

REPORT OF THE REFRESHER TRAINING
ON
Quality Education Teacher Training for
Child Centered Teaching Learning



TRAINING CONDUCTED BY



IN CO-OPERATION WITH
District Education Office, Myagdi

SUPPORTED BY
Nepali Village Initiative Association, Australia

Date: April 27 to May 1, 2073

Venue: Ghara, Magdi

Table of Content

Acronyms.....	1
Executive Summary	2
Background	3
Training Team.....	4
Visitors	4
Refresher Programme-Ghara.....	5
Objectives of the Workshop.....	5
Format of the Workshop.....	6
Mathematics Workshop.....	6
Science Workshop	8
English Workshop	10
Origami and Art Workshop	12
Agricultural Economy an Awareness Program.....	12
Evaluation of the Workshop.....	13
Challenges and Recommendations	14
Appendices.....	16
Appendix 1: Participants	16
Appendix 2: Routine.....	18
Appendix 3: Mathematics Group Reflection.....	19
Appendix 4: Science Group Reflection.....	20
Appendix 5: English Group Reflection	21
Appendix 6: Daily Group Feedback.....	22

Acronyms

DEO: District Education Office

ECD: Early childhood Development

HSS: Higher Secondary School

LSS: Lower Secondary School

NGO: Non Governmental Organization

PS: Primary School

PT: Physical Training

PTA: Parents Teachers Association

RP: Resource Person (DEO)

SMC: School Management Committee

SS: Secondary School

VDC: Village Development Committee

Executive Summary

This report outlines the activities and outcomes of the Refresher Training workshops conducted for the foundation level teachers from Ghara, Myagdi District of Nepal. The refresher was focused on child centered teaching learning approaches and resolving the classroom issues and problems. LEARN received financial support from Nepali Village Initiatives Association (NVIA), Australia, and performed this refresher training in coordination with District Education Office (DEO), Maygdi. LEARN conducted and monitored the refresher training.

The program was conducted for 5 days from 27 April 2016 to 1 May, 2016 AD at the resource centre, Muktimarga Higher Secondary School, Ghara. There were 59 participants from 14 schools from Shikha and Ghara VDCs.

The refresher training at Ghara included Physical Training (PT), Brain gym, class songs, group games, group works, observations, creations, presentations, connections, reporting, and reflections during the sessions. Participants were divided into three subject groups (English, Mathematics and Science) as per their needs and teaching background. Participants from each group worked in their subject during the whole training period so that they got more time to deal with their classroom issues of their subject.

The DEO is very positive about the program. RP from DEO supported the program right from the beginning by coordinating with schools for teachers' participation, and observing and monitoring the program.

The cooperation of NVIA, DEO, RC, the participants, and the team of resource persons are the key factors for the success of this programme. Hence LEARN acknowledges and appreciates all the contributions from the stakeholders.

Background

LEARN is an NGO, working in the field of education with a slogan "Lifting Education, Advancing Rural Nepal". Teacher training and refresher programmes with the motto "Quality teaching for quality education" are the focus of the programme. In its initial phase, LEARN has been working with 24 schools of Myagdi District in the areas of teacher development and support. Besides teacher training LEARN has also focused on parents' awareness program, training for School Management Committee (SMC) and Parents Teachers Association (PTA), and instructional materials support in the selected schools of the program area for quality education.

Myagdi is one of the remotest districts of Nepal, fully covered with high hills and mountains. This is one of the best destinations for tourists and it has high prospects in agriculture, especially for medicine, fruits and animal products. Hence LEARN strongly believes that Myagdi needs quality education for sustainable economic growth of the rural people. Economic growth of the local community at Myagdi not only lifts them above the poverty line, it also helps in retention of students for schools. Hence education quality in the schools and economic activities in the community should go side by side in order to improve quality living of the rural Nepali.

Quality education and teachers' professional development are supplementary to each other. The SMCs, head teachers and the teachers of Gharaalso identified the need of professional development of teachers as one of the major factors for improving quality of education in their schools. Therefore, to meet the expectation of quality education in Myagdi district LEARN with the support and funding of The Nepali Village Initiatives Association started developing teachers and supporting schools.

