

A Report  
On  
**THE THIRD REFRESHER TEACHER TRAINING  
PROGRAMME, 2013**

Myagdi, Nepal



Conducted by  
**Rural Education and Environmental Development  
(REED) Nepal**

In co-operation with  
**District Education Office(DEO) and NCED , Myagdi**

Initiated by  
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With the financial support of  
**The Nepali Village Initiatives Association, Australia  
(NVIA)**

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## **Acronyms and Abbreviations**

CAS	-	Continuous Assessment System
DEO	-	District Education Office/Officer
ECD	-	Early Childhood Development Center
HSS	-	Higher Secondary School
HT	-	Head Teacher
NCED	-	National Center of Educational Development
NVIA	-	Nepali Village Initiative Association
PS	-	Primary School
REED	-	Rural Environmental and Educational Development Center
RP	-	Resource Person
SS	-	Secondary School
SSRP	-	School Sector Reform Programme
TPD	-	Teacher's Professional Development
VDC	-	Village Development Committee

## **1. 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. 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 (NVIA).

This report briefly describes and analyses the activities and content covered in this refresher course held in Shikha of Myagdi in 6<sup>th</sup> -11<sup>th</sup> December. The workshop was attended by 43 teachers of the schools of Shikha Village Development Committee teaching in primary, lower secondary (Basic Education) and secondary levels. The third series of training focused on child-centered education such as child friendly 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.

The programme continues to monitor the impact on student learning and changed teacher behaviour in the classroom through the regular Supervision Committee's and REED trainers' visits. NVIA funds the teacher-training programme in Myagdi and the Rural Education and Environment Development Center (REED) implements, monitors and supports.

The DEO and his staff continued to be very positive and supportive for the programme. The coordination between DEO (District Education Office), NCED, REED and the teachers of Shikha VDC, Myagdi are key factors for the accomplishment of this programme. Similarly, we are encouraged to put our more efforts on teacher education by the accreditation from NCED as the teacher will count this training for their professional development and registration. That's why we are following the TPD training module on the basis of teacher's need.

## **2. 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.

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 Seven 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), Subjectwise contents of English, Math, Science, Social, Nepali and creative arts (drawing and painting), and TPD project works targeting 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 three key teachers will provide in-school support at least 2-3 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.

### 3. Workshop Objectives and outcomes

Objectives	Expected Outcomes
1. Develop child-centered teacher training methods and skills.	Improved teaching in the classroom where children are learning actively.
2. Increase teachers' understanding and knowledge in all subjects.	Teachers teach more effectively and confidently.
3. Provide relevant and appropriate teaching materials and resources to schools.	Access to more relevant and appropriate teaching material and resources.
4. Increase teacher and student attendance, increase girls' / boys' enrollment in schools, and reduce drop-out rates of children from schools.	Increased teacher and student attendance and girls'/ boys' enrolment and reduce student drop-out.
5. Introduce the Continuous Assessment System (CAS)	Teachers assess students regularly and record in the appropriate forms storing safely, use the form for upgrading children.

### 4. Workshop Programme

Attended by 43 teachers from surrounding eight schools of Shikha VDC, the six day third refresher workshop was held in Shikha Higher Secondary School. The REED training team conducted the workshop in coordination with NCED and DEO, Myagdi.

The District Education Office and the head teachers from the host schools were very supportive. Key teachers of respected area were responsible for the collection of teacher's expectations which were identified and analysed before the workshop and prepared the course accordingly.

The teachers' expectations

- Increase subject wise knowledge, and teaching skills and classroom management skills in all subjects (Nepali, English, Math, Social Studies, and science)  
The subject wise expectation of the teachers are listed below

#### Needs on each subject

(SOURCE –Key Teachers)

Maths

- Concept of Set
- Effective way of teaching addition, multiplication and division
- Measurement of inner angles
- Verbal problem
- Fraction (denominate .....)
- How to memories PA right PAHADA
- Equation

- Why signs are changed while going number from left side to right side
- Division (how makes easy while doing multiply bigger smaller number to bigger number)

#### Nepali

- Matching tune in Poems
- Grammar: aspects of tense, gender
- RHARSWA DIRGHA
- Differentiation of SARBANAM and BISESAN
- Correct writing of those words which are normally used in local language like- MAELE ,MAILE.....

