

REPORT
of
BASIC LEVEL TRAINING PHASE II
for
Quality Education Teachers Training Workshops
Second Phase
On Child Centered Teaching

Rima Resource Center, Myagdi

29 Oct -07 Nov, 2015



Training Conducted by:



Lifting Education Advancing Rural Nepal

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NVIA- Nepali Village Initiative Association Inc.

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Executive Summary

This report outlines the events and outcomes of the Teachers' Training workshops on child centered teaching learning conducted for primary teachers in Ramche, Myagdi District of Nepal. LEARN (Lifting Education Advancing Rural Nepal) conducted the training with the cooperation of DEO (District Education Office), financial support from Nepali Village Initiatives Association, Australia. This report provides accomplishment of teacher training programme due to the initiative of Peter Hall, the founder of NVIA (Nepali Village Initiatives Association, Australia).

This report briefly describes and analyses the activities and content covered in this Basic Training Second Module held in Nagi of Ramche VDC, Myagdi from 29th Oct – 7th Nov 2015.

The workshop was attended by 63 Primary, Lower Secondary (Basic Education) and Secondary teachers. The second series of training focused on the subject wise demand based contents which were delivered by well experienced trainers from both Ministry of Education and LEARN. Some of the contents were from the LEARN curriculum as well. LEARN acknowledges the importance of the team approach in bringing the quality Education; child centered learning methods to the schools in the Myagdi District.

It must be emphasized that NVIA, Australia funded the programme and LEARN has implemented and monitored the training. The DEO staff were positive in assisting LEARN . The cooperation between the LEARN, NVIA, District Education Office and the teachers of Ramche VDC are the key factors for the success of this programme.

LEARN acknowledges the hardship taken by Rotarian Mr. Peter Hall and Mrs Ronda Hall for providing financial aid through NVIA and bringing the training to Myagdi District, despite all geographical and NGO's formal complications. The LEARN team would like to thank to all supporters for their valuable support for this programme.

1. Background

LEARN as an NGO focuses on quality education in rural Nepal through several programmes supportive to in-service teachers for their effective instruction for students' better learning. The major strength of our organisation lies in the close observation of the challenges of rural schools and play a key role to fulfil gaps created in education due to social, environmental, financial and geographical aspects. Teacher training, Community orientation programme(COP), training for School Management Committee (SMC) and Parents Teachers Association (PTA), and teaching learning materials support are the major strategies that have been currently being practised by LEARN. The programmes are organised in close cooperation with District Education Office(DEO) of the project area.

The quality of education is determined by various factors including overall school management and professional teamwork. Professionalism gives a better output generating a drive for goal-oriented input. For such dynamism of the team, training gives an essential contribution by strengthening teachers' capacity and confidence about what they teach and how they teach. Therefore, with the expectation of bringing quality in education LEARN was established with the support and funding of The Nepali Village Initiatives Association initially focusing on some VDCs of Myagdi district since 2010.

As LEARN has been contributing to quality education in rural area of Nepal, its goal for quality education is based on child rights creating child friendly schools where active participation of children is encouraged. The training enables the teachers to promote child centred teaching and follow the principle of multiple intelligences that help to create varied activities and materials in teaching. LEARN encourages teachers to seek and practice innovations in teaching, use teaching materials and various teaching methods and design materials creatively to accelerate the pace of quality education.

Ten schools of Ramche VDC were included in the teacher training held in Himanchal Higher Secondary School, Nagi. The themes of the workshops were effective classroom management including subject wise contents. The focus of the training was mainly on the basic school level education from pre-school to grade eight. Materials were prepared along with each of the training session helping classroom management, assessment and evaluation were practiced for summing up every training activity.

As follow ups for the training effectiveness, two teacher trainers will provide in-school support starting right after a month at least three times a year. 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.

2. Project Objectives and Expected Outcomes

Objectives	Expected Outcomes
1. Improve quality in education through child friendly teacher training and supplied teaching materials	<ul style="list-style-type: none">Improved teaching in the classroom where children learn actively
2. Enhance teaching methodology linking technology and learning theories with current need and practices	<ul style="list-style-type: none">Teachers teach more effectively and confidently with familiarity of current methods and technology.
3. Encourage teacher to develop and use teaching learning materials	<ul style="list-style-type: none">Teachers visualise learning with aided classroom teaching

4. Improvise teacher training with regular follow ups and supports from trainers and locally appointed key persons.	<ul style="list-style-type: none"> • Key teachers support other teachers and visit the schools in their clusters
5. Provide school supply materials	<ul style="list-style-type: none"> • Teacher and student use provided materials

3. Workshop Programme

The second phase ten days workshop was attended by 63 teachers. The workshop was conducted by LEARN training team assisted by a key teacher.

The Resource Person (RP) from District Education Office and the head teachers from the host schools were very supportive.

The teacher's expectations were gathered before the workshop. For the collection of expectations, participants were given meta card individually to write what they wished to learn during the training in terms of different subjects English, Nepali, Math, Science and Social. The collected needs were mostly covered in the training.

3.1 Workshop timetable

Every day, the sessions started at 9:30 am with the morning assembly, songs and Brain Gym exercise and ended at 4.15 pm. The days were divided into four sessions of 1:15 hours with lunch and tea break in between. The first and the last day had different topics related to the professional development of the teachers while the other eight days had two days subject cycle for four subjects (English, Maths, Science and Social studies). The participants were divided into three groups each with 20s in number.

