

Report

"Teachers' Training Programme"

2014 – 2015 Rima, Myagdi



Training conducted by

LEARN

In co-operation with

District Education Office, Myagdi

Financially supported by



Australian Embassy, Direct Aid Programme (DAP)

(Agreement No. KMDU/2014-2015/014)

In Association with



Nepali Village Initiative Association, Australia

Rotary Australia World Community Service

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ACRONYMS

CAS	Continuous Assessment System
ECD	Early Childhood Development
DAP	Direct Aid Programme
DC	Day Coordinator
DEO	District Education Office
DoE	Department of Education
HT	Head Teacher
HSS	Higher Secondary School
ICT	Information Communication Technology
LA	Learning Achievement
LS	Lower Secondary
NCED	National Council for Educational Development
NVIA	Nepali Village Initiative Association
PS	Primary School
PTA	Parents Teachers Association
RC	Resource Center
RP	Resource Person
SIP	School Improvement Plan
SMC	School Management Committee
SS	Secondary School
VDC	Village Development Committee

Acknowledgement

Quality education in the rural villages of Myagdi district is our current mission. The main objective of Lifting Education Advancing Rural Nepal (LEARN) is to train public school teachers in rural areas and is currently working in three VDCs of Myagdi district.

The first year of (three years training package) “Teachers’ Training Programme” in Rima Resource Center, Myagdi have been possible with the kind financial support from Australian Embassy. I would like to thank His Excellency Ambassador Mr. Glenn White and his family, Program and Research Officer, Mr. Krishna Karki, DAP board and Embassy family for this contribution to help the people of Nepal through education. This support helped us to reach to two more new VDCs.

I also would like to extend our sincere thanks to Peter Hall and Ronda Hall, president and treasurer respectively of Nepali Village Initiative Association, Australia (NVIA) and patron of LEARN for their endless effort for the Nepali people. I would like to record our sincere gratitude to DoE, DEO Myagdi, Mr. Bharat Pun, Resource Person of Rima Resource center for close cooperation. I also would like to thank Mr. Krishna Pun, CEO, LEARN and Mr. Kailash Tamang, former CTO, LEARN for successful completion of this project. Last but not the least, I would like to thank all the resource persons, LEARN board members, participating teachers and community members of Rima RC for every support and cooperation during our training towards lifting education.

I am confident this support will bring positive changes in the project area and we hope for your support and guidance in the future too.

Sincerely,



Dr. Umed Kumar Pun

President

LEARN

Kathmandu, Nepal

Background and Introduction:

Education of the people is the key to lifting a country like Nepal out of poverty. Nepal has made considerable progress in the development of its education system over the past fifty years. Despite these improvements, the need for teacher training is still an unmet demand. Many current teachers did not meet the current standards when they were appointed. Many teachers in government schools are paid from private funding sources and are therefore exempt from the government teaching standards. Previously trained teachers also need to be updated with new policy.

In 2011, Nepali Village Initiatives Association engaged the services of Rural Education and Environment Development (REED) to deliver training to 40 teachers of Shikha VDC, Myagdi District in Western Nepal. This program was so successful, NVIA supported the funding to continue the training for the same group of teachers in 2012 and again in 2013. In later years REED was unable to support with trainers due to their own commitment in SoluKhumbu, district leaving them without the capacity to service our needs in Myagdi District.

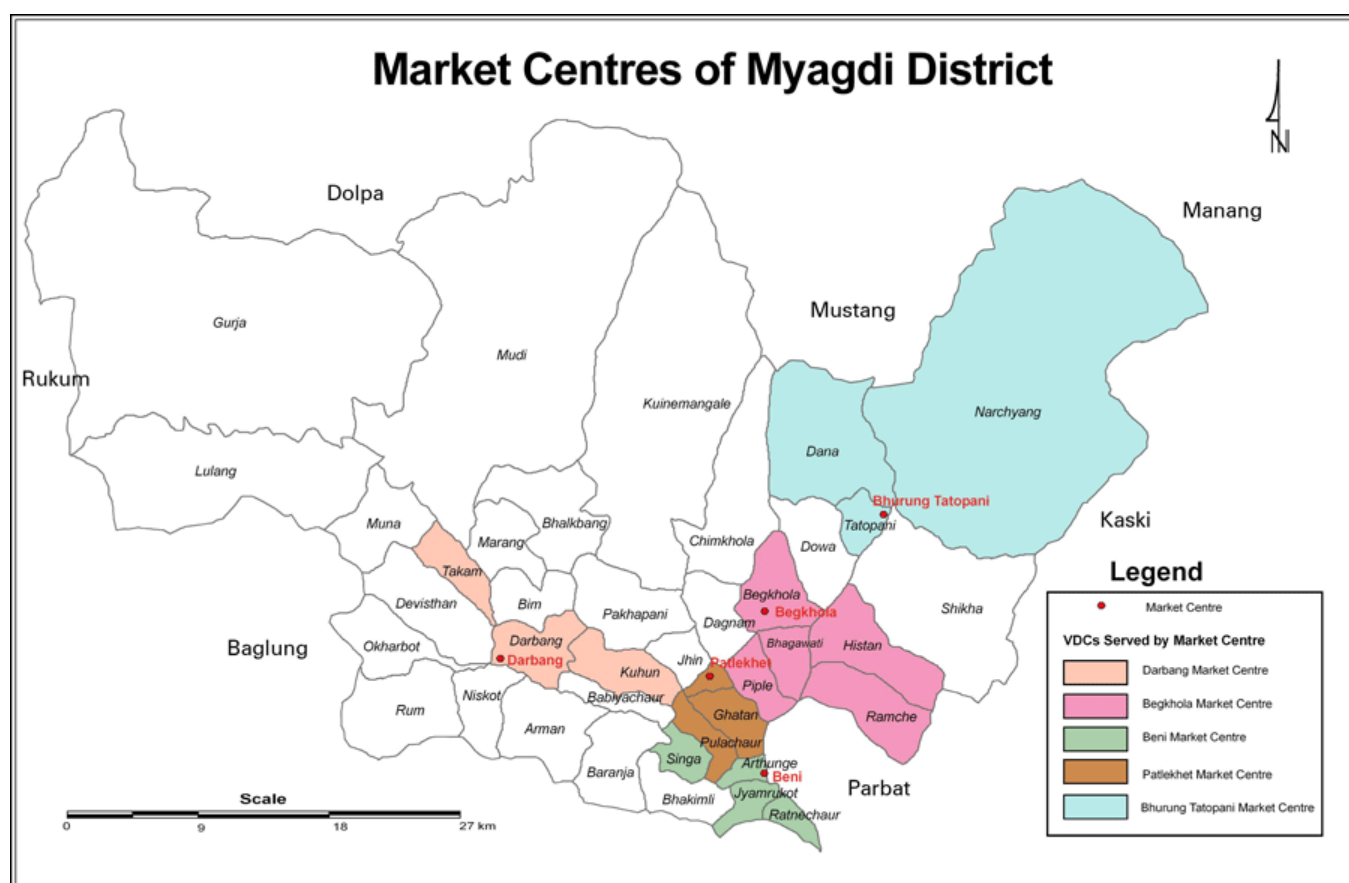
This led us to the formation of LEARN as a new NGO to deliver the much needed training – “Lifting Education, Advancing Rural Nepal”. LEARN’s registration was achieved in April 2014 and first ten days training course was delivered in April to a new group of 42 teachers of Ghara VDC. It is planned that these teachers should continue to receive training, funded from Australian sources, over the next three years.