#### Social

- Origin of Earth
- Structure of Earth
- How to make local curriculum
- Teaching Our social values and awareness
- Making map and identifying direction

#### English

- Singing Chants
- Comparative/Superlative
- Grammar; preposition, Tense, Voice, Adverb, Adjective
- Verb: Regular/ Irregular
- Chant Page no: 63, 48 ---3 class/ Spelling 95—class 5/ chant page 62, class two

#### Science

- Session change, solar system, how potato called stem not root, energy
- Life process (nutrition, excretion, respiration.....)
- Health physical : games =Class4/5

#### Creative Arts

- To draw in the way that attracts the attention of the children.
- Learn to make Origami toys.
- How to use and match colours, fill colours in the picture.
- How to be creative on drawing the figure relating to subject matters.
- Way of writing.

## 5. Workshop timetable

(Group A Sc., Soc., Maths and Art)

DA YS	1ST SESSION (9:30- 11:00)	2ND SESSION (11-12:30)	12:30- 12:45	3RD SESSION (12:45-2:15)	2:15-2:45)	4TH SESSION (2:45- 4:15)
1	Opening ,introduction and group formation			Social	snacks	Art
2	Science	Art	Game	Maths	snacks	Social
3	Maths	Science	Game	Maths	snacks	Art
Group B-English,Nepali and Art						
1	Opening ,introduction and group formation			Art	snacks	English
2	Nepali	English	Game	Art	snacks	Nepali
3	English	Nepali	Game	Art	snacks	Nepali
Group A-Sci, Soc, Maths and Art						
4	Science	Art	Game	Maths	snacks	Social
5	Maths	Science	Game	Maths	snacks	Art
6	social	Art	Game	General content/reserve( A and B)	snacks	closing
Group B-English,Nepali and Art						
4	Nepali	English	Game	Art	snacks	Nepali
5	English	Nepali	Game	Art	snacks	Nepali
6	Art	English	Game	General content/reserve( A and B)	snacks	closing

Each day began with the Nepali National Anthem, a class song of primary level, a Nepali song and Brain Gym. New games were incorporated into the program according to the timetable of each subject. Participant representatives and facilitators conducted a daily evaluation of sessions. The workshop collected the following comments regarding the trainings conducted so far:

### 6. Successes and Challenges of the training

Participants discussed and recorded their successes and challenges in a variety of key areas what they had learnt in the trainings so far.

Successes:

- It has been easy at drawing pictures and use colour now.
- Music and dance training improved the skill in teachers as well as students.
- Teaching has been more activity based than in past.
- Training brought new ideas in teaching.



- Teachers are habituated in using the teaching learning materials in the classrooms.
- Group division and group works are encouraged in schools.
- Games and songs for teaching has been amusing in teaching.
- Project works and preparation of teachers are another success of teachers.
- Students feel encouraged and enjoy in the classroom.
- Teacher responsibilities evenly distributed and Curriculum and books arrived on time.
- Good cooperation between teaching staff and Good cooperation between school and community
- Students are sent to school regularly as the community involved in school development

#### Challenges/Comments:

- Time constraint to make the session more interactive.
- It is hard to use teaching learning materials in all subjects.
- It is difficult to get science materials in classroom as shown in trainings.
- Mathematical verbal problems are still hard for the teachers.
- Multilevel teachers are not addressed by similar training.
- Changing of new teachers within few months make training less effective in classroom.
- Some Teachers' competency in their subject is very poor.
- Somewhere less student more teachers, somewhere less teacher more students.

## 7. Workshop Evaluation

Teachers' Refresher Training on Child Friendly Teaching  
6-11 December  
Shikha Myagdi

S.N.	Content	Excellent (%)	Very Good (%)	Good (%)	Ok (%)	Could be improved(%)
1	Overall impression of the Training	9	45.45	45.45		
3	Brain Gym	30	39	31		
4	Class Songs and Games	15	54	31		
	<b>ENGLISH</b>					
1	Adjectives/Comparison	39	42	19		
2	Spelling/Memory game	67	27	6		
3	Three level question	33	37	30		
4	Ideal Village/Diorama	30	45	25		
	<b>Math</b>					
1	Concept of set	12	60	10	8	
2	Types of shape	14	50	36		
3	Concept of Equation	18	30	40	12	
4	Verbal problem solving and placevalue game	34	16	46	4	
	<b>Nepali</b>					