LEARN has been contributing to impart quality education in the rural area of Nepal. It is focused on its goals for quality education based on child rights and creating child-friendly school environment where each child is considered capable, important and influential member of the community. LEARN's training and support programs basically focus on active participation of children in learning and resolving problems themselves.

The teacher training and refreshers are aimed to provide knowledge and skills to teachers so that they will create welcoming school environment; understand the children and their learning styles; and involve each child and ensure their learning through real life experiences.

LEARN encourages teachers to seek the best practices, the innovative ways in teaching with varied techniques, use teaching materials to involve students in learning, involve students in group/pair works, share their innovations and creations, and encourage them to identify and solve problems in their class and the community. To help teachers/schools to adopt the activity

based, cooperative and collaborative learning in the classroom situation, LEARN provides educational materials to those schools.

The themes of the training workshops were PT, Brain gym; class songs, responsibilities and accountability for teachers; child psychology; classroom management; team building; curriculum planning; using IT in instruction; identifying students' interests and learning styles; designing effective instructional activities; use and construction of no cost and low cost instructional materials; involving students in creative thinking, innovation and problem solving; and assessment/evaluation of learning, and creating child friendly atmosphere in the school were the main focus.

As follow ups for the training effectiveness, LEARN provides in-school support program. LEARN with a team of trainers and experts visits the schools in the middle of the session during the school days. The team interacts with teachers, students, PTA, SMC members, RPs and the head teachers and receives their feedback on the effectiveness of the programs launched in those schools. During the interaction, the team receives the feedback from these stakeholders. The team also witness the classroom environment and teaching – learning activities. Hence the main objective of this program is to assess the effectiveness of the program, appreciate the changes and provide instant support to teachers and schools, and integrate feedbacks/suggestions too to improve the LEARN's programs in future.

LEARN provides refresher training to all the teachers from the project area where the basic level training is already conducted. Refresher training programs are conducted for a week, but the time duration may vary depending up on the need and the resources.

Training Team

Gauri Shankar Pandey, Ministry of Education

Krishna Prasad Pokherel, Senior Trainer

PrithaDahal, Trainer

Bharat Pun, RP, DEO, Myagdi

KailashTamang, Consultant, LEARN

Krishna Tilija Pun, CEO, LEARN)

DwarikaNath Amgain, CTO, LEARN

Visitors

Dr. Umed Pun, Chairman, LEARN

.

Mr. Ram BahadurBaruwal(SMC Chairperson)

Mr. PurnaGhimire, RP, DEO, Myagdi

Mr. Ram Chandra Puri, head teacher, MuktiMarga H.S. School, Ghara

Refresher Programme-Ghara

Ghara refresher training program started on 27th April, 2016 AD with a short inaugural program. SMC Chair person Mr. Ram Bahadur Baruwal chaired the program where, two RPs from DEO, Myagdi (Mr. Bharat Kumar Pun and Mr. Purna Ghimire), head teachers from the community schools of Ghara, the team of facilitators, 59 participants and LEARN team were present in the program at Mukti Marga Higher Secondary School, Ghara.

There altogether 59 participants from 14 schools (one ECD, nine Primary, one Lower Secondary, one Secondary and two Higher Secondary School) attended the workshop. The program ended on 1st May, 2016 AD with a formal closing ceremony. The participants and training team expressed their experiences and the RPs and other speakers expressed their expectations from the participants during the closing program. LEARN also provided instructional resources to the participating schools wishing them to utilize the resources and make student learning effective. NVIA covered the expenditure of this refresher training workshop.

Objectives of the Workshop

SN	Objectives of the Training	Expected Outcomes
1	Strengthen teachers to create child friendly and safe school environment	Participants understand students' psychology and make their classrooms child-friendly: safe, enjoyable and respectful.
2	Encourage teachers to develop learning needs and learning styles based activities	Participants design several differentiated and student centered activities in classrooms and ensure the whole class learning.
3	Guide teachers to use locally available materials and resources in classroom instruction	Teachers identify and create/collect locally available materials, and use them for making the classroom instruction more meaningful and interactive.
4	Support teachers to resolve classroom issues and problems	Teachers resolve the classroom issues and problems more effectively