We had a dream to extend this training to other such remote and needy areas of the district. For the purpose LEARN made a baseline survey in 10 schools of Rima Resource Center, Myagdi and was in search of adequate fund for the program. In the meantime, in the guidance of Peter Hall, President of NVIA, LEARN submitted a proposal with an expectation of extending this training to Rima Resource Center. Kindly, Australian Embassy accepted and granted it’s DAP fund for the first year of the training package which is completed in May 2015.

Maps showing Myagdi District



Histan-Mandali and Ramche VDCs are shown in the map below (bottom right)



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. This report briefly describes and analyses the activities and content covered in training courses held in Rima Resource Centre, Myagdi. The first 10 days basic teacher training programme started from 10th to 19th October, 2014. The workshop was attended by 72 teachers of primary, lowersecondary and secondary levels. The first series of training focused for the basic requirement of child-centered education such as child friendly classroom management, materials preparation and use, classroom teaching learning strategies and so on. 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.

LEARN completed a brief school visit of 12-days in March 2015 in schools under Rima resource Center of Myagdi district. The objective of the visit was to observe the reflection of the ten days basic teacher training programme held in October 2014. 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 and need collection etc. were the major concern of the visit.

Six days refresher course was held from 8th to 13th April, 2015. The workshop was attended by 67 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.

As a community awareness approach the orientation for SMC/PTA programme was conducted from 22nd to 24th May 2015. The orientation program was attended by thirty SMC and PTA members from ten schools under the Resource Center. The contents during the orientation program include, the process of formation of school management committee, parents teachers association and board of social audit, roles, responsibilities and duties of the SMC, PTA, and head teacher, social audit system, education act and provision for school relevant sectors, code and conduct of SMC, PTA, teachers, parents and students, school improvement plan (SIP) and leadership skills.

LEARN is implementing and monitoring the project by the funding from Embassy of Australia to Nepal and project support from NVIA, under Australian Rotary support in cooperation with District Education Office, Myagdi. The cooperation between LEARN, NVIA, District Education Office and the teachers of Rima RC are the key factors for the success of this programme.

Main objectives of the trainings and associated programmes and its expected outcomes

Objectives	Outcomes	Challenges
<ul style="list-style-type: none"> To develop child-friendly teaching learning environment 	<ul style="list-style-type: none"> -Improved teaching learning activities in child-centered environment -Decreased of punishment attitude in some teachers 	<ul style="list-style-type: none"> -Inadequate infrastructure of schools -Unfriendly furniture -Teachers ability to adopt new teaching techniques -Implementation of curriculum
<ul style="list-style-type: none"> To provide relevant and appropriate teaching materials and resources to schools 	<ul style="list-style-type: none"> -Accessed of more teaching learning materials -Developed educational materials to use in the classroom teaching learning activities -Created new skills of use of local materials -Properly and fully used of the materials in some schools 	<ul style="list-style-type: none"> -Materials are stored and not fully used in some schools -Students are not accessed to use the materials
<ul style="list-style-type: none"> To provide regular in – school support activities for training effectiveness 	<ul style="list-style-type: none"> -Observed overall school environment reality -Involved in classroom teaching and given feedback in applying of teaching methods and using teaching materials and lesson plans -Collected recent students and teachers data and learning achievements -Need collected from teachers for upcoming trainings 	<ul style="list-style-type: none"> -Development of key teacher network -Frequent school visit
<ul style="list-style-type: none"> To increase students attendance, enrollment , retention and minimize drop-out rates 	<ul style="list-style-type: none"> -Data collected enrollment of the year 2071 	<ul style="list-style-type: none"> -Migration of children to urban town and cities
<ul style="list-style-type: none"> To enhance the local community support for schools 	<ul style="list-style-type: none"> -Confidence built up in SMC/PTA members and committed to support their schools -Built up good relationship among the school family 	<ul style="list-style-type: none"> -Lack of proper education and knowledge -Poor economic situation to make strong contribution

Programmes:

Chapter I: 10 days Basic Teachers Training Programme

Seventy two primary, lowersecondary and secondary teachers from ten different schools attended the training workshop in Adarsha Secondary School. SMC chairperson Tul Bahadur Garbuja and LEARN board member Laxmi Pun inaugurated the training programme. LEARN President Dr. Umed Kumar Pun attended and encouraged the participants in closing ceremony.

The contents summarized:

Brain Gym and P.T.

We learn better when we utilize our whole brain. The exercises are designed to get both sides of the brain operating at once and to strengthen the connection between them. At the same time the brain waves are slowed down as the level of relaxation increases and the capacity to learn and perform is raised.

Along with the Brain Gym, P.T. was practiced alternatively. This is prescribed and designed by the curriculum. These P.T. series from item 1 to 16 were practiced alternatively with the gym to make the children physically fit and mentally active.



Team Game

To inspire the team feeling and break the monotony of training activities, games were played every day in the middle of the sessions. Games helped the trainees to get to know one another and became active and positive in sharing ideas to their colleagues as well as with trainers. Some of the games played during the training were paper chain, dog-buffalo-chicken, save the balloon, fire in the mountain, river rank, seven-up, human ladder.

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



Grouping Strategy

The teachers had the group work where they had to find out the possible grouping strategy for the children in the classroom and the benefit of those types of grouping. The participants came up with different types of grouping like age group, interest group, gender group, ability group and so on. The trainers added other possibilities and explained that the grouping helps the children to learn fast and share their ideas which make the learning easy and long lasting. During the training too, the participants were kept in different groups as they learnt about group formation.

National Curriculum and Local Curriculum

This content was selected to make the teachers aware of national goals and plan their teaching according to the curriculum because most of the teachers are depending on a single text book. They hardly know the connection of text book to the curriculum and not considering that the text book is only a reference. The participants were grouped in subject wise grouping and given them a curriculum to each group as well as a text book with it to find out the lesson in the text book and objectives allocated by the curriculum. They were asked to prepare an activity to fulfill that objective. Also factors of the curriculum were discussed. Teachers were asked about the particular local needs for their life and its future. They were asked to find the possibilities of the local language and professions which are carried out since their ancient time. This was to connect with the local curriculum and process of making the local curriculum with the help of local expertise. This could help them to know the importance of the cultural preservation and to make the life easy for the children in the future.

Classroom Organization and Management

Teachers were asked to list out all the materials available there. By working in their groups, they discussed whether the materials were kept in the right place, order and condition or not, and what other essential basic requirements are missing. After group formation and group work they demonstrated their conclusion and others gave them feedback and vice-versa. Facilitator came to the conclusion with their prepared charts including the participants' suggestions and explained about the importance of the classroom organization and management. The teachers realized how the classroom organization and the management make a difference in quality education to the children in the school.



Child Psychology and Behaviour Management

The need, interest and psychology were explored involving in a group work. An activity was done listing the good and bad behavior shown by the students in the school. The cause for the bad behavior of students was discovered by the participants and the solution as well. Facilitator cleared about the behavior management with the help of charts and action in the class.

