

FIELD REPORT
In-school Support Program 2013
Shikha VDC,
Myagdi



19th Sep- 2nd Oct

Myagdi, Nepal

Compiled by: Rural Education and Environment Development Center (REED- Nepal)

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Executive summary

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

Training for teachers to make them aware of various teaching methods, approaches, techniques and materials design and effective use of them are major works of REED to accelerate the pace of quality education in Solukhumbu district along with Taplejung, Myagdi and Rasuwa districts. Apart from that being aware of the poor economic status of schools, REED Nepal supports teaching materials as well to use them the real classroom situation whatever the teachers learn in training.

Transfer of training is a vital issue that has to be thought seriously. Many teachers attend in the training indeed and we facilitators try our best to make them well known about Knowledge, Attitude and Skills (KAS). But how much they take to their real class situation is also a concern of REED. Therefore, in-school support (supervision, observation, and feedback) is being made by facilitator and key teachers. The exploration of difficulties faced by teachers to apply whatever they have learnt during training and the supportive work is being done by us during in-school support.

In the process of in-school support in Sep/Oct. 2013 in Myagdi, seven schools of Shikha VDC were visited. Classroom management, Methods of teaching, teaching learning activities, materials design and use, regularity of teachers, regularity of students, activeness of SMC/PTA, parents' involvement, data collection etc. were the major concern of the visit and more than them Continuous Assessment System (CAS) was greatly emphasized through which the teachers are evaluating the students from this academic year.

Objectives and Expected Outcomes

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

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In- School support Programme

A brief school visit of 16-day, including COP, held recently aiming for 8 schools of Shikha VDC. The program was completed by a REED-Nepal's trainer.

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

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

Plan For In-school Support visit, Myagdi, September 2013		
Date	School/Destination	Activity and School Support
19-Sep	Kathmandu to Beni	On the way
20-Sep	Beni	Paudwar
21-Sep	Paudwar SS	Class Observation, Material Dev., Classroom Org.
22-Sep	Sat	Paudwar to Chitre
23-Sep	Laligurans PS/Sharada	Class Observation, Material Dev., Classroom Org.
24-Sep	Shikhar PS	Class Observation, Material Dev., Classroom Org.
25-Sep	Kindu PS	Class Observation, Material Dev., Classroom Org.
26-Sep	Paudwar SS	NVIA Team Visit
27-Sep	Paudwar SS	Volunteers' Programme
28-Sep	Paudwar SS	COP
29-Sep	SAT	COP
30-Sep	Shikha	Class Observation, Material Dev., Classroom Org.
1-Oct	Shikha to Beni	On the Way/ DEO Visit
2-Oct	Beni To KTM	On the way

Challenges /Problem shown by the teachers

- Poor competency in English language
- Irregularity of students
- Parents' attraction towards city private boarding schools.
- Regular teacher change in some schools

Recommendations

- SLC targeted programme should be lunched to achieve good result in high school completion, as it determines the success of a school.
- Continue to provide teaching resources so that the teachers can teach effectively in their classrooms
- Training and in-school support should be should be continued.
- Extra English language package course should be conducted for all teachers.
- Parents awareness programme should be more effective to convince to hold their children to the local public school.
- Small supports should be provided for the physical improvement and maintenance

APPENDIX I Teachers' Data

S.N.	Name of school		Teachers' List	M/F	Status	Attendance
1	Shree Paudwar S.S.	1	Dhakendra Karki	M	Temporary	Present
		2	Gam Pun	M	Private	Present
		3	Lalit Tilija Pun	M	Gov./Temp.	Present
		4	Achyut Gautam	M	Temp.	Present
		5	Bhim Ranamagar	M	Temp.	Present
		6	Binadevi Tilija Pun	F	Private	Present
		7	Dilmaya Tilija Pun	F	Gov./Permanent	Present
		8	Khag Bd. Pun	M	Permanent	Present
		9	Kulananda Sapkota	M	Temp.	Present
		10	Kumari Paija Pun	F	Private	Present
		11	Man Bahadur Paija Pun	M	Private	Present
		12	Mukta Kumari Tilija	F	Private	Present
		13	Tara Roka Pun	F	Private	Present
		14	Tham Maya Pun	F	Permanent	Present
		15	Yamsiri Tilija Pun	F	Private	Present
2	Paudwar P.S. , Gibang	1	Devi Tilija	F	Gov./Temporary	Present
		2	Santadevi Tilija	F	Gov./Temporary	Present
		3	Tulman Rana	M	Gov./Perma	Present