Format of the Workshop

The workshop involved teachers in various activities so that they would gain experience to apply them in their classrooms. The workshop was started with an assembly in the morning at 9:45 AM and went up to 4:30 PM with reflection meeting (see Appendix: 2). The assemblies included the National Anthem, PT, Brain Gym and class songs. The participants were divided into three groups (Mathematics, Science and English) as per their need and subject background. This time LEARN decided to change its workshop modality, here the participants remained with the same subject group throughout the program. Facilitator Mr. Krishna Prasad Pokhrel led the Mathematics group, Mr. Gauri Shankar Pandey led the Science group and Ms. Pritha and Mr. Dwarika Nath Amgain led the English group.

Each subject group created their classroom rules, designed their job chart including a Reporter, Room Coordinator and an Entertainer. The workshop also included need assessment, group works, sharing, presentations, games and fun activities in regular basis. Each day, the reporters reported the activities and experiences of the previous day, Class Coordinators collected the feedback and suggestions forms from their class groups. At the end of the day the trainers, RPs, Classroom Coordinators and the LEARN team met for a Review Meeting, and shared their experiences and provided feedbacks, that helped to understand the different prospective and review the program instantly.

The workshop covered National Anthem, Brain Gym, PT and Class Songs during the assemblies in order to comply with the government policy, and those activities are important to develop physically and emotionally healthy students. Teachers should lead and guide students to perform those activities in their schools. LEARN provided the electronic files of the songs and Brain Gym to the participants so that they could learn and guide students in their schools.

Before starting the workshop LEARN members and all the resource persons decided to include some activities related to child psychology and learning styles in all the three groups to help the participants understand the children and deal with their behavioral and academic issues effectively.

Mathematics Workshop

There were 21 participants from 14 Schools in Mathematics group. The participants included ECD to Secondary level teachers. Facilitator took the need assessment on the first session and started working with the participants on the issues as shown below in table: 1.

Table 1: Content Covered in Mathematics Refresher Workshop

S.N.	Content
1	Pre discussion: children at home, school child and adult
2	Learning styles
3	Pre learning concept of numbers
4	Place value 1-100
5	Base system
6	Teaching addition
7	Teaching subtraction
8	Teaching multiplication
9	Teaching division
10	Fraction
11	Decimal
12	Percentage
13	Symmetry
14	Tessellation
15	Solid construction

On the first day, the group discussed and compared the kids' life before and after joining the school. Participants found that the school environment was very different than that of their homes. Teachers were made to realize and rethink about their rigid, unfriendly, and fearful school environment so that the little kids could enjoy schools right from the beginning.

Facilitator discussed another important component necessary for effective learning that was activating all the sense organs and identifying the learning style of the students based on their interest and intelligent.

Teaching Mathematics was considered one of the challenging jobs for teachers. However, facilitator started his interaction from the very basic level so that all the participants were found to be enjoying the sessions. He addressed the ECD teachers by introducing 'pre-writing' activities that included writing the following shapes before starting A. B, ..., 1, 2,:



Another important aspect of Mathematics workshop was using real and locally available materials such as bamboo sticks, stones, beans, etc. for teaching number counting, place values, addition with carrying, subtraction with burrowing, multiplication, division, base-2 and base-5 numbers, and fractions. The participants cut potatoes in to fractions and tried to relate

them to the problems. For example, they practically created different fractions and compared them. They even observed addition, subtraction, multiplication and division of fractions practically during the workshop. The workshop even covered decimal, percentage, lines, angles, algebra, geometric shapes, and bearing and scale drawing, Participants got opportunities to work in groups and solve problems using materials too. Participants made various types of lines and shapes on ground through games.

Each participant created a fraction kit and used it to calculate fractions experimentally. They used a printed 100-board to relate fraction, decimal and percentage. Participants observed the symmetries and tessellations in nature and real life, and they created several solid shapes by folding papers. Such activities made them realize the importance of mathematics in real life. One of the reporters from Mathematics group stated that, “For sustainable and effective learning teachers should use the real objects and involve students to solve the real life problems.”

The refresher workshop was more focused on creating experiential and cooperative learning activities for students and developing mathematical concepts. It also addressed many classroom issues and problems related to



mathematics. Many times, facilitator was able to dig out more problems and confusions in participants and addressed them. Hence, many of the participants were very thankful of LEARN and almost all the reports and feedbacks expected to extent the workshop minimum up to ten days.

