.</i></p> <p>Trainers and District coordinator: <i>The District coordinator is responsible for operation Plan preparation, coordinate among trainers, Implementation arrangement and monitoring and reporting of programme. Like wise Trainers are fully responsible for Training conduction, content design, in school support and reporting of responsible working area.</i></p>

REED management: Overall plan preparation, facilitate the programme implementation and monitoring and evaluation programme are main responsibilities of REED management. Similarly, Co-ordination with Donors, government agency and reporting to concern agency also responsibilities of REED management.

Donors: Programme review, feedback, provide TA and required fund for the programme.

Challenges and Risks in program/project

General- Incompatibility non harmonization work of NGOs

- Continue petition from non-project area to expand programme and It is challenge to balance it.

- Subject knowledge of long time working teachers to improve

Objectives-1. Develop child-friendly teaching learning environment

Challenge- Commitment of teachers to school but not teaching

- Continue transfer of teachers to others areas

- Small dark classroom, inadequate infrastructure of school

- Teachers ability to adopt to new teaching techniques

- Lack of community understanding child friendly concept (punishment)

- Time is taking for transfer child friendly practices Policy level to school level

- Resource person from DEO is not visiting school frequently for encourage to the school

- Teachers are not implementing curriculum

- Lack of head master management skill

- Parents does not give time to support on homework

Objective 2. Provide relevant and appropriate teaching materials and resources to schools

Challenge- Inadequate supply basic learning material

- Physical delivery difficult

- School are not fully utilizing material (locked on the cupboard)

- Mostly Teachers using material, student have less chance to use

- Continue petition for more material from School.

Objective 3. Increase teacher and student attendance, increase girls' enrolment in schools, and reduce drop-out rates of children from schools.

Challenge- SMC not giving 100% support to the school

- SMC not realizing the role of education

- Harsh economic reality

- Teachers (out sliders) don't have close relationship with community

- No incentive for teachers to attend (acknowledgement)

- Community have still poor understanding about education important

Objective 4. Promote mechanisms for reliable and fair assessment of student achievement

Challenge- General lack of knowledge regarding assessment

- Teachers dot implement the govt. assessment policy

- DEO dose not disseminate assessment policy properly (communication gap)

- Student portfolio record not mentioned properly

Objective 5. Develop a dynamic key teachers' network for sustainable in-school support to impart quality education.

Challenge- Very few capable Key teachers

- General inability to work independently

- Inadequate professional standards

- Poor communication skills
- Teachers are not practiced feedback given during in school support

Outline of cross-cutting issues in program/project ? Include reference child protection, gender equality & environmental sustainability.

Gender-

Objective 1. Develop child-friendly teaching learning environment

- Number of female teacher trainers appointed within REED has now increased

Objective 3. Increase teacher and student attendance, increase girls' enrolment in schools, and reduce drop-out rates of children from schools

- Equality of access to education for girls and women
-Increasing the number of female teachers in both phase I and phase II in primary and secondary schools .% of female teacher is 29.29 in the beginning of 2012 and now its % is 33.70.

- Increased opportunities for women's training (now situated in local villages)

Objective 5. Develop a dynamic key teachers' network for sustainable in-school support to impart quality education

-Increase to develop best female teachers being as key teaches.

Child protection-

Objective 1. Develop child-friendly teaching learning environment

-For ensuring the child rights in the schools and community, child participation programme held in the schools

-Be very careful to discuss and observe child rights being valued when visiting schools and providing in-school support

-Trainers and Key Teachers are committed towards child rights and more aware about environmental sanitation.

Objective 2. Increase teacher and student attendance, increase girls' enrolment in schools, and reduce drop-out rates of children from schools

-Equality of access to education for girls

- There are 2 female key teachers out of 3. This percentage is 67.

-Girls total % is 52 is Shikha.

-Increased attendance and regularity of girl children in all schools.

Environmental-

Objective 1. Develop child-friendly teaching learning environment

- Eco-Child clubs highlights the need for improving hygiene and waste management.

Objective 2. Provide relevant and appropriate teaching materials and resources to schools

- All School are preserving local environment through the use of recycled material

Objective 3. Increase teacher and student attendance, increase girls' enrolment in schools, and reduce drop-out rates of children from schools