Day 1	
Registration of the participants Distribution name tag and materials Opening ceremony Group division (Subject groups) Needs collection Workshop on Handwriting skills	
Day 2 -10: Workshop contents	
Social studies	Science
<ul style="list-style-type: none"> • Project work • Our culture, language and ethnic groups • Map, Atlas and Globe study • Concept of latitude and longitude • National Heritages • Origami • Curriculum study 	<ul style="list-style-type: none"> • Effective science teaching strategies • Scientific process • Fire needs air • Soluble and insoluble • Energy Station • Life Process • Lunar and solar eclipse
English Language	Nepali
<ul style="list-style-type: none"> • Parts of speech: Noun, verb and adjectives • Teaching vocabulary • Language games • Language materials development 	<ul style="list-style-type: none"> • Practice singing poems in Nepali • Teaching listening, speaking, reading and writing • Teaching story and writing story • Teaching grammar (word classes)

<ul style="list-style-type: none"> • Shared reading • Teaching English Rhymes 	<ul style="list-style-type: none"> • Spelling, letter and punctuation • Language Nepali as a second language
Hand Writing	ICT in Education
<ul style="list-style-type: none"> • Teacher motivation • English alphabets writing • English Cursive • Nepali handwriting techniques 	<ul style="list-style-type: none"> • Basic concept of software and hardware • Using multimedia in classroom • Microsoft word • Microsoft Excel

4. Success and Challenges

The workshop was reviewed each day to collect feedback from the participants for the success and improvements in the activities. After the program, the participants were asked to present their opinion on the effectiveness of the whole training programme.

4.1 Achievements

- The use of learning materials is maximized in the classroom
- Students are more active and curious to the new teaching strategies and games used by teachers learnt in the training
- The concept of child friendly school has changed teacher student relationship.
- Students are made more responsible and active
- Team work has been improved with committed result oriented teachers
- Improved cooperation among staff, school and community

4.2. Challenges /Recommendations

- Preparation of daily lesson plan
- Continuous Assessment System is still under practice
- Lack of language proficiency in primary teachers
- Varied level of participants
- Small number of students in some schools
- Physical structure of school is a barrier to materials use and effective teaching
- More course specific trainings needed
- More subjects need to be included in the training
- Trainings should be focused on subject groups with suitable level-wise grouping
- More post training follow ups by the trainers
- Separate training for ICT should be managed for better learning.
- ECD teachers should have special training separately
- Key teacher programme should be made more effective

5. Training Team

Krishna Pun	CEO, LEARN
SukadevSapkota	Ministry of Education
Hem Raj Shrestha	CDC Nepal
Bharat Kumar Pun	DEO Myagdi
KailashTamang	Consultant, LEARN
Kishan Pun	IT facilitator, HHSS, Nagi

Appendices

Appendix 1: Teachers' List

Teachers of Adarsha SS Resource Center (Training at Himanchal HSS)
Basic II ten days training 2072/07/12-2072/07/21 (2015/10/29-2015/11/07)

S.No.	Name of School	Name of the teacher	M/F
1	Himanchal HSS	Dev Kumar iGarbuja	F
2		Hem Kumari Garbuja	F
3		Chun Kumari Kharoja	F
4		Krishna Bdr Pun	M
5		Lila Devi Purja Pun	F
6		Raman Pun (HT)	M
7		RupaKharoja	F
8		Til Maya Garbuja	F
9		Yam NathRegmi	F
10		Ganga Bdr Pun	M
11		Maya Pun	F
12		ToyaramPariyar	M
13	Shanti Kalika PS	Maya Pun	F
14		Samjhana Pun(HT)	F
15	Deurali LS	Gausiri Garbuja	F
16		Om Bdr Purja	M
17		Gim BdrKhatri	M
18		Krishna P. Subedi	M
19		Nilam Pun	M
20		Rama Pun (HT)	F
21	Kaphaldanda LS	Chhem Pd. Garbuja	M
22		Hemala Roka	F
23		Khem Raj Purja	M
24		Nanda Bdr Purja	M
25		Sudimaya Pun	F
26		Tek Bdr Pun	M
27		Dipa Kumari Gharti	F
28		Tikaram Acharya	M
29		Jag Bdr Pun(HT)	M
30	Chandra PS	Bishnu Maya Dura	F
31		BuddhiBdrPurja	M
32		Devi Paija	F
33		Indra Bdr Biswokarma(HT)	M
34	Adarsha SS	Kum Bahadur Pun	F
35		Bal Kumari Serpuja	M
36		Kamala Garbuja	F
37		Kumar Garbuja (HT)	M
38		Malashree Purja	F
39		Min Bdr Purja	M
40		Nirmala Purja	F

41		Pariwartan	M
42		Balaram Pun	M
43		Srijana Pun	F
44	Mandali PS	Tok Bahadur Pun (HT)	M
45		Madhu Purja	F
46		Shanti Pun	F
47		Om Pun	M
48	Shiwalaya PS	Om Bdr Pun	M
49		Ayusha Pun	F
50		Phul Bdr Pun(HT)	M
51		Tak Raj Armaja	M
52	Tikot SS	Bhukumari Garbuja	F
53		Bimala Devi Pun	F
54		Durga Bdr Purja	M
55		Ganga Bdr Paija	M
56		Govinda Sunar	M
57		Yuba Raj Pun	F
58		TekBdr Pun	M
59		Thak Raj Pun (HT)	M
60		Yam Bdr Pun	M
61	Gharamdi LS	Srijana Pun	F
62		Kharimaya Garbuja	F
63		Tek Bdr B.K.	M

Appendix 2: Events Captured