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					nent	
		4	Uma Tilija	F	Contract	Present
		5	Yamkumari Paija	F	Gov./Temporary	Present
3	Kindu P.S., Kindu	1	Parbati Pun (new)	F	Private	Present
		2	Harimaya Sherpuja	F	Private	Present
		3	Khadga Nepali	M	Gov./Temporary	Present
		4	Rudra Bahadur Khadka	M	Gov./Permanent	Present
		5	Sita Garbuja	F	Private	Present
4	Shikhar Swanta P.S.,	1	Chapdevi Pun	F	Gov/permanent	Present
		2	Man Bahadur Tilija Pun	M	Gov./Temporary	Present
		3	Narerandra Pun	M	Private	Present
		4	Ramita Purja (new)	F	Private	Present
		5	Tek Bd. Khadka	M	Gov/permanent	Present
5	Laliguras Chitre P.S.,	1	Anita Pun	F	Private	Present
		2	Gita Sherpuja	F	Private	Present
		3	Laxmi Tilija	F	Rahat	Present
		4	Lila Devi Purja Pun	F	Rahat	Absent
6	Sharada Falate P.S.,	1	Geetaram Rantija	M	Private	Present
		2	Chinbahadur Pun	M	Gov/ T	Present
		3	Mamata Devi Garbuja	F	Gov/ P	Absent
		4	Tikadevi Sherchan	F	Private	Present
7	Shikha Shikha H.S.S.,	1	Sete Tilija Pun	M	Gov/ P	Present
		2	Ananda Kumar Thakur	M	Gov/ P	Present
		3	Beg Paija(P)	M	Gov/ P	Present
		4	Bheurani Paija	F	Gov/ T	Present
		5	Chanda Tilija	F	Gov/ T	Present
		8	Chanmati Purja	F	Gov/ T	Present
		9	Damodar Dawadi	M	Gov/T	Present
		10	Gita Paudel(Gurung)	F	Other	Present
		11	Jagadish Acharya(P)	M	Gov/ P	Absent
		12	Kedar Karki	M	Gov/ T	Present
		13	Khembahadur Paija	M	Gov/ T	Present
		14	Pawan Kumar Mishra	M	Gov/ T	Present
		15	Ram Krishna KC	M	Gov/ T	Present

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8	Himalaya PS, Shikha	1.	Isha Garbuja	F	Private	Present
		2.	Shermati Sherpuja	F	Private	Present
		3	Tanisha Pariyar	F	Private	Present

Appendix II

Students' data

S.N.	Name of school	Class	Girls	Boys	Total Students	Attendance of visited day	
1	Shree Paudwar S.S.	ECD	8	9	17	8	8
		1	6	4	10	6	4
		2	2	5	7	2	7
		3	5	4	9	4	4
		4	4	5	9	4	5
		5	6	10	16	5	10
		6	5	13	18	5	13
		7	7	8	15	7	8
		8	5	12	17	5	12
		9	16	10	26	16	10
		10	8	12	20	8	11
Total			72	92	164		
2	Paudwar P.S., Gibang	ECD	7	5	12	5	3
		1	2	1	3	1	1
		2	4	2	6	2	2
		3	4	2	6	4	2
		4	4	1	5	3	1
		5	5	4	9	4	4
Total			26	15	41		
3	Kindu P.S., Kindu	ECD	3	7	10	3	6
		1	2	1	3	2	1
		2	2	6	8	2	5
		3	0	3	3		3
		4	1	3	4	1	3

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		5	3	4	7	3	4
Total			11	24	35		
4	Shikhar P.S., Swanta	1	6	3	9	6	3
		2	1	0	1	1	0
		3	3	0	3	3	0
		4	2	0	2	2	0
		5	0	1	1	0	1
Total			12	4	16		
5	Laliguras P.S., Chitre	ECD					
		1	4	3	7	4	3
		2	2	2	4	2	2
		3	1	2	3	1	2
		4	0	1	1	0	1
		5	3	3	6	2	3
Total			10	11	21		
6	Sharada P.S., Falate	ECD					
		1	1	6	7	1	6
		2	2	3	5	2	2
		3	1	5	6	1	4
		4	2	3	5	2	3
		5	0	1	1	0	1
Total			6	18	24		
7	Shikha H.S.S., Shikha	ECD	7	7	14	6	6
		1	6	1	7	6	1
		2	5	2	7	4	2
		3	7	5	12	7	5
		4	9	5	14	3	7
		5	7	1	8	7	1
		6	9	14	23	8	13
		7	12	11	23	12	11

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In-

		8	18	16	34	18	15
		9	14	14	28	12	13
		10	13	13	26	13	13
Total			107	89	196		

Appendix III
Tools used during the visit

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

Date: 24th, September

Child Friendly Class Room Management

Teaching Learning Activities	Well Done	To Work on
Practice of Brain Gym/Class song	Very Good practice in most schools	Only few schools need guidance to practice step by step
Seating arrangement of the students in the class	Good in Primary Levels.	Need to do in secondary level too.
Management and use of attendance Board	Well prepared in all schools	Need to use regularly, maitainance needed.
Use of flash cards in pocket board.	Very few teachers used during the class	Teachers need to feel easywith handling teaching materials.
Preparation of grammer cards and its use.	Only Paudwar used.	Need to use by all schools
Management and use of Weather Chart.	All schools hanging on the wall and many of them used effectively.	Need to use as teaching learning materials
Management and Use of Job Chart.	Gibang, Paudwar, Kindu, Swanta, Chitre, Falate and Shikha –all schools used it.	Very good improvement, needs to update materials.
Use of calender.	All schools used it.	Need practice from the students
Management and use of hanging cards	Some schools are doing well.	Need to develop more and used effectively in the classroom