Self Esteem

This session focused on the self- esteem of teachers and students. To make clear about it, some of the participants acted in a role play method according to the instruction given by the facilitator to feel the stage of humiliation and frustration. With the reference of the incident, the feature of low self- esteem, high self-esteem was discussed. The activities were asked from the participants and asked them to analyze whether those activities help to improve the self-esteem of the students or frustrate the children. The strategies to improve the self-esteem of teachers and students were discussed at the end in;

- Awareness of teacher's and student's self-esteem building programmes, positive reinforcement activities, and peer support.
- Stages of child development from conception to 18 years, managing behavior, and planning for students with learning difficulties.
- Knowing how to plan in subject areas using the nine intelligences so students with varied abilities and strengths have the chance to learn in their preferred learning style or intelligence strength.

Multiple intelligences

To make the teachers aware about the various learning strategies of students, they were categorized according to their interest. According to the interest they were asked to flourish any capacity. Some danced, some recited the poem, some sang, some talked to the people politely, some gave the religious preaching etc. The nine multiple intelligences were discussed with the activities done during the training and listing the activities under the intelligences column. Teachers got the point that they are knowingly or unknowingly practicing the activities in the class but unknown about the learning strategies of students. They are committed to do different activities in a lesson which may help for all the children though they have different intelligences.

Design and Printing

Effective teaching materials making was done under design and printing emphasizing on clean pleasing layout, appropriate colour and illustration, promoting desire to learn, creating an image of professionalism, purpose of the material, relevance, consistency, proportion, direction, simplicity and visual contrast. Using these instructions of design and printing, participants were asked to write a chart in their related subject. Participants were making child friendly charts and presented in the class for which the trainers gave the feedback for further development.

Basic Drawing skills and color mixing and painting



Basic drawing skill is very important especially when teaching primary level children so a teacher must have the skill to at least drawing some simple figures. Participants were very impressed to know how they can draw common pictures using the geometrical shapes and lines. By this technique children can not only build up their drawing skills but also the better concept of geometrical shapes and dimensions. Likewise color mixing to make a new color and painting skill was shown. Teachers practiced to mix up the color to get better understanding of color combination and painting on their drawings.

Materials preparation and use



To create a child friendly environment in the class, materials play a vital role. Materials are important in various aspects. Teaching learning materials directly and indirectly help to teach language effectively by transmitting information overtly to the learners and indirectly by helping the learners to discover things for themselves. Instructional materials arouse learner's curiosity, interest and attention towards language learning, including making learners feel easy. They contribute to the simplification process of subject matter to be learnt that results in the enhanced perception, moreover, learners achieve readiness in order to learn developmental features and get opportunity to be expressed to language in authentic use.

Most teachers do not realize it but the truth is that most students fall asleep or yawn in class because they are tired of listening to the monotonous talking of the teachers. Visual aids, keep them awake and they take interest in whatever is happening in the class. Knowing the importance of teaching learning materials participants were involved in preparing materials from the very first step and practiced in the classroom.

Bamboo Pen Making and Writing Practice

The participants were introduced to bamboo pen making process and the way of using it to write on the cards and charts. Trainer explained the size of the bamboo and demonstrated the cutting technique and participants practiced. Also the group had the discussion of other local materials that could be used during the teaching in the classroom. All the participants made the bamboo pen and had made the flash cards, which can be used in the



classroom with the children. This activity was later related with the use of writing the flash cards, hanging cards, chart paper writing etc.

Flash Cards Cutting, Writing Practice and Use

The trainer explained the size and the cutting technique. The participants practiced by cutting the cards in the groups so that they became able to make flash cards wherever they need during their teaching learning activities in their schools. The different sizes of the cards were made for the use in the pocket board. The bamboo pen and ink was used to write letters, words and numbers in the flash cards rather than marker and pen.



Pocket Board Preparation and Use



Each school's teachers were grouped together and the process of making the pocket board was introduced and explained thoroughly. Each school had to make two pocket boards, which was given to their schools after it was stitched by the tailor, which could be the effective material to use in the classroom. The use of pocket board was practiced during the training period and micro teaching in the last day.

Subject Cards/Charts

The participants were explained about the use of different colour cards and the charts for the different subjects such as white for nepali and english, yellow for mathematics, green/blue for social study and the pink for picture cards and science so as the cards will not be lost or mixed with other subjects. This ensures the teachers to recognize the cards easily and they have made enough cards for their use in the schools. The bamboo pen was used, even though the schools were supplied with markers.



Attendance Board

At first, trainers described about the importance and use of attendance board for recording attendance of the students and the board was useful in teaching geometrical shapes as well. Each school groups were given one 18"x16" size ply wood board and all the necessary things were supplied to them to make the board. This attendance boards motivate the children to come to school regularly because they do the attendance themselves. The attendance board was already prepared for the trainees who were asked to show the use of it during the training by themselves. The participants practiced themselves using the attendance board regularly for ten days and learnt how to make the students to use attendance board.

Day Weather, Job Responsibilities Board and Calendar

Participants were instructed well to prepare and use of day, weather, job chart and calendar with model prepared by trainer. Teacher were grouped according to their schools and had to prepare two sets of day, weather, job chart and calendar which could help the students to know the date, day and the weather themselves. Participants used the chart and calendar during training and learnt the use of it and they will teach the students for the effective use and know the requirement themselves.

Origami

To give an idea of creative knowledge on paper works, a session of making paper made objects was conducted where participants were instructed on using the materials and selection of color papers and object to make it with color combination. Facilitator demonstrated the way of cutting papers and size maintained. Rhododendron, Nepal's national flower was made by each group and also with the idea of making it they can teach the students of their class how they can imagine and create the different animals, birds, household objects, plants etc.



Lesson plan

A lesson plan provides a road map for teachers with predetermined objectives and strategies achieving it. It is one of the tools to make the teaching learning activities systematic, achievable and interesting. It is crucial for any teacher to preplan and work accordingly for better result. Therefore, LEARN helped and encouraged teachers to prepare lesson plan with the help of which, participants had to do a micro teaching in a real class room situation using the knowledge, skills and attitude they learnt.

Micro Teaching

On the ninth day, Participants were divided in different groups selecting their subjects to make a lesson plan for practice teaching as a demonstration class in both of the training halls. Each of

the participants performed their teaching sharing with their friends with lesson plan preparation in real classroom situation. The materials developed during the training were used while teaching. All the materials like the flash cards, pocket board, charts were emphasized. Feedback was given from both facilitator and other participants right after their class sharing.

Continuous Assessment System (CAS)

The technique of evaluating the students as a diagnostic evaluation and filling the forms to evaluate the different aspects of students through CAS like attendance, behavior change, participation in learning activities, participation in extra-curricular activities and learning achievement were practiced during the session.

The participants took CAS as an effective tool to evaluate and improve the learning achievement of the students and realized that the weaker students will be benefited from evaluating by this system and make easy to the teacher to see day to day changes in students.

Action Research

Action Research has been one of the ever challenging topics for all teachers. It is understood as a vague and vast terminology rather than a simply reflective teaching method. The teachers were made clear about it with deeper analysis of the problems first and then its nature whether action research is applied or not. The highly experienced Nepal government trainers were invited to simplify the topic for the teachers. The process of action research on the everyday teaching problem was explained and visualized. Process for doing action research were asked to perform at least two cycles of



Plan ⇒ Act ⇒ Observe ⇒ Reflect ⇒ Replan.