1	Grammar(Tense aspects, gender, pronoun, Adjective)	18	48	30	4	
2	Poetry teaching	22	23	55		
3	Vocabulary	13	38	42	4	3
4	Spelling	11	52	21	10	6
	<b>SCIENCE</b>					
1	Energy Station	39	36	18	7	
2	Solar and lunar Eclipse	24	45	31		
3	Life Process	27	42	27		4
	<b>Creative Arts</b>					
1	Alphabets and Number	78	15	5	3	
2	Stick figure Drawing	57	23	16	4	
3	Basic Drawing skills	48	30	19		3
4	Colour Combination/Painting	42	32	26		
	<b>Social Studies</b>					
1	Timeline	27	45	28		
2	Freehand Mapping	30	29	41		
3	Teaching Strategies	24	39	32		5

## 8. Recommendations

The Workshop agreed to recommend that:

- The refresher workshop has been very effective and should be continued for some more years; need more class on mathematical verbal problems.
- More time if allocated for art class would help the participants to practice and learn more.
- Schools should be supplied with more required materials for teaching learning activities.
- Science materials have to be provided to the schools.
- Trainees' allowance is insufficient for surviving in training centers; it should be increased.
- ECD teachers should be kept and trained in different group as they cannot catch up the subjects of higher level.
- Multi-grade teaching training should be provided for less numbered schools.
- Subject competency training needed for some teachers.

## Appendix A

### *Participants' Name List*

SHIKHA, MYAGDI

SN	Name	School	M/F
1	Khem Bd Paija	Shikha HSS	M
2	Sete Tilija Pun	Shikha HSS	M
3	Chanmati Purjja	Shikha HSS	F
4	Purnima Paija	Shikha HSS	F
5	Yasodha Paija	Himalaya PS	F
6	Tanisha Pariyar	Himalaya PS	F
7	Isha Garbuja	Himalaya PS	F
8	Khag Bd Pun	Paudwar SS	M
9	Dilmaya Tilija	Paudwar SS	F
10	Dhakendra Karki	Paudwar SS	M
11	Gam Roka	Paudwar SS	M
12	Muktakumari Tilija	Paudwar SS	F
13	Bina Devi Pun	Paudwar SS	F
14	Yam Shree Tilija Pun	Paudwar SS	F
15	Lalit Tilija Pun	Paudwar SS	M
16	Kumari Paija Pun	Paudwar SS	F
17	Thammaya Pun	Paudwar SS	F
18	Shyamkali Roka	Paudwar SS	F
19	Tara Roka	Paudwar SS	F
20	Rajan Tilija	Paudwar SS	M
21	Man Bahadur Paina Pun	Paudwar SS	M
22	Bhim Bahadur Gharti	Paudwar SS	M
23	Achyut Gautam	Paudwar SS	M
24	Kulananda Sapkota	Paudwar SS	M
25	Shanta Devi Tilija	Paudwar PS	F
26	Devi Tilija	Paudwar PS	F
27	Uma Tilija	Paudwar PS	F
28	YamKumari Sherpunja	Paudwar PS	F
29	Chapdevi Pun	Shikhar PS	F
30	Man Bahadur pun	Shikhar PS	M
31	Tek Bahadur Khadka	Shikhar PS	M
32	Bhakta Tilija	Shikhar PS	M
33	Chin Bd. Pun	Sharada PS	M
34	Tikadevi Sherchan	Sharada PS	F
35	Gitaram Rantija	Sharada PS	M
36	Liladevi Purja Pun	Laligurans PS	F
37	Laxmi Tilija	Laligurans PS	F
38	Anita Pun	Laligurans PS	F
39	Gita Garbuja	Laligurans PS	F
40	Rudra Bd. Khadka	Kindu PS	M

