

**A Report on
Refresher Workshop
for
Teachers' Capacity Building Programme**

9th -13th April, 2015 Rima, Myagdi



Training conducted by

LEARN

In co-operation with

District Education Office, Myagdi

Financially supported by



Australian Embassy, Direct Aid Programme (DAP)



In Association with

Nepali Village Initiative Association, Australia

Abbreviations

CAS	Continuous Assessment System
DAP	Direct Aid Programme
DC	Day Coordinator
DEO	District Education Office
HT	Head Teacher
ICT	Information Communication Technology
LA	Learning Achievement
NVIA	Nepali Village Initiative Association
PS	Primary School
PTA	Parents Teachers Association
RC	Resource Center
RP	Resource Person
SMC	School Management Committee
SS	Secondary School
VDC	Village Development Committee

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1. Executive Summary

This report outlines the events and outcomes of the Teachers' Training workshops on child centered teaching learning programme conducted for teachers of basic education level in Rima Resource Center , Myagdi District . LEARN conducted the training with the cooperation of DEO (District Education Office), financial support from Australian Embassy to Nepal under its DAP-programme, and project support from Nepali Village Initiative Association under Rotary support, Australia

This report briefly describes and analyses the activities and content covered in this six day refresher course held in Rima Resource Centre, Myagdi from 9th to 14th April, 2015. The workshop was attended by 66 teachers including primary, lower secondary and secondary levels. The series of training focused on the revisiting of previous basic training on child friendly classroom management, materials preparation and use, and introduction of subject wise teaching strategies. The contents were supplied on both trainee's demand and facilitators' selection. LEARN focuses on the importance of the team approach in bringing the quality education through the practice of child centered learning methods in the schools.

It must be acknowledged that LEARN is implementing and monitoring the project by the funding from Embassy of Australia to Nepal and project support from NVIA, Australia. The District Education Office team is very positive. The cooperation between LEARN, NVIA, District Education Office, and the teachers of Rima RC are the key factors for the success of this programme. LEARN team is grateful to all the supporters for their valuable encouragement for this programme.

2. Objectives of the training programme

Aim

To strengthen the teaching skills and team spirit of teachers in their teaching subject areas for more effective child centered quality education activities in the Schools of Rima RC in Myagdi district.

Objectives

- To improve existing teaching practice through the development of child centered teaching learning methods.
- To increase the regular attendance of teacher and student, increase girls' enrolment in the schools and reduce the dropout of children from the schools.
- Provide relevant and appropriate teaching learning materials and resources, which cater for diverse learning needs of the children in 6 schools under the programme.
- Promote mechanisms, which provide valid, reliable and fair assessment and evaluation of student achievement throughout the year.
- To analyze the learning achievements of the children in different subjects and increase in the enrollment and reduce the drop outs in the area.

3. Workshop Programme

After a successful ten-day training programme, a six-day refresher training in Rima RC held from 9th to 14th April, was successfully accomplished with enthusiastic participants and qualified facilitators both from LEARN and Ministry of Education. Sixty seven primary, lower secondary and secondary teachers from ten different schools attended the training workshop in Adarsha Secondary School, Rima. Embassy of Australia covered the expenditure of this teacher training workshop.

The workshop was conducted by the LEARN training team. SMC chairperson Tul Bahadur Garbuja and LEARN board member Laxmi Pun inaugurated the training. RP Bharat Kumar Pun form DEO, Myagdi played a vital role for the management throughout the training.

Training Team

Gauri Shankar Pandey
Bharat Kumar Pun (DEO, Myagdi)
Raju KC
Krishna Tilija Pun (LEARN)
Kailash Tamang (LEARN)



Key Persons

Raman Pun (HT- Himanchal HSS)
Thak Raj Pun (HT- Tikot SS)
Kumar Garbuja (HT- Adarsha SS)

Visitors

Tul Bahadur Garbuja (Chairperson –SMC)