Materials distribution

Along with the training, LEARN had another important event of materials distribution to each schools of Rima Resource Center. All the school supply materials were brought from Kathmandu. These are to prepare and use in the class room according to what they have practice in the workshop. The materials given to them were mainly all stationary needed for a whole school for one academic session. The materials were handed over by Dr. Umed Kumar Pun, the President of LEARN to the head teacher of respective schools at the end of closing ceremony



Chapter II: In-School support programme

General Observation

The facilitator observed the general changes in the classroom with the help of a prepared format with indicators addressing the training activity. The indicators used in the observation were:

- Brain gym practice
- Students and teacher's regularity
- Classroom management
- Material preparation and their use
- Child Friendly environment
- Use of Games and songs
- Use of appropriate teaching technique
- Grouping strategy and group works
- Students' creativity
- Lesson planning

The checklist was shown to the teachers with their strong 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.

Data Collection

Another purpose of the training was to collect the data of schools, which include 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 data has been a tool to evaluate the effectiveness of teacher training programme.

General Guidance, Support and Feedback

We focused on the availability of trainers in the workplace of the teachers so that they can easily get help for any confusion and difficulty. Trainers provide counseling and guidance whenever they need. They are also praised and encouraged for their good job. The teachers, who fall back to carry on the task, will be supported and motivated by the frequent visit and guidance. Based on the observed class of different subject and level, the facilitators provide constructive feedback to the teachers to make the classroom teaching even better.



Chapter III: 6 days Refresher Training Programme

Six days refresher course was conducted from 8th to 13th April, 2015. The training was attended by 67 teachers including primary, lower secondary and secondary levels. The series of training focused on the revising 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.



In addition to reviewing the previous training, LEARN approached to subject focused contents;

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.

Mathematics

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.

Objective:

- 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)
- 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 cleared after broad group discussion and trainers' demonstration. Finally participants were benefited and they agreed on which teaching strategies to adopt 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 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 school.

In 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 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.



Continuous Assessment System (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.

Chapter: IV School Management Committee (SMC)/Parents' teachers' Association (PTA) Orientation Programme

This programme was conducted in Rima Resource Center, Rima from 22-24 May 2015. The orientation program was attended by thirty SMC and PTA members from ten schools under the Resource Center. The contents during the orientation program included, the process of formation of school management committee, parents' teachers' association and board of social audit. It also included roles, responsibilities and duties of the SMC, PTA, and head teacher, Social audit system, education act and provision for school relevant sectors, code and conduct of SMC, PTA, teachers, parents and students, School Improvement Plan (SIP), leadership skills and planning for the year.



Process of formation of SMC/PTA

Most of the SMC/PTA members were new for their schools though some were continuing their responsibilities. The previous members shared their experiences of how they were elected and same as the new ones. Everybody expressed that they were chosen by force and some even made by making toss practice. This is all because of lack of education and they have no confidence on what the job is to do. Another factor they raised is the economic condition. Being as a school member they need to volunteer their time and money for the school and community which seems to be very difficult for them. Facilitators then explained and clarified how the respective bodies are formed according to the education act 2028 BS and amended in 2065 BS and its provisions.

Roles, responsibilities and duties of SMC/PTA and Head Teacher

Participants were grouped into different groups and were given a place mat practice. They individually listed their ideas and then discussed with their members within the group and finalized their thoughts and presentations were made by each group. Facilitators added some other important points in it.

Organisational structure of government in education

Most of the members were unknown about the educational structure of government. Facilitator described about the structure from top, Ministry of education to bottom at school level. Participants realized of how the chain of bodies function in the organisation.

Leadership skills

Head master, being a key person to make a better school is not only a leader of a school but also a community guide and mirror. He should create a good team work with SMC, teachers and parents. Leadership skills were discussed in the group and listed them to present themselves and made them to realize.

Resource mobilization and management

Group wise discussion was made for listing the school properties. The whole community should be aware to secure the public properties and discourage the misuse of them. Personally head teacher and teachers are pointed to be the most responsible to look after and proper use of the school properties. In the meantime members asked for its good management by the responsible persons. Both physical resources and income generation resources were discussed and indicated some examples of income generating programs carried out by some schools within the Resource Center.



Child friendly school

Participants were given a couple of picture where a well-managed and child friendly school scene was pictured and in another badly managed school scene was presented. They were asked to discuss on both of the pictures and find out the differences between them. Also they were asked to imagine a well-managed environment of their schools. Basic physical needs for class rooms, proper desk, learning materials, ground, drinking water facility, canteen , garden managed by students, beds for ECD wings, separate toilet/ bathrooms for girls and boys and differently abled children, clinic for first aid and emergency etc. and teaching by knowing child talent and psychology and emotion.

Code and conduct of school members

Though participants were aware of the general behavior they have to behave and practice towards other, the allocated code and conduct provision from education act for SMC/Parents' /Teachers' Association and students were presented and discussed. These activities helped to know the behavioral expectation from others and support to build up good relationship and solve the disputes in mutual understanding and respect.

Social Audit

They were asked how a school manages its finance. They shared their experiences of reporting the school finance part to public. That seemed somehow similar according to government criteria but later on they were given the way of forming a Social Audit Board in chairmanship of PTA chairperson and go through the account and endorse it then only go to public. That helps them to keep the records transparency and helps to build up the trust.

Planning

SIP (School Improvement Plan-five year plan) and yearly school plan were the topic on the activities. Mainly the headmasters with support from school management committee find and report the necessities of their school. They have commitment to develop SIP within Jesht month. Examples of yearly plans with operation calendar prepared by every schools were presented and discussed.

SMC meeting minute preparation practice

All the groups were given to conduct an SMC meeting to learn how to keep minute. More than 60% of the participants were new so they had no idea of conducting a meeting and keeping minutes.

Recommendations

During the training period and post training activities, training participants and stake holders have recommended the followings for the future training.

- Subject wise specialist trainer management for the training
- Encouragement for use of low cost and local materials
- Enough and appropriate furniture arrangement for group work and material preparation especially for the first basic training
- Similar secondary curriculum based teacher training in future
- Regular supervision and support should be provided to the schools
- Separate ECD teachers trainings
- Training should be conducted in cyclic order of respective schools
- Regular monitoring and support required in the new project area.
- Continue to provide teaching resources so that the teachers can teach effectively in their classrooms.
- Effective leadership workshop for head teachers is needed
- Basic Computer application training
- Continuous encouragements and awareness program should be conducted

- Support to manage Child Care Centers are necessary
- Rewards to good performer schools, teachers and SMC
- Income generating programs to stop child migration from the village
- Financial and physical supports to the poor conditioned schools

Future Plan

LEARN is planning to extend to other VDCs that need support to improve quality of education. However, for schools under Rima Resource we shall be supporting for next two years and the area of support shall be phase II ten days subject oriented training, in-school support, refresher training with material supplies. The most challenging situation of rural school is student retention. The student number is in decline and we are hoping with improvement in quality the trend can be reversed. The other factor could be vocation of parents, with creation of self-employment opportunity may be students can be retained. Thus, this year, we shall also try to engage parents and guardians for other economic activity in the village.