Science Workshop

There were 12 participants from 14 Schools in Science group. The participants included Primary to Secondary level teachers. Senior government official and trainer facilitated the group. He took the need assessment on the first session and started working with the participants on the issues as shown below in table: 2.

Table 2: Content Covered in Mathematics Refresher Workshop

S.N.	Content
1	Child psychology
2	Multiple intelligence
3	Plant observation
4	Identification of plants
5	Light travel in straight line
6	Concept of solid, liquid and gas
7	Demonstration of rainbow
8	Electromagnet
9	Living things
10	Classification of plants
11	Preparation of cell models
12	Solar system and earth
13	Eclipse
14	Umbra and penumbra
15	Earthquake

Science workshop too covered the activities on child psychology and learning styles, and teachers' role to appreciate the individual differences amongst the students and develop more child-friendly classrooms. Meanwhile facilitator discussed on one of the popular educational saying:

Learning to Know

Learning to Do

Learning to Be, and

Learning to Live Together

The highly appreciable part of the science workshop was - participants were made to observe the nature, collect specimen, and discuss in groups. Another important focus of the workshop was involving participants in developing models and experiments. Science workshop made them realize to explore science in their surrounding and involve students learn through observations, explorations and experimentations.

Facilitator involved the participants in designing models to observe light travel in straight line, rainbow of lights, cell models, ellipse, etc. It was observed that many times the participants were found working during the breaks too, as one of the reporters expressed his experience, “all the participants and the facilitator were very active and busy throughout the day”.



English Workshop

There were 26 participants from 14 Schools in English group. The participants include ECD to Secondary level teachers. Facilitators took the need assessment on the first session and started working with the participants on the issues as shown below in table: 3.

Table 3: Content Covered in Mathematics Refresher Workshop

S.N.	Content
1	Pre discussion: children at home vs school
2	Comparing children and teachers
3	Children in different age group
4	Learning styles
5	Rhymes and sounds
6	Vocabulary
7	Preposition
8	Word description
9	Vocabulary Games
10	Describe a dream village
11	Language in classroom
12	Conversation language
13	Articles
14	Pre-writing
15	Creative writing
16	Dealing with classroom problems and issues

English workshop began with need assessment from the participants. First three sessions were used to discuss on child psychology, learning styles, and making the classrooms child friendly and child centered.

Except for few of the participants teaching in secondary and higher secondary levels others were very weak in language skills. Most of the participants were the English teachers, but most of them could not express themselves in English. Hence, the facilitators convinced the participants to speak in English during the workshop. They even mentioned this in their classroom rules.

Considering the language level of the participants, the workshop focused on building vocabulary, pronunciation, and conversation. There were several other areas discussed in the workshop such as articles, prepositions, and rhymes. The participants were made to explore the practical examples and express them in action. For example, the participants first listed out the prepositions in group, then they shared their list with rest of the others in the class, then they were asked to create situation and share in the class practically. In one case, a participant took off his hat, throw it over another friend of his group and said, "I threw my hat *over* his head." Each participant shared such examples in class, and they even assured that they are going to use that strategy in their classrooms.

Participants learnt rhymes and chants almost every day. Resource person Ms. Dahal made the participants to explore the rhyming words, and simultaneously build up vocabulary and focused on pronunciation too.

English conversation and classroom language were the main concerns of the last two days of the workshop. Participants drew their 'Dream Village' and each of them described their dream village. Several other tools and activities were used in the workshop to develop comprehension skills amongst the participants. Expression of conversation for asking for clarification/details, responding to someone, using conversation fillers, expressions for pair/group works, using polite language, and general classroom language were practiced in the workshop. A volunteer from USA helped in some of those conversations on the last day of the workshop.

Pre-writing activities and creative writing activities also introduces in the workshop. At the end all the participants wrote poems and shared them in class.



Teachers practiced all the four basic language skills: reading, writing, listening and speaking during the workshop. Many of them tried to interact in English during the breaks even outside the training hall.