4. Training schedule

	Assembly	Session I	Break	Session II	Lunch Break	Session III	Game Break	Session IV	Debrief
Time	9-10:00	10-11:15	5 min	11:20-12:35	12:35-1:00	1:00-2:15	15 min	2:30-3:45	15 min
Day 1	Registration/English		5 min	ICT- Word, Excel	Break	strategies of teaching science	15 min	fraction and its operation	15 min
Day 2	English alphabet Sounds		5 min	Word and Excel	Break	living and non-living things	15 min	addition and subtraction skills of natural numbers	15 min
Day 3	Short vowel and words		5 min	Web page searching	Break	animal and plant cell	15 min	Contd.	15 min
Day 4	Book making, Sound memory game		5 min	E-lesson programme handling	Break	electromagnet	15 min	place value and games	15 min
Day 5	English Rhymes and pronunciation- ie, th, ow, etc.		5 min	Contd.	Break	effect of heat	15 min	lattice method in multiplication of arithmetic and algebra	15 min
Day 6	Vocabulary teaching through Bingo game		5 min	CAS	Break	decimal, place value and transformation	15 min	Closing Ceremony of the Six day workshop	

5. Course Evaluation:

Course evaluation Adarsha Secondary School Resource Center Refresher training (8th to 13th April 2015) Rima, Myagdi

S.No.	Contents	Excellent %	Good %	Okay %	To be improved %	Remarks
1	ICT-searching of educational webpages,sites,e-lesson	4	20	48	28	
	-Preparation of marks ledger in excel programme	3.2	40.6	34.4	21.8	
2	Review of ten days training	11.2	77.6	11.2		
3	Science-strategies of teaching science	26.7	63.3	10		
	-Living and non- living things	52.9	44.1	3		
	-Animal and plant cell	38.5	50	11.5		
	-Electromagnet	42.8	53.6	3.6		
	-Effect of heat	29.6	59.3	11.1		
	-Season change	37.5	58.3	4.2		
4	English-sound in English	27.3	39.4	24.3	9	
	-Chants and pronunciation	31	31	27.7	10.3	
	-Book making	40.9	45.5	13.6		
	-Games bingo and memory	36.7	56.7	6.6		
5	Maths-fraction and its operation	39.3	53.5	7.2		
	-Addition and subtraction skills of natural numbers	28.6	57.1	14.3		
	-place value and games	25.9	59.2	14.9		
	-lattice method in multiplication of arithmetic and algebra	35	60	5		
	-decimal, place value and transformation	47.8	43.5	8.7		
6	CAS	8.3	66.7	-	25	

6. Comments of teachers and their reactions

- English pronunciation teaching technique was unique. English rhymes and songs were the first introduction in Rima. Like wise games and activities to motivate students in learning were new to the participants.
- The training was very valuable for us as we learned to use the Continuous Assessment System (CAS), discussed the problems we faced during the academic year and keeping the records in a systematic way for upgrading of the children without having them to write the exams and evaluate only through terminal written exam.

- In maths, they appreciate the Facilitator's ideas of teaching number line, preparation and use of base ten blocks and fraction games and materials preparation.
- The practical work of science was acknowledged by the participants.

7. Recommendations

The teachers from ten schools Rima resource center enthusiastically participated the training. The recommendation of the participants is also listed below:

- Training needs to be continued to few more years.
- Key teacher mobilization to support teachers
- Materials supply to schools need to be continued and school which is using more teaching materials need to be encouraged.
- Follow ups should be more frequent.
- More subject contents should be covered in the next training.
- Teachers should be separately trained according to their ability.
- LEARN should provide some incentives to the teachers and school doing better.

Appendix I

The contents summarized:

Brain Gym and P.T.

Each day began with the Nepali National Anthem, a class song of primary level, a Nepali song and Brain Gym. Along with the Brain Gym, P.T. was practiced alternatively. It is prescribed and designed by the Curriculum Development Center. These P.T. series from item 1 to 16 were practiced alternatively with the gym to make the children physically fit and mentally active.

New team building games were incorporated into the program according to the timetable. Participant representatives and facilitators conducted a daily evaluation of sessions. Though grade teaching has not been systematized in the public schools of Nepal, our motto is to make all the primary teachers to be able to teach all subjects in the primary level. Therefore, the workshops had the same strategies that all teachers got chance to attend all subjects (English, Mathematics, Science and Computer).