ANNEXES

ANNEX I: 10 days Basic Teacher Training schedule:

TIME	10:00-10:45	10:45- 11:45	11:45-12:15	12.15-1:15	1:15 - 1:45	1.45-2.45	2:45-3:00	3:00-4:15	4:15-4:30
Day 1	Registration			Opening ceremony		Introduction by a game play method	Tea Break	Division in to groups, selection of RC, material orientation	
Day 2	Assembly, Brain Gym, Songs, Review and grouping	Team work	Break	Expectation	Lunch Break	Group strategy/importance	Break	Local curriculum	Debriefing
				Who is important?		Use of curriculum connection with text book			
Day 3	Assembly, P.T., Songs, Review and grouping	Basic drawing skills	Team Game	Bamboo pen cutting and writing practice	Lunch Break	Drawing skills	Break	Writing practice	Debriefing
Day 4	Assembly, Brain Gym, Songs, Review and grouping	Learning style	Game	Multiple intelligence	Lunch Break	Drawing	Break	Writing practice	Debriefing
Day 5	Assembly, P.T.,	Material	Game	Weather board	Lunch		Break		Debriefing

	Songs, Review and grouping	preparation(Attendance board and card cutting		and card cutting	Bread			Calendar board Flash card	
Day 6	Assembly, Brain Gym, Songs, Review and grouping	Origami	Game	Action research	Lunch Break	Colour mixing and painting	Break	Colour mixing and painting	Debriefing
Day 7	Assembly, P.T., Songs, Review and grouping	Material preparation		Self esteem	Lunch Break	Material preparation	Break	Material preparation	Debriefing
Day 8	Assembly, Brain Gym, Songs, Review and grouping	Material preparation		Material preparation	Lunch Break	Lesson planning	Break	Grouping Selection of content	Debriefing
Day 9	Assembly, P.T., Songs, Review and grouping	Placement and management of materials	Game	Micro teaching and feed back	Lunch Break	Micro teaching and feed back		Micro teaching and feed back	Debriefing
Day 10	Assembly, class Song, Review and grouping	Child friendly school and classroom management		CAS	Lunch Break	Closing ceremony		Handover of school supply materials	

ANNEX II: Six Refresher 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	15 min	Closing Ceremony of the Six day workshop	

ANNEX III: SMC/PTA Orientation Programme Schedule:

Day	Session I	Break	Session II	Tea Break	Session III	Break	Session IV
Time	10:00-11:30	10 min	11:40-1:00	1:00-1:40	1:40-3:00	10 min	3:10-4:20
Day 1	Registrations, opening, introduction of program, objectives of program		Introduction of school management		Process of formation of SMC/PTA		Role, responsibilities and duties of SMC/PTA/HT
Day 2	Organizational structure of educational body of government /education act and provision		Leadership skills		Resources mobilization and management		Child friendly school
Day 3	Code and conduct of SMC/Parents/Teachers/Students		Social Audit		Planning of yearly operation calendar		Practice of Minuting of SMC meeting, feedback and closing

ANNEX IV: Participants Name list**Participants in 10 days Basic Teacher training and 6 days Refresher training programme**

S.No.	Name of the School	Name of participants	Gender	10 days Basic Training	6 days Refresher
1	Adarsha SS	Kumar Garbuja	M		
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 Baruwat	F		
9		Srijana Pun	F		
10		Kum Bahadur	M		
11		Surendra Prasad K.C	M		
12		Shree Krishna Adhikari	M		
13	Deurali LS	Gim Bahadur Khatri	M		
14		Om Bahadur Purja	M		
15		Gaushree Garbuja	F		
16		Krishna Subedi	M		
17		Rama Pun	F		
18		Nilam Purja	F		
19		Abir Garbuja	M		
20		Devi Kumari Garbuja	F		
21	Shiwalaya PS	Om Bahadur Pun	M		
22		Takraj Armaja	M		
23		Phul Bahadur Pun	M		
24		Anusha Garbuja	F		
25		Tham Mati Tijja	F		
26	Tikot SS	Thakraj Pun	M		
27		Govinda Sunar	M		
28		Govinda Garbuja	M		
29		Ganga Bahadur Paija	M		
30		Durga Purja	M		
31		Bhu kumari Garbuja	F		
32		Hemanti Purja	F		
33		Yam Bahadur Pun	M		
34		Bimala Pun	F		
35		Shivalal Acharya	M		
36		Yubaraj Pun	M		

37		Tek Bahadur Pun	M		
38	Chandra PS	Indra B.K	M		
39		Buddhi Bahadur Purja	M		
40		Jai Maya Purja	F		
41		Devi Purja	F		
42		Bishnu Maya Dura	F		
43	Mandali PS	Tok Bahadur Pun	M		
44		Shanti Pun	F		
45		Rohit Phagami	M		
46		Madhu Roka	F		
47		Khima Pun	F		
48		Tak Maya Pun	F		
49	Himanchal HSS	Raman Pun	M		
50		Dev Kumari Garbuja	F		
51		Til Maya Garbuja	F		
52		Lila Devi Purja	F		
53		Hem Kumari Garbuja	F		
54		Yamnath Subedi	M		
55		Deu Maya Pun	F		
56		Krishna Bahadur Pun	M		
57		Toya Ram Pariyar	M		
58		Chun KumariKhoraja	F		
59		Maya Pun	F		
60		Rupa Khoraja	f		
61		Phul Maya Purja	F		
62	Kaphaldanda LS	Jag Bahadur Pun	M		
63		Dipa Kumari Gharti	F		
64		Tikaram Acharya	M		
65		Hemala Roka	F		
66		Sudhi Maya Pun	F		
67		Nanda Purja	M		
68		Khemraj Pun	M		
69		Chhem Prasad Garbuja	M		
70		Tek Bahadur Pun	M		
71		Khim Maya Garbuja	F		
72		Gou Maya Chochangi	F		
73	Shanti Kalika PS	Samjhana Pun	F		
74		Maya Pun	F		
75	Gharamdi LS	Tek Bahadur B.K	M		

76		Khari Maya Garbuja	F		
77		Srijana Purja	F		
78		Gan Bahadur Phagami	M		
79		Rupa Purja Pun	F		
80		Khari Maya Pun	F		
81		Gita Rantija	F		
82		Lalkaji Purja	M		

	Present
	Absent

ANNEX V: Student Data:

Schoolwise student data 2071 Basic Education Level (1-8)																																		
Grade	1			2			3			4			5			1-5 total			Grade 6			7			8			6-8 Total			1-8 Total			
S.N	School	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total			
1	Mandali PS	5	4	9	2	3	5	6	4	10	9	3	12	6	2	8	28	16	44											28	16	44		
2	Gharamdi LSS	4	2	6	4	1	5	4	1	5	2	3	5	2	4	6	16	11	27	2	4	6	5	1	6	1	3	4	8	8	16	24	19	43
3	Shiwalaya PS	2	3	5	3	0	3	2	2	4	3	1	4	6	1	7	16	7	23											16	7	23		
4	Tikot SS	1	1	2	0	3	3	3	0	3	0	3	3	5	4	9	9	11	20	5	3	8	2	7	9	3	4	7	10	14	24	19	25	44
5	Adarsha SS	0	0	0	4	2	6	3	0	3	1	0	1	1	3	4	9	5	14	5	8	13	9	7	16	8	2	10	22	17	39	31	22	53
6	Deurali LSS	2	1	3	5	2	7	2	4	6	2	8	10	3	4	7	14	19	33	5	1	6	1	5	6	0	6	6	6	12	18	20	31	51
7	Chandra PS	1	1	2	2	1	3	3	0	3	2	0	2	3	0	3	11	2	13											11	2	13		
8	Kaphaldanda I	10	5	15	2	7	9	3	5	8	8	8	16	2	4	6	25	29	54	3	6	9	3	5	8	5	7	12	11	18	29	36	47	83
9	Himanchal HS	1	3	4	5	3	8	1	3	4	3	5	8	1	4	5	11	18	29	4	6	10	7	7	14	12	9	21	23	22	45	34	40	74
10	Shanti Kalika	0	1	1	1	2	3	0	2	2							1	5	6												1	5	6	
	Total	26	21	47	28	24	52	27	21	48	30	31	61	29	26	55	140	123	263	24	28	52	27	32	59	29	31	60	80	91	171	220	214	434