Origami and Art Workshop

Origami is an art of paper folding. Wonderful flowers, designs and many mathematical shapes can be created through origami. Origami expert Mr. Bharat Pun, RP of DEO, Myagdi contributed three days (30 minutes every day) with each of the three groups. That provided a break for the other resource persons, more than that the participants had their quality time creating, beautiful flowers, leaves, fruits etc.



Agricultural Economy an Awareness Program

Students' achievement is very low in most of the community schools in comparison to that of the private schools in the district. Parents are gradually shifting to the cities for educating their kids in private schools and they are spending huge amount of money for school fees, house rent and food in cities. LEARN is determined to improve academic standard of the community schools and at the same time support parents to adopt modern technology and chose economically potential farming in their community. If the community schools transform and parents find opportunity of economic growth in villages, they can live a happy life in their own homes.

Ghara is a hilly region with many tourism and agricultural prospects for economic growth. Since most of the parents in Ghara are illiterate, teachers' role in leading the community is vital. Hence, LEARN took this opportunity to empower teachers and make them aware of possibilities of sustainable agricultural activities that can improve the village life.

Dr. Umed Pun, chair of the Board of Directors took a session on the second day of the workshop for about three hours. He shared the present scenario of import and export of

agricultural products, feasibility of high value agricultural products of Ghara, government policy and facilities, and teachers' role to lead the community and support as required.

His presentation and interaction with the participants were highly motivating for all present in the workshop. Since Dr. Pun is an expert from the same area and he is working very closely with Agriculture Ministry of Nepal, the participants had many



quarries and concerns in the related areas. The interaction was a great beginning to inspire teachers to develop entrepreneurship in them and make them feel responsible in leading their community.

Evaluation of the Workshop

Two RPs and two LEARN members were present throughout the workshop. They were keenly observing the daily activities and at the same time supporting the participants and facilitators. Every day, after the workshop reflection meetings were conducted. In those meetings classroom coordinators from each subject group, RPs, facilitators, LEARN members and head teacher of the host school shared their experiences and observations. In overall all of them appreciated the program. Group feedbacks presented by room coordinators is compiled in Appendix 6 that included their appreciations and suggestions. The table shows that the participants highly appreciated the effectiveness and management of the workshop. Many of them found the workshop very useful since they learnt new ideas such as MI, child psychology, easy ways to teach, using real objects and relating to the real life situation, and forming classroom rules to manage the classroom effectively. The participants also provided some suggestions through their feedback forms. The participants suggested extending the duration of the workshop so that they could learn more and practicing more. They also expected more time with origami and increase entertainment time in some cases. Some groups even suggested managing better

snacks in terms of quality and quantity, and there were some suggestions to cover particular contents and introduce more activities in the session.

All the participants also filled up 'course evaluation form' of the refresher training. Fifty five participants filled up the forms that are compiled in Appendices 3, 4, and 5. Almost all the participants appreciated the activities in the workshop and rated the contents "very good" and "excellent".

In LEARN's observation the participants were engaged in all the five days. They were so excited and focused on their activities; someone had to intervene even for games and snacks at times. Almost all the participants were very happy to be a part of the program and they were committed to bring change in their classroom. However, they still felt they had lot more to learn. English teachers definitely have to work hard to improve their language skills. Math and Science teachers expected to learn even more experiential and cooperative learning activities so that they could apply in class.

Challenges and Recommendations

Looking at the past and current experience, the following challenges observed for future training delivery:

1. Private schools are the main challenges for the community schools in Ghara for two main reasons, one is due to their better academic performance and another is English as the medium of instruction. So those community schools have to improve their academic standard and gradually they too should go for English as medium of instruction.
2. To what extent the teachers will be able to change their approach in classrooms is still a question unless the school administration is committed. LEARN have to work closely with the school administration and DEO for effective implementation of the training.
3. One of the strengths of the workshop was inspiring the participants to use no-cost and low-cost materials, but at the same time teachers could have given skills and ideas to technology in instruction.
4. Ultimately the parents value the academic performance of the students in secondary level. Hence LEARN have to plan training for secondary level teachers too.
5. The need assessments could have been taken earlier so that the resource persons will get time to prepare the training package and materials accordingly.