Team Game

To inspire the team feeling and break the monotony of training activities, games are played everyday in the middle of the sessions. Games help the trainees get to know one another and become active and positive in sharing ideas to their colleagues as well as with trainers. The trainees are also entertained with different icebreaker during the sessions keeping the learning styles of adults into mind. Some of the games played during the training are as below:

- Gun, man and tiger



- Under-over
- Finger catch
- Seven up
- Simon Says
- Island Walk

After the game, the importance of team building game was discussed connecting to their experience and human behavior which help to solve the common problem, team work to get success, socialization, positive thinking etc.

English:

Objectives

- To enable the teachers pronounce English words correctly
- To give the idea of sound system and help them to teach better English
- To share the easy English rhymes helpful to school children
- To provide skills to handle games and activities in language teaching

Contents:

- English sounds
- Short vowels
- Vowels and their word families
- Bingo games
- Book Making for creative learning
- Memory concentration Game
- English Rhymes

English Sounds: Vowel and consonants, Rhymes and games

Though government schools are trying English medium in teaching, it has been a great barrier to students' learning due to various factors. Most of the school children in primary level struggle to read and identify a simple word in English. It is because of poor exercise by the teachers and lack of proper knowledge on basic strategies in second language teaching. The workshop tried to focus on the reading skill development with the underlying ideas of teaching how basic sounds contribute to a word in its pronunciation. The sounds in English were strongly focused and practiced throughout the training so that the following trainings can move to next level of teaching. Facilitator had teachers practice the sounds with the help of sound rhymes and individual letter practices. The English workshop was made fully participatory with the learner based teaching strategy that the trainees enjoyed games and songs which helped them to go into their classroom with new ways of teaching language.

Math

Objectives

- Model a class to give the technique of teaching basic mathematics operation
- Give the concept of graphs and base ten blocks
- Give the concept of teaching place value through games and activities
- Demonstrate the technique of teaching fraction

Contents

- Fraction and its operation; place value and games
- Addition and subtraction skills of natural numbers
- Lattice method in multiplication of arithmetic and algebra
- Decimal, place value and transformation

The lesson was introduced with very simple addition, subtraction by using base ten blocks. It is very useful material to teach place value. In the next activity, facilitator demonstrated a model class to teach fraction using the paper, fruits, clay and more real objects. Participants appreciated the easy and effective way of teaching fraction.



Teaching Mathematics using locally played games can be an easy technique which was interestingly modeled in the workshop.

Participants were asked to list more such local games and transform them to use in mathematics teaching. Such games were helpful in teaching basic mathematics such as subtraction and addition. Similarly teaching place value and multiplication through the games were equally interesting. Each and every activities of Mathematics were assisted by games and some games were introduced to teach the basic concept as well.

Science:

The objectives and contents of science were developed on the basis of the expectation of participants, which were identified in the very first day of the training, and some were already prepared on the basis of the needs analysed in the previous trainings.

- To develop scientific process and concept
- To demonstrate making electromagnet
- To recognize, record and give the concept of living and non-living things
- To prepare model animal and plant cell for better concept of cells

Contents

- Concept of Living and non- living things (recognize and record)
- Animal and plant cell
- Electromagnet
- Effect of heat
- Animal and plant cell

Activities

First session focused on the basic concept of living and non-living things. Participants classified given cards and kept in the living, non-living and doubt order or column. Doubt was clear after broad group discussion and trainers' demonstration. Finally participants were benefited and agree, which teaching strategies and how to make effective classroom to deliver the concept of living and non-living things by using locally available materials.

Scientific concept and process play vital role for encouraging the children towards scientific attitude. So, trainer practically delivered the concept of scientific process. The session mainly focused on the importance of process rather than product.

How to make the electro magnet was demonstrated using the locally available materials like dry cell, electric wire, nails and masking tape which aimed to make the teachers as well the students

able to make the magnet in the school. Groups were actively participated to prepare the magnet where the facilitator guided them moving around the class. They eagerly, actively and enthusiastically learnt the new practical work of science. To give the concept of plant cell and animal cells, a practical activity was done. Using locally available materials like rope, colours and pebbles participants made model of the cells. The activity was helpful to provide clear concept of cells and its parts. The material developed in the activity was given to each schools.



In the conclusion, the whole activities practiced during the training were somehow new but easy, interesting and fact full. Each and every teacher enjoyed them well and realized to teach science practically using the locally available materials making the students very active and busy.

Computer

Objectives

Enable teachers to use basic computer functions like word, excel, web page searching, e- lesson and prepare mark sheets.