Schoolwise student data 2071 Secondary Education Level (9-12)																						
	Grade	9			10			9-10 Total			XI			XII			XI-XII Total			1-10 Total		
S.No.	School	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total
1	Tikot SS	16	7	23	6	11	17	22	18	40										41	43	84
2	Adarsha SS	3	6	9	5	7	12	8	13	21										39	35	74
3	Himanchal HSS	11	9	20	11	12	23	22	21	43	10	12	22	12	8	20	22	20	42	56	61	117
	Total	30	22	52	22	30	52	52	52	104	10	12	22	12	8	20	22	20	42	136	139	275

Teachers Data 2071 in Rima Resource Center, Myagdi																
S.No	Level	Permanent	Temporary	Rahat	Local Source	Repalcemen	Total	Female	Male	Total	Indigenous	Dalit	Others	Total teacher	Total student	Ratio
1	Child Care Center	0	0	0	9	0	9	9	0	9	9	0	0	9	78	
2	Primary	24	9	2	6	1	42	18	24	42	36	3	3	42	263	
3	Lower Secondary	8	5	4	4	0	21	9	12	21	15	1	5	21	171	
4	Secondary	3	4	2	0	1	10	0	10	10	8	0	2	10	104	
5	Higher Secondary	0	0	0	2	0	2	0	2	2	1	0	1	2	42	
	Total	35	18	8	21	2	84	36	48	84	69	4	11	84	658	

ANNEX VI: Participants in SMC/PTA Orientation Programme

S.No.	Name of the Participants	School	Position	Remarks
1	Sab Bahadur Purja	Himanchal Higher Secondary School	SMC-Chairperson	
2	Raman Pun	Himanchal Higher Secondary School	Head Master	
3	Nam Maya Khorja	Himanchal Higher Secondary School	SMC-Member	
4	Parta Bahadur Purja	Himanchal Higher Secondary School	PTA-Chairperson	
5	Tul Bahadur Garbuja	Adarsha Secondary School	SMC-Chairperson	
6	Kumar Garbuja	Adarsha Secondary School	Head Master	
7	Devan Garbuja	Adarsha Secondary School	SMC-Member	
8	Man Kumari Paija	Adarsha Secondary School	PTA-Chairperson	
9	Bhakta Bahadur Pun	Tikot Secondary School	SMC-Chairperson	
10	Thakraj Pun	Tikot Secondary School	Head Master	
11	Rama Pun	Deurali Lower Secondary School	Head Master	
12	Kham Bahadur Garbuja	Kaphaldanda Lower Secondary School	SMC-Chairperson	
13	Jag Bahadur Pun	Kaphaldanda Lower Secondary School	Head Master	
14	Man Kumar Garbuja	Gharamdi Lower Secondari School	SMC-Chairperson	
15	Tirtha Bahadur Phagami	Gharamdi Lower Secondari School	Head Master	
16	Shanti Rantija	Gharamdi Lower Secondari School	SMC-Member	
17	Bindu Garbuja	Gharamdi Lower Secondari School	PTA Chairperson	
18	Nil Prasad Pun	Shiwalaya Primary School	SMC-Chairperson	
19	Phul Bahadur Pun	Shiwalaya Primary School	Head Master	
20	Tak Maya Purja	Mandali Primary School	SMC-Chairperson	
21	Tok Bahadur Pun	Mandali Primary School	Head Master	
22	Mina Rantija	Mandali Primary School	SMC-Member	
23	Ganesh Purja	Mandali Primary School	PTA-Chairperson	
24	Hem Bahadur Pun	Shanti Kalika Primary School	SMC-Chairperson	
25	Samjhana Pun	Shanti Kalika Primary School	Head Master	

26	Lal Maya Purja	Shanti Kalika Primary School	SMC-Member	
27	Kumari Purja	Shanti Kalika Primary School	PTA-Chairperson	
28	Laliman Purja	Chandra Primary School	SMC-Chairperson	
29	Indra Bahadur B.K	Chandra Primary School	Head Master	
30	Tak Kumari Paija	Chandra Primary School	SMC-Member	

ANNEX VII: Course Evaluation from the participants

Training Course Evaluation by the participants 10 days Basic Training(10-19 Oct 014)					
S.N.	Contents	Excellent	Good	Okay	Could be improved
1	Class songs	44	51	5	
2	Educational songs	56	39	6	
3	P.T./Brain gym	50	44	6	
4	Grouping strategy	43	49	9	
5	Team work	57	43		
6	Curriculum(National/Local)	40	48	11	
7	Drawing skills	44	50	6	
8	Bamboo pen	53	33	14	
	Material preparation				
9	Attendance board	66	28	6	
10	Job responsibility board	48	45	6	
11	Weather board	59	35	6	
12	Calendar board	51	45	0	3
13	Pocket board	60	40		
14	Flash card/Hanging card	57	43		
15	Chart writing	51	45	3	
16	Grammar card	42	58	3	
17	Origami	30	30	36	
18	Colour mixing and painting	37	56	6	
19	Self Esteem	48	52		
20	Lesson planning/Bloom's t.	38	56	5	
21	Micro teaching	29	56	15	
22	Child F.school/class room/B.magnt	27	58	15	
23	CAS	17	50	33	

ANNEX VIII: Refresher training (8th to 13th April 2015) Rima, Myagdi

S.No	Contents	Excellent %	Good %	Okay %	To be improved %
1	ICT-searching of educational webpages,sites,e-lesson	4	20	48	28
	-Preparation of marks ledger in excel programme	3	41	34	22
2	Review of ten days training	11	78	11	
3	Science-strategies of teaching science	27	63	10	
	-Living and non- living things	53	44	3	
	-Animal and plant cell	38	50	11	
	-Electromagnet	43	54	4	
	-Effect of heat	30	59	11	
	-Season change	37	58	4	
4	English-sound in English	27	39	24	9
	-Chants and pronunciation	31	31	28	10
	-Book making	41	45	14	
	-Games bingo and memory	37	57	7	
5	Maths-fraction and its operation	39	53	7	
	-Addition and subtraction skills of natural numbers	29	57	14	
	-place value and games	26	59	15	
	-lattice method in multiplication of arithmetic and algebra	35	60	5	
	-decimal, place value and transformation	48	43	9	
6	CAS	8	67	-	25