6. Participants provided their feedback through reports, daily group feedback forms and individual evaluation forms at the end of the workshop. Feedback from RPs, head teachers and the resource persons too can contribute for future programs.
7. Frequent supervision and support should be provided to the schools so that the teachers can resolve their problems instantly and motivate them to go ahead.

Appendices

Appendix 1: Participants

S.No.	Name of the School	Name of participants	Gender
1	Khibang LSS	Lila DhojKhadka	M
2		Indra Prasad Regmi	M
3		BinitaBaruwal	F
4		ParbatiBaruwal	F
5		LalitaPaija	F
6		SherBahadurKhadka	M
7		KarismaPurja	F
8		Kamal Prasad Subedi	M
9	Shikha HSS	SeteTilija Pun	M
10		KhemBahadurPaija	M
11		Chan MatiPurja	F
12		Gita Poudel (Gurung)	F
13		Hari Maya Serpuja	F
14		PurnimaPaija	F
15	Paudwar PS	Yam KumariSerpuja	F
16		Uma Devi Tilija	F
17		Devi Tilija	F
18	Pauddwar SS	Man BahadurPaija	M
19		Tara Roka Pun	F
20		KumariPaija	F
21		Gam Bahadur Roka	M
22		SarismaTilija	F
23		Devi Tilija	F
24		MuktaKumariTilija	F
25		Shyam Kali Tilija	F
26		Bina Devi Tilija	F
27	Pokhare PS	LokBahadurBaruwal	M
28		SunitaBaruwal(Giri)	F

29		Mira Baruwal(Khatri)	F
30		Lila Khatri	F
31		ManishaBaruwal	F
32	Laligurans PS	Gita Garbuja	F
33		Anita Pun	F
34	Muna ECD	BalKumariDarji	F
35	Sharada PS	Tika Devi Serchan	F
36	MuktiMarga HSS	Bhakta BahadurBaruwal	M
37		Mina Khadka	F
38		SaritaBaruwal	F
39		PunamKhadka	F
40		RachanaBaruwal	F
41		Manju Ale	F
42		MukundaRegmi	M
43		PrativaKattel	F
44		Santosh Adhikari	M
45		BhagawanBaruwal	M
46		Ram Krishna Khadka	M
47		HareramKhang	M
48	Kindu PS	RudraBahadurKhadka	M
49		SudarshanRantija	M
50		DurgaPurja	F
51		KhadgaBahadur Nepali	M
52	Shikhar PS	TekBahadurKhadka	M
53		Man BahadurTilija	M
54	Bhuwani PS	Shanta Maya Pariyar	F
55		Lila DhojKhadka	M
56		Dil Maya Baruwal	F
57	Mukti Path PS	SabitriBaruwal	F
58	Himalaya PS	IshaGarbuja	F
59	Mukti M.HSS	Thak Raj Baruwal	M

Appendix 2: Routine

Assembly	9:45 -10:15
Session I	10:15-11:45
Game	11:45-12:00
Session II	12:00-1:30
Snacks Break	1:30-2:15
Session III	2:15-3:45
Feedback	3:45-4:00
Reflection	
Meeting	4:00-4:30