Contents

- ICT-searching of educational webpages, sites,
- Preparation of marks ledger in excel programme
- E-path operation

Each of the participants were asked previously to bring laptops to the training hall. Almost all of the participants managed one computer for themselves to learn from the facilitator. For effective instruction, power point display was projected on the the screen and participants followed the instructions. The facilitator provided contents at first and assigned some tasks based on the learning afterwards. The training most importantly, focused on the linkage between ICT and daily teaching learning activity. Teachers were requested to use computers for better result and easy and effective task completion.



CAS

On the basis of formative evaluation in learning process, Continuous Assessment System (CAS) is a burning issue in educational sectors at present. Unlike the traditional way of teaching, the teachers are provided extra responsibility to make their teaching more effective and result oriented but there are many challenges in its implementation due to the lack of clear instructions to use it according to our classroom situation. The training tried to look at its success in implementation in the schools. The teachers were found still confused and not helpful to them because they could not realize the value of it. Filling up forms and other extra care to the students have been still on experiment. Therefore, teachers are needed to be more serious and hardworking.

The facilitator discussed the underlying meaning and value of CAS in teaching. To make the process easy, the participants were shown other various forms available for the same tasks.

Appendix II

Participants in the training programme

Participants List

S.No.	Name of the School	Name of the participants	Gender	Remarks
1	Adarsha Secondary School	Kumar Garbuja	M	HT
2		Min Bahadur Pun	M	
3		Balaram Rantija	M	
4		Malshree Purja	F	
5		Nirmala Purja	F	
6		Kamala Garbuja	F	
7		Bal Kumari Pun	F	
8		Pashupati Baruwal	F	
9		Srijana Pun	F	
10		Kum Bahadur Pun	M	
11	Deurali Lower Secondary School	Gim Bahadur Khatri	M	
12		Om Bahadur Purja	M	
13		Gaushree Garbuja	F	
14		Krishna Subedi	M	
15		Rama Pun	F	HT
16		Nilam Purja	F	
17		Abir Garbuja	M	
18	Shiwalaya Primary School	Om Bahadur Pun	M	
19		Takraj Armaja	M	
20		Phul Bahadur Pun	M	HT
21		Anusha Garbuja	F	
22	Shanti Kalika Primary School	Samjhana Pun	F	
23	Tikot Secondary School	Thakraj Pun	M	HT
24		Govinda Sunar	M	
25		Govinda Garbuja	M	
26		Ganga Purja	M	
27		Durga Purja	M	
28		Bhukumari Garbuja	F	
29		Hemanti Purja	F	
30		Yam Bahadur Pun	M	
31		Bimala Pun	F	
32		Shivalal Acharya	M	

33		Yubaraj Pun	M	
34		Tek Bahadur Pun	M	
35	Gharamdi Lower Secondary School	Tek Bahadur B.K	M	
36		Khari Maya Garbuja	F	
37		Srijana Purja	F	
38	Chandra Primary School	Indra B.K	M	HT
39		Buddhi Bahadur Purja	M	
40		Jai Maya Purja	F	
41		Devi Purja	F	
42		Bishnu Maya Dura	F	
43	Mandali Primary School	Tok Bahadur Pun	M	HT
44		Shanti Pun	F	
45		Rohit Phagami	M	
46		Madhu Roka	F	
47		Khima Pun	F	
48		Tak Maya Pun	F	
49	Himanchal Higher Secondary School	Dev Kumari Garbuja	F	
50		Til Maya Garbuja	F	
51		Lila Devi Purja	F	
52		Hem Kumari Garbuja	F	
53		Yamnath Subedi	M	
54		Deu Maya Pun	F	
55		Krishna Bahadur Pun	M	
56		Toya Ram Pariyar	M	
57		Chun Kumari Khoroja	F	
58		Maya Pun	F	
59	Kaphaldanda Lower Secondary School	Jag Bahadur Pun	M	HT
60		Dipa Kumari Gharti	F	
61		Tikaram Acharya	M	
62		Hemala Roka	F	
63		Sudhi Maya Pun	F	
64		Nanda Purja	M	
65		Khim Pun	M	
66		Chhem Prasad Garbuja	M	
67		Tek Bahadur Pun	M	

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