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Management and use of different charts in the Class room	Only few teachers were developed subject charts and used	All teachers need to develop their own subject charts.
Use of garbage box in the classroom	All schools managed for some classes	Need to manage all classroom and give responsibility to children to use it
Display of the students' creation	One or two schools just started to display students work.	All schools need to create students work and display in the classroom.
Child Friendly Teaching and Learning in the Class Room		
The teacher teaching according to lesson plan.	Only few teachers of some schools prepared the plan.	All teacher need to prepare their lesson before going to class.
Preparation of appropriate materials according to lesson.	Mostly grade teachers prepared the materials.	Need to prepare all teacher for their own subject
Beginning of the class teaching.	Very good in Paudwar Secondary school.	Need to start other schools as well.
The teacher doing activities according to plan.	Some teachers had good activities with the students.	All teacher need to think it.
The teacher teaching according to students learning styles.	Very few teachers started.	Need to focus on training course from the trainers and practice more.
The teacher following active reading strategies	Most schools have little children books and displayed in the classroom	Need to use Reading books properly and manage time to the students
The teacher asked open and close question in teaching time	More focused only close questions	Need to practice open questions in the classrooms
Formation of Group and Group Work		
Childrens are selected as group leader	Starting is good	Children trying to kept in group but work as individual. Need to more practice group work with students and on the training too
Teachers provided learning materials for group work.	Some teachers just starting to provide.	Need to share materials with students and teachers in the classroom
The teacher gives instruction clearly to the groups	Only few teachers practiced	Need to more practice how to give good instruction to the students

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Involvement of each students in group work	Very less	Need to encourage more students activities to all classes
The teacher support the inactive and weak students of the group	Some teachers helped the weak students during the lesson	All teachers need to practice and not just standing in front of classroom during activities
Provided materials use on the pocket boards by gorups	some teachers did very well for use of pocket board	All teachers need more practice to the pocket board in the classroom
All groups give feedback to other groups	Very less	Teachers need to do more practice in refresher course and their own class
The teacher give appropriate feedback after group presentation	Some teacher did ok	Need to more practice in training how to give and take positive feed back with the students
Learning by the Games,Songs and Role play		
The game is played for introduce and fun	Only few teachers taught game as fun	Not only plying on last period, need to develop habit in door and out door game during the lesson
Clear instruction are given for playing the game	non	Practice more in the training and schools
The game is related with the lesson	In some schools.	Need to practice games learnt in training related to the lesson
The students clearly understand their role and presentation	To some extent.	Need to practice with students in training and schools and also discussed with team if confused about games and songs
The Students appear interested and actively involved .	Very good where teachers did students activities	All teachers need to think more students involvement in learning
Assesement and Evaluation of the students		
Cumulative record of the students (keep the personal record)	Some schools starting	More practice about Continue assessment forms in refresher course
Used teaching methods in the classroom ?_ <i>some teachers were used discussion, group work, questioning and song but most of the teachers did lecture methods. So, in future need more practice to different child friendly techniques learned in training</i>		
Others Suggestion for the Teacher - <i>Most of the schools did lesson plans, not establish sharing habit, not using teaching learning appropriately so, All the head teachers should coordinate to other teacher for developing team building in schools.</i>		

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

Signature of the Class Teacher:
Signature HT

Kailash Tamang

Signature of Observer:

APPENDIX IV

Theme of the Program

Need Collection

Need collection takes place in every school visit time. The facilitator locates as well as inquires the teachers for the difficulty areas during classroom observation and monitoring. The needs are collected subject wise about the child centered technique and the subject matter to be addressed in the following trainings.

Model Class Demonstration



During the visit trainers modeled the classroom teaching and supported the students to read the passage/text preparing some materials and shared some strategies for teaching reading.

Data collection

Another purpose of the training was to collect the data from school. which included the enrollment numbers (rate) of students, drop out numbers, learning achievement covered, pass rate, fail rate, school out children, regularity of students and teachers, parents involvement, availability of school supply materials and proper use, staff meeting, school activities and so on. That date has been a tool to evaluate the effectiveness of teacher training programme.



school support Programme 2013**Classroom observation and feedback; analysis of transfer of training**

Effectiveness of training is there when teachers teach and think differently regarding methodology and classroom behavior. The trainer observed the class of different subject and level and provided constructive feedback to the teachers to make the classroom teaching even better. An observation checklist is developed and shown to the teacher with the plus points of teaching and points to improve. At the same time an informal interview with the teachers and students also was a point to analyze the transfer of training.



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