Appendix 3: Mathematics Group Reflection

Scale: Excellent=5, Very Good=4, Good=3, Satisfactory=2 and Need to improve=1

S. N.	Content	Individual Rating																				Av g
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	Pre discussion: children at home, school child and adult	5	5	5	5	5	4	4	5		4	5	3	5	5	5	5	5	5	4	5	5
2	Learning styles	5	5	4	4	5	4	5	4		5	3	4	4	4	4	4	4	5	5	5	4
3	Pre learning concept of numbers	4	4	5	5	5	3	3	5		5	4	2	4	3	4	5	5	5	4	5	4
4	Place value 1-100	4	4	5	5	4	3	4	4		4	4	3	5	4	5	4	4	3	4	3	4
5	Base system	4	4	4	4	4	3	3	4		3	3	4	3	3	5	4	4	3	4	5	4
6	Teaching addition	4	4	4	4	4	3	3	4		3	3	3	4	4	4	4	5	3	4	4	4
7	Teaching subtraction	4	4	4	4	5	3	3	4		3	4	3	4	5	4	4	5	3	3	5	4
8	Teaching multiplication	5	5	3	3	4	3	4	4		3	4	3	3	3	5	4	3	3	5	4	4
9	Teaching division	4	5	3	3	3	3	3	4		3	3	3	4	5	4	4	3	3	4	3	4
10	Symmetry	5	5	4	5	3	3	3	4		3	4	3	4	3	5	5	4	3	4	5	4
11	Tessellation	5	4	5	4	4	3	3	5		3	4	3	4	3	5	4	4	4	5	4	4
12	Fraction	5	4	3	3	4	3	4	3		3	5	3	3	3	4	3	5	3	5	4	4
13	Decimal	4	4	3	3	4	3	3	3		3	4	4	3	5	3	3	4	4	4	3	4
14	Percentage	4	5	4	4	3	3	4	3		3	5	4	4	3	3	3	4	3	4	5	4
15	Solid construction	5	5	5	5	3	3	4	4		3	4	4	5	5	5	4	4	3	3	5	4
	Average	4	4	4	4	4	3	4	4	0	3	4	3	4	4	4	4	4	4	4	4	4

Common Activities		Individual Rating																				
16	Origami	4	4	4	4	4	3	4	4		4	3	4	5	4	4	5	4	4	3	5	4
17	Games	5	4	3	3	4	3	3	4		4	3	3	4	3	4	3	4	4	4	5	4
18	Agricultural Economy in Quality Education	5	5	4	4	5	5	5	4		5	4	4	4	4	3	5	5	5	5	5	5
	Average	5	4	4	4	4	3	4	4	0	4	4	3	4	4	4	4	4	4	4	4	4

Appendix 4: Science Group Reflection

Scale: Excellent=5, Very Good=4, Good=3, Satisfactory=2 and Need to improve=1

S.N.	Content	Individual Rating													Av g
		1	2	3	4	5	6	7	8	9	10	11	12		
1	Child psychology	4	4	3	4	5	3	5	4	4	4	5	5	4	
2	Multiple intelligence	5	5	4	4	5	4	5	5	5	3	4	5	5	
3	Plant observation	5	5	3	4	5	3	5	4	5	4	4	5	4	
4	Identification of plants	5	6	2	3	5	4	5	5	5	4	4	4	4	
5	Light travel in straight line	5	4	4	4	5	4	5	5	4	4	5	5	5	
6	Concept of solid, liquid and gas	4	4	4	3	5	3	5	5	5	5	5	4	4	
7	Demonstration of rainbow	4	5	4	3	5	4	5	5	5	5	4	4	4	
8	Electromagnet	5	4	4	4	5	4	5	4	4	5	4	5	4	
9	Living things	5	5	3	4	5	4	5	4	5	5	5	5	5	
10	Classification of plants	4	5	2	3	4	4	5	5	5	5	5	4	4	
11	Preparation of cell models	5	4	4	4	4	4	5	5	5	4	5	5	5	
12	Solar system and earth	4	4	4	4	4	4	5	4	5	4	5	4	4	
13	Eclipse	4	4	4	4	5	3	5	4	4	4	4	4	4	
14	Umbral and penumbral	5	5	3	3	4	3	5	5	4	5	4	3	4	
15	Earthquake	4	4	2	3	4	3	4	4	5	5	4	4	4	
	Average	5	5	4	4	5	4	5	5	5	5	5	5	4.3	

Common Activities		Individual Rating													Av g
		1	2	3	4	5	6	7	8	9	10	11	12		
16	Origami	3	5	4	4	4	4	5	5	4	5	5	4	4	
17	Games	4	5	3	3	3	3	5	4	5	5	5	5	4	
18	Agricultural Economy in Quality Education	1	5	4	4	5	5	5	5	5	5	5	4	4	
	Average	3	5	4	4	4	4	5	5	5	5	5	4	4.3	