-Water, sanitation and hygiene practices in school

Outline of collaborative arrangements with government departments and other NGO's	Agreement and approval from Social welfare council held before implement the program. Memorandum of understanding (MOU) with Department of Education at center level and one of the officers worked as a focal person at district Education Office for co coordinating the program. Respected Government office and local organization members are involve for sharing and review meeting. Involve with national champion for education (NCE) and education sector related organization are being shared idea. NCED is national level Government office and REED signed on Memorandum of Understanding (MOU) with NCED for providing accreditation of REED training
Sustainable way of program/project.	<p>Objective 1. Develop child-friendly teaching learning environment</p> <ul style="list-style-type: none"> - Harmonization of Child friendly framework with government training module, which is REED, practiced since this project implemented. - Integrated learning with behavior practiced at school <p>Objective 3. Increase teacher and student attendance, increase girls' enrolment in schools, and reduce drop-out rates of children from schools</p> <ul style="list-style-type: none"> -Increased opportunities Awareness and understanding of education importance by community. - Building capacity and mobilization of Eco-Child club, SMC/PTA and Community -provide some scholarship to highly needed children on the basic of their academic record of school and economic condition of their parents. -establish reward system for star performing individuals, institutions and community by the Government or any other stockholders. <p>Objective 5. Develop a dynamic key teachers' network for sustainable in-school support to impart quality education</p> <ul style="list-style-type: none"> -Key Teachers networks support at local level because key teachers are selected as local people - promote key teacher network by the district government agencies(District Education Office) - Co ordination and partnership of local organization during the programme implementation
Acknowledgement NVIA funding	Teacher training program in Myagdi has been supported from Nepali Village Initiative Association, Australia to promote quality education distributing several materials and supporting to Key teachers for program sustainability.

<p>Review of past year</p>	<p>Key achievement of the program.</p>	<ul style="list-style-type: none"> - On the basis of fundamental document i.e.-MOU with Department of Education, NECD provided accreditation to REED training. This is one of the greatest achievement of REED and teachers who always demanding and waiting for getting equivalence with the training providing by the Govt of Nepal. - learning achievement increased by 7% within two years. Girls' enrollment rate is also increased. <p><i>Please see annex- III for more information about achievement and detail of MOU with DoE and NCED is in Annex III a and III b</i></p>
	<p>Key challenges of the program/project (in relation to objectives, anticipated outcomes).</p>	<p>Objectives-1.Develop child-friendly teaching learning environment Challenge- Commitment of teachers to school but not teaching</p> <ul style="list-style-type: none"> - Continue transfer of teachers to others areas - Resource person from DEO is not visiting school frequently for encourage to the school - Teachers are not implementing curriculum <p>Objective 2. Provide relevant and appropriate teaching materials and resources to schools Challenge-</p> <ul style="list-style-type: none"> - Mostly Teachers using material, student have less chance to use - Continue petition for more material from School <p>Objective 3. Increase teacher and student attendance, increase girls' enrolment in schools, and reduce drop-out rates of children from schools. Challenge-</p> <ul style="list-style-type: none"> - Community have still poor understanding about education important -poor monitoring system of government. -extra load of daily work in house <p>Objective 4. Promote mechanisms for reliable and fair assessment of student achievement Challenge- -</p> <ul style="list-style-type: none"> - Student portfolio record not mentioned properly <p>Objective 5. Develop a dynamic key teachers' network for sustainable in-school support to impart quality education. Challenge-</p> <ul style="list-style-type: none"> - Teachers are not practiced feedback given during in school support

<p>Lesson learnt in the past year.</p>	<p>Objectives 1. Develop child-friendly teaching learning environment- Lesson Learned- -plan to provide some extra incentive for star performing schools. -spent more time in each schools by trainers and key teachers. -Supply minimum required specific materials to set of child friendly class room - Necessity to improve School exchanges programs - Finding ways to need to improve understanding relationship between DEO and NGOs - selection and manage of oversees volunteer to share their best practice, skills and strategies in training and in-school support - Continue improved capacity of trainers for effective content delivery - Continued to more number of female trainers</p> <p>Objectives 2. Provide relevant and appropriate teaching materials and resources to schools- Lesson Learned- -Transportation of materials cost is to high -categories the material - used only by teacher, teacher and students ,students only. -Need to categories the schools on the basic of their performance.</p> <p>Objectives 3. Increase teacher and student attendance, increase girls' enrolment in schools, and reduce drop-out rates of children from schools- Lesson Learned- - Need to select best teacher, best student, best SMC team, best community. -Need to provide scholarship to needy students for higher study. - Need for more accurate data -Eco- Child club relation with SMC/PTA need to improve -Need to more focus to aware illiterate parents.</p> <p>Objectives 4. Promote mechanisms for reliable and fair assessment of student achievement- Lesson Learned- Need better records for student assessment -Need jointly work with DEO</p> <p>Objectives 5. Develop a dynamic key teachers' network for sustainable in-school support to impart quality education- Lesson Learned- Need to improve Key teacher for training delivery</p>
<p>significant changes to work plan in the past year</p>	<p>There is no visible change in work plan. All activities are implemented scheduled time frame. One of the significant changes is Key Teachers half yearly review workshop is incorporated in plan.</p>