ANNEX IX: Name of the Facilitators

S.No.	Programmes	Name of the facilitators	Address	Designation
1	10 days Basic Teacher training	Kul Prasad Khanal	Ministry of Education	Deputy Director
		Gauri Shankar Pandey	Department of Education	Deputy Director
		Kailash Tamang	Khandbari-3 Sankhuwasabha	Programme consultant, LEARN
		Nabin Prakash Shrestha	Lalitkala Art College	Artist
		Bharat Kumar Pun	DEO, Myagdi	Resource Person
		Krishna Bdr Pun	Shikha-8, Myagdi	CEO, LEARN
2	In-School Support Programme	Bharat Kumar Pun	DEO, Myagdi	Resource Person
		Kumar Garbuja	Adarsha Secondary School, Rima	Head Teacher
		Krishna Bdr Pun	Shikha-8, Myagdi	CEO, LEARN
3	6 days Refresher training	Gauri Shankar Pandey	Ministry of Education	Deputy Director
		Kailash Tamang	Khandbari-3 Sankhuwasabha	Programme consultant, LEARN
		Raju K.C.	Mt. Everest Higher SS, Beni, Myagdi	Principal , Maths Trainer
		Kishan Bahadur Pun	Himanchal HSS, Nangi, Myagdi	Computer instructor
		Bharat Kumar Pun	DEO, Myagdi	Resource Person
		Kumari Paija	Paudwar SS Myagdi	Key Teacher
		Yam Shree Tilija Pun	Paudwar SS, Myagdi	Key Teacher
		Krishna Bdr .Pun	Shikha-8, Myagdi	CEO, LEARN
4	SMC/PTA Orientation Programme	Kailash Tamang	Khandbari-3 Sankhuwasabha	Programme consultant, LEARN
		Bharat Kumar Pun	DEO, Myagdi	Resource Person
		Krishna Bdr Pun	Shikha-8, Myagdi	CEO, LEARN

ANNEX X: List of Board members for LEARN who conducted the monitoring and supportive supervision of the training

Dr. Umed Pun (President– LEARN)

Laxmi Pun (Board Member – LEARN)

Tul Bahadur Garbuja (Chairperson –SMC)

Sharad Tilija Pun (Volunteer – Bhanubhakta HSS)

Prem Bhire Tilija (Chairperson of Rima village)

Dal Bahadur Paija (Senior Member of local cultural group)

Keshar Pun (Chairperson of local cultural group)

Mother Group of Rima village

ANNEX XI: Grant letter



**AUSTRALIAN EMBASSY
KATHMANDU**

File Number: KM14/143

Agreement No. KMDU/2014-2015/014

AGREEMENT

This agreement is made between the Australian Embassy, Kathmandu, hereafter "the Embassy" and LEARN hereafter "the Organisation".




DAP Fund	The Embassy will pay the Organisation funds up to a maximum of AUD 12,312.00 divided into two tranches as below.		
	Tranche Number	Amount (AUD)	Indicative date of fund disbursement
	1.	6,156.00	September 2014
	2.	6,156.00	After acquittal of the first tranche
Organisation	LEARN		
Project Name	Teacher Training for Rima Resource Centre, Myagdi District		
Start Date	September 2014	End Date	30 May 2015
Organisation Contact	Name: Dr Umed Kumar Pun; Position: President M: +977 9851003113 E: umedpun@gmail.com Name: Krishna Bahadur Tilija Pun Position: CEO; M: +977 9849289685 E: krishna_puntz@hotmail.com		
Embassy Contact	Krishna Bahadur Karki Program and Research Officer T: +977 1 437 1678 F: +977 1 437 1533 E: krishna.karki@dfat.gov.au		
Reporting	The Organisation must submit the following reports to the Embassy: 1. A progress report within four months from the date of signing this agreement; 2. Once the first tranche of project fund has been completed, you must		

Australian Embassy, P.O. Box 879, Bansbari, Kathmandu, NEPAL.
 Telephone: +977 1 4371 678 Facsimile: +977 1 4371 533
 Website: www.nepal.embassy.gov.au

	<p>submit two copies the entire expenditure document for auditing purpose and the second tranche of fund will be released after audit analysis which confirms that the project is being run according to the agreement. You will need to provide an assessment of the actual project outcomes against the objectives stated in the original proposal. You must provide receipts and other relevant documentation as proof of expenditure of the DAP funds.</p> <p>3. A final report within fifteen (15) days of the activity end date. The final report is to include:</p> <p>3.1. An outline of the activity, including measuring the key outcomes against the original objectives and noting the development impact, sustainability and lessons learned; and</p> <p>3.2. An acquittal statement which:</p> <p>3.2.1. confirms that the Organisation spent DAP funds in accordance with this agreement,</p> <p>3.2.2. is signed by the senior financial officer or the Head of the Organisation, and;</p> <p>3.2.3. includes two copies (one for the Embassy, the other for the DAP auditors) of all meeting minutes, receipts and invoices related to the expenditure of DAP funds.</p> <p>4. A written declaration of any bank interest or foreign exchange gains and/or any savings from the DAP funds is to be provided to the Embassy.</p>
Terms and Conditions	<p>1. The Organisation must:</p> <p>1.1. Expended and acquit DAP funds in accordance with your original project proposal submitted to the Embassy;</p> <p>1.2. Consult the Embassy immediately if any problem or delay is anticipated or experienced in implementation of the project as proposed;</p> <p>1.3. Use DAP funds only for the purposes stated in the funding agreement;</p> <p>1.4. Acknowledge publicly in an appropriate manner the Australian Government's role in the project. Ensure that some form of permanent reminder of the Australian Government's contribution is included in the delivery of the project. Approved</p>

	<p>logos and names http://www.dfat.gov.au/dept/logos/index.html should be used in acknowledging this contribution. Minor costs for this purpose may be sourced from the DAP funding. DAP contact person should be contacted to discuss the suitable presentation of any such acknowledgement.</p> <p>1.5. Comply with the Basic Operating Guidelines (BOGS) provided along with this agreement.</p> <p>1.6. Assign title of all intellectual property rights in relation to agreement materials created through DAP funds on the Australian government.</p> <p>2. In the unlikely event the Embassy decides to withhold all or some of the funding and/or its association with the project, the Embassy will provide you with notice in writing stating the reasons for such withholding and/or the termination of this agreement.</p>
Non compliance	<p>1. The Organisation must take reasonable steps to prevent and detect fraud and notify the Embassy as soon as fraud is suspected or discovered. Any instance of fraud will result in investigation, legal proceedings and cost recovery.</p> <p>2. The Embassy reserves the right to withdraw and/or recover funds if they have been used in a way other than for the approved project proposal unless such changes have been agreed by the Embassy in advance.</p>
Accounts of expenditure and audits	<p>1. DAP project may be subject to audit by the Embassy or its representative body at any time.</p> <p>The Organisation must:</p> <ul style="list-style-type: none"> • Keep detailed accounts and records of how DAP funds are spent; • Permit the Embassy to monitor and evaluate the use of DAP funds; and • Permit the Embassy to audit the Organisation's accounts and records related to the activity and DAP funds.
Assets	<p>The Organisation must not:</p> <p>1. Use DAP funds to buy an asset unless that asset is referred to in the project proposal and approved accordingly;</p>