Appendix 5: English Group Reflection

Scale: Excellent=5, Very Good=4, Good=3, Satisfactory=2 and Need to improve=1

S.N.	Content	Individual Rating																							Avg
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
1	Pre discussion: children at home vs school	4	5	4	3	4	4	4	4	4	4	4	4	4	5	4	4	5	4	5	5	3	4	5	4
2	Comparing children and teachers	4	5	3	5	4	4	4	4	3	4	4	4	4	5	4	3	5	3	4	5	3	4	4	4
3	Children in different age group	4	4	2	4	3	4	5	4	2	4	4	3	4	4	4	4	5	3	3	3	2	4	5	4
4	Learning styles	4	5	5	3	5	4	5	4	2	4	3	4	4	5	4	5	5	4	5	4	3	3	5	4
5	Rhymes and sounds	4	4	3	5	4	5	4	4	5	4	5	3	5	5	5	5	4	3	5	3	3	3	5	4
6	Vocabulary	4	4	3	5	4	5	4	4	3	5	5	2	4	4	5	4	4	3	4	2	2	5	4	4
7	Preposition	4	4	4	5	5	4	4	4	2	3	4	2	4	4	5	4	4	4	2	5	2	4	5	4
8	Word description	4	5	4	5	3	5	5	5	3	3	4	3	3	4	4	3	4	4	3	3	3	5	5	4
9	Vocabulary Games	4	5	5	4	2	5	4	4	3	4	4	3	3	5	4	5	5	4	4	2	2	5	5	4
10	Describe a dream village	4	5	4	4	4	5	5	5	3	3	4	3	4	5	5	5	4	4	4	5	4	4	5	4
11	Language in classroom	4	5	2	4	5	4	4	5	3	3	4	4	4	4	4	5	4	3	3	3	4	5	5	4
12	Conversation language	4	4	4	4	4	4	5	5	5	2	4	4	4	4	4	3	4	3	2	4	4	5	5	4
13	Articles	3	4	4	4	4	5	4	5	4	3	4	3	4	5	3	4	4	4	3	4	3	5	4	4
14	Creative writing	3	4	4	4	4	5	4	4	5	3	5	3	4	4	4	5	4	4	4	5	3	4	4	4
15	Class observation	4	5	4	4	4	5	5	5	4	4	3	4	4	4	5	4	4	4	5	4	3	4	5	4
16	Dealing with classroom problems and issues	4	4	3	4	3	5	4	4	4	4	3	3	4	4	4	5	4	4	5	4	3	5	4	4
	Average	4	5	4	4	4	5	4	4	3	4	4	3	4	4	4	4	4	4	4	4	3	4	5	4

Common Activities		Individual Rating																							
17	Origami	4	4	3	4	4	5	4	5	4	4	4	3	5	4	5	5	5	3	5	5	4	4	4	4
18	Games	4	4	5	4	4	5	4	5	4	4	3	4	5	4	5	5	4	4	4	5	4	4	4	4
19	Agricultural Economy in Quality Education	4	4	4	5	4	5	4	4	5	4	4	5	5	5	5	5	4	5	5	5	4	4	5	5
	Average	4	4	4	4	4	5	4	5	4	4	4	4	5	4	5	5	4	4	5	5	4	4	4	4

Appendix 6: Daily Group Feedback

Appreciations		Group Responds																											
S.N.	Coments	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	Total
1	Training was very effective	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27
2	Well manages		1	1		1	1	1	1	1			1		1	1		1		1		1					1	1	16
3	New ideas such as MI, child psychology, ...							1		1		1		1	1		1		1	1	1	1	1	1	1	1		1	14
4	Learnt easy ways to teach students	1							1	1	1		1												1				6
5	Learnt to using the real objects in teaching							1				1	1		1	1		1											6
6	Observation skills											1	1	1	1														4
7	Rule formation was great																							1	1	1			3
Suggestions		Group Responds																											
S.N.	Coments	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	Total
1	Extend the number of days of	1	1	1	1			1				1		1		1													8
2	Increase time for Orogami training			1									1	1	1	1			1	1									7
3	Increase intertainment time											1	1		1	1			1							1	1		7
4	Improve quality of tiffin	1			1																								2
5	Needed more practice on Pronunciation and practice																							1	1			2	
6	Increase amount of tiffin	1																											1
7	Increase educational materials in tra	1																											1
8	Increase time for teaching grammer			1																									1
9	Add games approach														1														1
10	Focus on time management																						1						1
11	Provide 'model class' for ECD on writing																								1				1
12	Willing to learn more math games																											1	1