<p>Summary of the management & implementation arrangements</p>	<p>Schools, SMCs and Community: Information sharing among teachers, participate in trainings, practice in classrooms and working with SMC/PTA, community with collaborative way. Monitoring and support to the school for better performance.</p> <p>Resource Centre: The RCs will support ensure effective delivery of training, implementation and monitoring, capacity strengthening of SMCs and leading to the Key Teachers for in school support for effective teaching learning.</p> <p>District Education Office: Facilitate and coordinate the program and ensure the teachers active participation in the program activities. Provide support to released teachers, resource persons, key teachers and school management committee members to receive and deliver service under the programme implementation. Similarly DEOs also provide suitable conditions for implementing the programme and give monitor support to programme monitoring and follow up visit. DoEs set arrangement of the focal person to coordinate the program.</p> <p>Cross cutting issues related organization: Partnership and coordination at the cross cutting issues related program is implementing as local level as well as advocacy and lobbying at policy level.</p> <p>Key Teacher: Key Teachers are responsible for coordination and facilitation of implementing activities given on task. Support to the teachers for classroom activities and submit the report to the REED-Nepal.</p> <p>Trainers and District coordinator: The District coordinator is responsible for operation Plan preparation, coordinate among trainers, Implementation arrangement and monitoring and reporting the programme. Trainers are fully responsible for Training conduction, content design, in school support and reporting</p> <p>REED management: Overall plan preparation, facilitate the programme implementation and monitoring and evaluation programme. Co ordination with Donors, government agency and reporting to concern agency also responsibilities of REED management.</p> <p>Donors: Programme review, provide TA and required fund for the programme.</p> <p>DoE, NCED: Close coordination with DoE and responsible for correspondence with DEO and other stakeholders while change the government poly for implementing any program. NCED and its line agencies (office) are fully responsible for providing accreditation to trained teacher through REED training. NCED is also fully responsible for yearly monitor of the impact of the training in schools as well as conduct MTOT for trainer, if necessary.</p>
<p>Work plan for next year</p>	<p>Outline of work plan for the coming year.</p> <p style="text-align: center;"><i>Please see annex- VI</i></p>

Solution of identified challenges or risk learnt in last year.

Objectives 1. Develop child-friendly teaching learning environment-

-Need to provide some extra incentive to star performing school
solution-selected best school on the basis of school ranking and provide some extra incentive to star performing school in each year.

-Need to spend more time in each school by trainer

solution-emphasis in making materials and support in classroom teaching in place of only observing lesson of teacher and increased number of visit time in each school

- Supply minimum required specific materials to set of child friendly classroom

Solution- Listed the required materials and supplied to the school

-Necessity to improve School exchanges programs

Solution- best performing and low performing school with in cluster will be selected. Make plan to visit the school to explore the idea for doing better.

-Finding ways to improve understanding relationship between DEO and NGOs

Solution- co ordination meeting will be held in annual basis and Jointly work with representative of DEO officer during training and in-school support. Along above, make joint monitoring team for the impact of training.

-Selection and management of oversees volunteer to share their best practice, skills in training and during in-school support.

Solution- prepare Selection criteria and manage oversees volunteer for REED area from HTUK.

-Continue improved capacity of trainers for effective content delivery

Solution- Find the capacity gap and prepared the training content with training provider for conduct training

-Increase number of female trainers

Solution- Revised selection criteria of trainers and priority is given to female applicants

Objectives 2. Provide relevant and appropriate teaching materials and resources to schools-

- Transportation of materials cost is to high

Solution- Discussion will be held with school and requested to cost recover from school or community as porter charge

categories the material - used only by teacher, teacher and students ,students only.

Solution: Reduce materials used only by teacher and give more priority to students used materials.

-Need to categories the schools on the basic of their performance.

Solution: make a list for close monitoring on the basis of school performance and give more time to encourage their better performance.

Objectives 3. Increase teacher and student attendance, increase girls' enrolment in schools, and reduce drop-out rates of children from schools-

-Need to select best teacher, best student, best community and best SMC team

		<p>solution: provide some extra incentive as star teacher, star community, star SMC, star student for encouraging them their best work and to promote quality in real scene.</p> <p>-Need to provide scholarship to needy children solution: provide monthly scholarship to some needy children</p> <p>- Need more accurate data Solution- Collect data from school and established database in REED office. Data will update compare to the baseline.</p> <p>- ECO-Child club relation with SMC/PTA need to improve Solution- Develop the capacity of child club and mobilized at community</p> <p>-Need to more focus to aware illiterate parents solution: Aware parents through "literacy program"</p> <p>Objectives 4. Promote mechanisms for reliable and fair assessment of student achievement-</p> <p>-Require better records for student assessment Solution- more practices held on training time and trainers support during the in school support to make better records</p> <p>-Need Jointly work with DEO solution: joint yearly planning with representative of DEO(RP) for implementing CAS and impact of training.</p> <p>Objectives 5. Develop a dynamic key teachers' network for sustainable in-school support to impart quality education-</p> <p>- Need to improve Key teacher for training delivery Solution- Skill based content will be included in Key teacher training and more involvement of key teachers at content design period during the training</p>
	<p>Impact of cross cutting issues in Program/project .</p>	<p>Gender Number of female participants increased during community orientation and SMC/PTA workshop in both phase. Percentage of female teacher was 36% in 2010 and now it is 64%. 67% key teachers are female in Myagdi. -students and community are aware about environmental pollution and Included environment education in each workshop content</p>

Management capacity	REED management capacity Assessment	<i>Please see to Annex-IV</i>
Monitoring & Evaluation	REED monitoring and evaluation data	<i>Please see to Annex- VII</i>
Financial proposal	NVIA/REED Financial Management Report	<i>Please see to Annex- VIII</i>

Contact details	Full Name:		Signature:	
	Position in organisation:		Date:	
	Phone number		Email address	