41	Hari Maya Sherpuja	Kindu PS	F
42	Sita Purja	Kindu PS	F
43	Parbati Pun	Kindu PS	F
44	Khadka Nepali	Kindu PS	M

## Appendix B

### *Trainers and Visitors*

Kailash Tamang	REED Trainer
Rajendra Pant	REED Trainer
Suresh Ale	REED Trainer
Nabin Shakya	REED Trainer
Sukadev Sapkota	Trainer/ Diputy Director (NCED)
Madan Thapa	Trainer/Under Secretary (NCED)
Bisnu Narayan Shrestha	Visitor/District Education Officer, Myagdi
Purna Ghimire	Visitor/ RP (Ghara Resource Center)
Krishna Pun	Visitor/ NVIA
Kapileshwor Yadav	Visitor/ HT ( Muktimarga HSS, Ghara)
Tilak Pun	Social worker ( Software Engineer, USA)
Chabilal Pun	Social Worker



## Appendix C

### *Subject Contents in Brief*

#### A. SOCIAL STUDIES

##### Objectives

- To develop effective strategies of teaching Social Studies
- To give an effective idea on the Concept of freehand mapping
- To discuss and practice on the effective technique to teach Social Studies through Timeline

##### Contents;

- Timeline
- Free hand Mapping
- Teaching Strategies

The subject content was designed according to the needs and expectation of the participants identified during in-school support of REED trainers and Key Teachers. The simple way of mapping was practised through freehand method along with the concept of map. Trainer gave the idea of freehand mapping on the white board and participants practised according to the trainer instruction. They displayed on the classroom wall. Facilitators asked to spend time on mapping, and it became clear to participants for basic understanding of different methods of mapping globe's usage and how to use an Atlas well. The graphic method was taught and freehand mapping was very useful as an activity that can be easily adapted for different classes.

In the next session, the effective strategies for teaching social studies were asked to explore where the facilitator helped them. Participants practiced some strategies - quiz contest, corner game and topic related songs on the subject matter about neighbour countries and SAARC countries had been the most interesting part of the training and participants got a totally new technique to give the concept of them easily in their classrooms. Another session was Timeline; facilitator clarifies definition of Timeline and types. Then facilitator asked participants date of birth and arrange past to present. Provide Nepal's major political events on the cards and orderly put on the board one group one participants. Make them individually their personally major events and presented in the class.

Throughout the course, trainer modeled sharing and trying new ideas. Participants were also given time to try new ideas, offer feedback and practice new teaching strategies. Teachers were



very excited to get the easy and effective ideas of teaching social studies which they used to say a quite difficult subject for group work and do participate the children.

## B. ENGLISH

Objectives:

- Review the effectiveness and impact of previous teaching skills and introduce new ones through micro teaching.
- To introduce and practice adjectives and its comparison.
- To give the participants ideas of effective teaching reading.
- To model the activities on teaching speaking.

Contents:

- ✚ Adjectives of Comparative and superlatives
- ✚ Teaching spelling
- ✚ Three Level questions
- ✚ Ideal village/ Diorama

Based on the demands from participants, English workshop focused on building up speaking, reading and writing skills. The workshop was targeted for primary English teachers considering the variations. Strengthening the previously learnt skills, the new skills on teaching adjectives of comparison, comprehension of text through different levels of question and encouraging speaking with diorama activity was highlighted this year. Diorama was a new activity which was done with practical works building a model village with generated information previously. The activity was supposed to encourage a natural interactive situation to support them to use English language as much as possible. It was finally concluded with produced written information about what they created so as to take writing skills along with other skills.

The trainer undertook various activity based strategy to impart a concrete learning in the trainees. The workshop used demonstration, group work, pair work, games, and songs as thematic works during the training and encouraged active participation from the teachers.



## C. NEPALI

### Objectives

- Find out and share the teaching strategy for grammatical correctness.
- Provide skills of dealing with errors in spelling.
- Discuss and share effective vocabulary teaching techniques.
- Provide skills teaching and applying tune in Poems.

### Contents

- Grammar( tense aspects, gender, pronoun, adjectives)
- Poetry Teaching
- Vocabulary
- Spelling

Sessions on Nepali mostly tried to focus on the ways of lessening the grammatical errors and skills to teach the items in best ways. The methodologies taken in the workshop were discussion, interaction, experience exchange, and presentations. The workshop encouraged to use textbooks, teachers' guide book, and Nepali dictionary for correctness practice. Like wise, for teaching vocabulary the facilitator listed the currently practiced techniques first and suggested from his side.