	2. Dispose of or write-off assets purchased with DAP funds except as approved in writing by the Embassy;
Application of laws	<p>1. The Organisation must comply with relevant laws of Australia and Nepal when implementing the activity. This includes laws, regulations and policies in relation to procurement, fraudulent activity, bribery and corruption.</p> <p>2. Comply with the Australian Government's counter-terrorism obligations and take all necessary steps to ensure that funding provided by the Embassy does not end up, directly or indirectly, in the hands of terrorists or terrorist groups or with sanctioned individuals or entities. If, during the course of this project, the Organisation discovers any link whatsoever with any organisation or individual associated with terrorism or sanctions, the Embassy must be informed immediately. Information provided in the following links can be used as reference:</p> <ul style="list-style-type: none"> • http://www.dfat.gov.au/icat/regulation8_consolidated.xls • http://www.dfat.gov.au/un/unsc_sanctions/unsc-fs.xls • http://www.nationalsecurity.gov.au/agd/www/nationalsecurity.nsf/AllDocs/95FB057CA3DECF30CA256FAB001F7FBD?OpenDocument • http://www.rba.gov.au/MarketOperations/International/FinancialSanctionsCashReporting/consolidated_list_241007.xls <p>3. Comply with Australian Aid Child Protection Policy as detailed at http://aid.dfat.gov.au/Publications/Pages/child-protection-policy.aspx</p>
Termination of agreement	<p>1. The Embassy may immediately terminate this agreement by giving the Organisation notice in writing if the Organisation:</p> <p>1.1. Fails (or in the opinion of the Embassy fails) to make satisfactory progress in carrying out the activity and/or the failure has not been remedied within the time frame specified in a written request from the Embassy; or</p> <p>1.2. Breaches a term of this agreement and/or does not remedy the breach within the time stipulated in a written request from Embassy.</p> <p>2. Either the Embassy or the Organisation may terminate this</p>

	agreement by giving the other party a written termination notice which includes the reason for termination.
DAP Fund Agreement	<p>Offer of DAP funds</p> <p>I am pleased to confirm the Australian Embassy, Kathmandu's offer to provide AUD 12,312.00 DAP funding to support the project "Teacher Training for Rima Resource Centre, Myagdi District" as outlined in the attached proposal submitted by your Organisation.</p>  <p>Glenn White Ambassador For and on behalf of the DAP Committee Date: 03/09/2014</p> <p>On behalf of the Organisation, I accept the DAP funds offered by the Australian Embassy, Kathmandu, to implement the project "Teacher Training for Rima Resource Centre, Myagdi District" as outlined in the attached proposal as submitted by my Organisation. I agree that my Organisation will adhere to the terms of this agreement.</p> <p>Signature  Print name: KRISHNA BAHADUR TILIJJA PUN (Organisation seal) Date: 07/09/2014</p> 

Annex XII: Financial Report

Rima Resource Centre Teacher Training 2014-15	Budget				Actual / Variances		
Particulars	No	Rate	Times	NPR	Rcd/Spent	Over	Under
INCOME							
DAP grant				1,094,363	1,009,370		84,993
Bank interest					783	783	
Income				1,094,363	1,010,153	783	84,993
EXPENDITURE							
Materials for Rima							
School supplies per school	9	12,000	1	108,000	145,346	37,346	
SMC/PTA/HT training materials Rima	80	250	1	20,000	3,039		16,961
10 Day Training materials Rima	70	1,000	1	70,000	71,146	1,146	
Refresher training materials for Rima	70	500	1	35,000	33,448		1,552
Transportation	1	15,000	2	30,000	16,650		13,350
Materials for Rima				263,000	269,629	38,492	31,863
Rima Orientation Programs							
Rima SMC/PTA trainees all'nce / day	50	200	2	20,000	21,300	1,300	
Rima SMC/PTA tea and snacks / day	60	100	2	12,000	5,190		6,810
Rima & Shikha HT allowance / day	15	250	1	3,750			3,750
Rima & Shikha HT tea & snacks / day	20	100	1	2,000			2,000
Rima parents tea & snacks / school	18	100	7	12,600			12,600
Resource person for HT training / day	1	2,000	6	12,000	18,000	6,000	
DSA / day	1	800	4	3,200			3,200
DSA / day	1	800	4	3,200			3,200
DSA / day	1	800	6	4,800	12,000	7,200	
Travel ex Kathmandu (one way)	1	2,000	1	2,000			2,000
Travel ex Kathmandu (one way)	1	2,000	1	2,000			2,000
Travel ex Kathmandu (one way)	1	2,000	1	2,000	6,400	4,400	
Rima Orientation Programs				79,550	62,890	18,900	35,560
Rima 10 day training							
Trainers daily allowance	3	2,000	16	96,000	116,000	20,000	
Travel ex Kathmandu (one way)	1	2,000	1	2,000			2,000
Travel ex Kathmandu (one way)	1	2,000	1	2,000			2,000
Travel ex Kathmandu (each way)	3	2,000	2	12,000	16,900	4,900	
Porters of trainers' luggage one way	1	500	1	500	500		
Trainees daily allowance	70	300	10	210,000	203,100		6,900
Key teacher, District Resource Person allowance / day	2	500	12	12,000			12,000

DSA / day	1	800	12	9,600			9,600
DSA / day	1	800	12	9,600			9,600
DSA / day	3	800	12	28,800	52,000	23,200	
Helper / day	1	250	10	2,500			2,500
Tea & snacks / day	80	100	10	80,000	50,270		29,730
Students tea and biscuits	40	50	1	2,000			2,000
Rima 10 day training				467,000	438,770	48,100	76,330
In-school support							
Travel ex Kathmandu (one way)	1	2,000	1	2,000			2,000
Travel ex Kathmandu (one way)	1	2,000	1	2,000	3,500	1,500	
Porters of trainers' luggage (one way)	1	500	1	500			500
DSA / day	1	800	22	17,600			17,600
DSA / day	1	800	22	17,600	14,600		3,000
DEO visit / visit	1	4,000	1	4,000			4,000
Key teachers allowance / day	3	500	3	4,500			4,500
In-school support				48,200	18,100	1,500	31,600
Rima Refresher training							
Trainees daily allowance	70	300	6	126,000	114,000		12,000
Key teachers allowance	3	500	6	9,000			9,000
Key teachers and trainers snacks	80	100	6	48,000			48,000
Students tea & snacks	30	50	1	1,500			1,500
Rima Refresher training				184,500	114,000		70,500
Un-budgeted							
Trainers' daily allowance #					62,000	62,000	
Trainers Travel #					8,400	8,400	
Trainers DSA #					36,800	36,800	
Trainees tea and snacks #					21,600	21,600	
Contingency			5%	52,117	420		51,697
Un-budgeted				52,117	67,220	66,800	51,697
Expenditure total				1,094,367	1,032,609	235,792	297,550
PROJECT TOTAL				-4	-22,456	-235,009	-212,557

Financial Summary:	NPR	@	AUD	/tranche
Funding requested	1,094,363	89.00	12,296	6,148
Approved			12,312	6,156
Conversion:	1,094,363	88.89	12,312	
Received from DAP:	1,009,370	81.98	12,312	
Bank interest:	783			
Total receipts:	1,010,153			
Expended:	1,032,609			
Variance vs budget:	-61,754	-5.64%	under budget	
Variance vs receipts:	22,456	2.05%	over receipts	

ANNEX XIII: Executive Board of LEARN

DR. UMED KUMAR PUN

President, LEARN

Address: Lalitpur Sub-metropolitan city-3, Lalitpur Nepal

umedpun@gmail.com 9851003113

LEARN Board members:

1. Vice President: **Um Bahadur Paija Pun**- 9801030126, ompunnepal@gmail.com
2. Member : **Rabi Prasad Baral** – 9856021464, rabiipbaral@gmail.com
3. Treasurer : **Salma Limbu Subba** – 9849786615 , salmasubba02@gmail.com
4. Member : **Yam Pun** – 9841030283, punmagaryam@gmail.com
5. Member: **Laxmi Pun** – 9846029492, laxmipun7@gmail.com
6. Member : **Kailash Tamang** – 9841645402, yonkailash@yahoo.com
7. Member: **Nirmala Bhusal** – 9841362725, nirmalabhushal041@gmail.com
8. Secretary/CEO: **Krishna B.T. Pun** – 9849289685, Krishna_puntz@hotmail.com

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