For catching the tune in poems, the participants were asked practice a tune freely and present in the hall. Then, the newly created tune was practiced whole class first, half of the class next, group-wise and finally individual. These stepwise practice was found useful to transfer the learning of teaching poems better.



## D. MATHEMATICS

### Objectives:

- Review the effectiveness and impact of previous teaching skills and introduce new ones through micro teaching
- To give an easy and effective ideas of teaching place value and face value
- To model the class on teaching equation, shapes and verbal problem

### Content:

- Concept of set
- Types of shape
- Concept of equation

- Verbal problem solving
- Place value

Practical understanding of set was focused with demonstration of various types of sets like single set, empty set, equal set, overlapped set, disjoined set, common set, subset, full subset and universal set. The facilitator also shared the worksheet for practising different types of sets.

A session was done to provide clear concept of teaching equation by using balance machine and practically showing how equation is achieved between two sides.

Verbal problem in maths has been found the most difficult part for everyone. To avoid this hardship, the facilitator took different examples of verbal problem and discussed using songs and activity which untied the knot. Later the verbal problem was solved by converting each concept into numbers.

Place value, fraction and decimals were best practised with the help of base ten blocks.



## E. SCIENCE

Objectives/

Contents:

- Energy Station
- Life process
- Lunar and Solar Eclipse

### Energy Station

The trainees brainstormed on different line of energy which gave them chance to express their own views about the process of energy transfer and principle of energy. Different Energy Stations were set up in separate rooms and all participants practiced finding out the types of energy in various station. Along with types of energy, their another task was to find out " what energy change into which form in each station?" All participants got separate piece of paper to write the solution. After completing the energy practice, they were allowed to discuss about their solution

To provide the concept of energy and practice how "energy neither created nor destroyed it only transfers in one form to another form" was the main objective of this session.



### Life Process

It is easy concept to explain about the life process of animal and plants but ROLE PLAY is different idea to express it.



Different groups got different role to perform the character of animal without verbal expression. They all actively involved and perform their role with symbol or role play, and another group of people guessed what was performed by each groups. This is quite interesting and if the performed role play couldn't be understood by another group they again plan to perform in another way by which another group can understand what they are trying to perform.

#### Lunar and solar eclipse

The participants were asked to brain storm on “what do you mean by eclipse? What is the position of the sun, Moon and the Earth during eclipse? Why lunar eclipse is more than solar eclipse in a year? What do you mean by longitude and latitude?”

Facilitator gave clear concept of the position of sun, moon and earth with demonstration.

Demonstration of eclipse was held inside completely dark room. During demonstration, torch light was used as the sun, small ping-pong ball was used as moon and big globe used as the Earth. How moon and the Earth move on its own axis? Their rotation around their planet was also demonstrated in the dark room. Various questions of participants were summarized by facilitator during the whole session.

## F. CREATIVE ARTS

Objectives and expected outcome of the training:

- To facilitate the participants to create the drawings from alphabets and numbers
- To help the participants to know about the importance of stick drawings and to draw using this method.
- To assist the participants to draw the basic shapes of drawings.
- Demonstrate how to develop secondary colours from three primary colors.

Contents:

- Alphabets and Number
- Stick figure Drawing
- Basic Drawing skills
- Colour Combination/Painting



Activities

The workshop was participatory and the teachers were eager to learn about creative art and sketching. Most of the expectations were met by the training curriculum and were supportive to daily teaching activities for all subjects. The art class provided concept of alphabetical drawing, figures through mathematical shapes, stick figures and so on. To add the value of art every participants' painting was put on the gallery and closely observed by all the trainees at the end of the workshop. They seemed more confident at the end of the training session to draw any figures that were facilitated and also to sketch any pictures using basic skills. The exhibition of their own picture at the end reflected the confidence in the participants.



## **TPD Introduction and Project works**

Inspired by the objectives of SSRP, government has been conducting Teacher's Professional Development training since 2009. After MoU with NCED, REED is directed by NCED to adjust with the government modality of teacher training for the certification of REED trained teacher from government. From this training onward, REED has planned to take up the suggestion and tried to seriously work with close coordination with NCED. For this, representative trainers from NCED were invited in the training and with proper suggestions from them TPD orientation classes and some project works were given to each of the trainee to be completed within a month from training date and submit to REED.

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