

TEACHER TRAINING AND SUPPORT PROGRAM
Fiscal Year 2072-073 (2015-16)

for

Child Centered Teaching and Learning

CONDUCTED BY



IN COOPERATION WITH

District Education Office, Myagdi

SUPPORTED BY

Nepali Village Initiative Association Inc.
Australia

Table of Contents

Acronyms	3
Executive Summary	4
Background	5
1. Basic Level Training Phase II: Rima	7
Project Objectives and Expected outcomes	7
2. Refresher Training: Rima	8
Objectives and Outcomes of the Workshop.....	8
3. Refresher Training: Ghara	9
Objectives of the Workshop.....	10
4. Key Teachers and Leadership Training	11
Objectives and Outcomes of the Workshop.....	11
5. Baseline Survey: Tatopani	14
6. Materials Support Program	16
7. Schools Support and Evaluation Program	16
Objectives and Outcomes of the Program	17
Interaction with Teachers and Head Teachers	17
Interaction with Students	18
Interaction with SMC Members and Parents	18
Teacher Ratings of Training Received	19
Trends in School Enrolments	21
Trends in Students Learning Achievements	23
Recommendations	31
Appendices	33
Appendix 1: Daily Group Feedback – Appreciations	33
Appendix 2: Daily Group Feedback – Suggestions	34
Appendix 3: Mathematics Group Reflection: Ghara	34

Appendix 4: Science Group Reflection: Ghara	36
Appendix5: English Group Reflection: Ghara	37
Appendix 6: Daily Group Feedback: Ghara	38
Appendix 10: Participants' Feedback on Leadership Training Sessions:	39
Appendix 11: Teachers Data Accumulated Sheet: Tatopani.....	41
Appendix 12: Students Enrollment 2073 (2016) : Tatopani.....	43
Appendix 13: Material distributed to Rima RC schools	45
Appendix 14: Material Distributed to Ghara RC Schools	48
Appendix 15: Opinion and views of the Head Teachers	51
Appendix 16: Opinion and views of the Teachers.....	52
Appendix 17: Opinion and views of the Students.....	53
Appendix 18: Opinion and Views of the SMC Members	54
Appendix 19: Opinion and Views of the Parents.....	55
Contacts	56

Acronyms

CAS: Continuous Assessment System

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

RC: Resource Centre (Dept. of Education local administrative centre)

RP: Resource Person (employed by DEO, e.g. at Resource Centre)

SMC: School Management Committee

SS: Secondary School

VDC: Village Development Committee

Executive Summary

This report outlines the activities and outcomes of the Training and support programs conducted by LEARN for the teachers, head teachers, SMC/PTA, and RPs from the project areas of Myagdi District of Nepal. The programs were focused on child centered teaching learning approaches and school transformation. LEARN received financial support from Nepali Village Initiatives Association (NVIA), Australia, and performed those programs in coordination with District Education Office (DEO), Maygdi. There were six major programs accomplished in the fiscal year 2072-2073 BS (2015-2016 AD).

Basic Level Training Second Module was held in Nangi of Ramche VDC, Myagdi for Adarsh Secondary School Resource Center from 29th Oct to 7th Nov 2015. The workshop was attended by 63 primary, lower secondary and secondary level teachers. That training focused on the subject wise demand based contents which were delivered by well experienced trainers.

Refresher training for teachers was conducted for 6 days from 20 April, 2016 to 25 April, 2016 AD for the resource centre at Himanchal Higher Secondary School, Nangi. There were 70 participants from 10 schools two VDCs, Histan Mandali and Ramche. Another refresher program was conducted from 27 April 2016 to 1 May, 2016 AD at the resource centre, Mukti Marga Higher Secondary School, Ghara. There were 59 participants from 14 schools from Shikha and Ghara VDCs. Those refresher trainings focused on the need based areas, which included making the schools/classrooms child friendly, effective classroom management, effective teaching-learning, and subject based instructional strategies.

Training for the key teachers and instructional leaders was conducted for 5 days from 27 June, 2016 to 2 July, 2016 AD in Kathmandu. There were 11 participants from 14 schools including two RPs from the project areas. That program included effective teaching and learning approaches, classroom management, evaluation, Key teachers' and head teachers' role in transforming schools, education policy of Nepal, leadership role, and effective communication of teachers and the head teachers.

Considering the request and interest of the head teachers, teachers, and other stakeholders of the schools from Tatopani, LEARN conducted a baseline survey in 14 schools of Shree Sarwodaya Higher Secondary School Resource Center, Bhurung Tatopani, Myagdi.

Background

LEARN is an NGO, working in the field of education with a slogan “Lifting Education, Advancing Rural Nepal”. Teacher training and refresher programs with the motto "Quality teaching for quality education" are the focus of the program. In its initial phase, LEARN has been working with 24 schools from four VDCs (Ghara, Shikha, Histan and Ramche) of Myagdi District in the areas of teacher development and support. Besides teacher training LEARN has also focused on community awareness programs, training for School Management Committee (SMC) and Parents Teachers Association (PTA), and instructional and materials support program in the schools of the project area.

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 Myagdi also 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 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. In order 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 and innovation, assessment/evaluation of learning, and creating child friendly atmosphere in the school in order to provide teachers knowledge and skills for developing capable students.

As follow ups for the training effectiveness, LEARN provides in-school support programs. 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 has used the best resource persons available and accomplished the programs at high standard. Meanwhile LEARN received cooperation and support from DEO, Myagdi as well as RPs from the resource centres.

In the fiscal year 2072-2073 BS (2015-16 AD) LEARN conducted 7 major programs. They were a ten-days basic level training, two refresher trainings, a leadership training for key teachers and school leaders, one baseline survey, and a school support program.

1. Basic Level Training Phase II: Rima

The second phase ten days workshop was attended by 63 teachers. The workshop was conducted by LEARN training team assisted by a key teacher from 2015/10/29 to 2015/11/07 at Rima resource center.

The Resource Person (RP) from District Education Office and the head teachers from the host schools were very supportive. The workshop focused on English, Nepali, Math, Science and Social studies. The collected needs were mostly covered in the training. The objectives and the outcomes of the program were as follows:

Project Objectives and Expected outcomes

S.N.	Objectives	Expected Outcomes
1.	Improve quality in education through child friendly teacher training and supplied teaching materials	Improved teaching in the classroom where children learn actively
2.	Enhance teaching methodology linking technology and learning theories with current need and practices	Teachers teach more effectively and confidently with familiarity of current methods and technology.
3.	Encourage teacher to develop and use teaching learning materials	Teachers visualize learning with aided classroom teaching
4.	Improvise teacher training with regular follow ups and supports from trainers and locally appointed key persons.	Key teachers support other teachers and visit the schools in their clusters
5.	Provide school supply materials	Teacher and student use provided materials



The workshop emphasized using teaching materials in classrooms, introduced new teaching strategies and games for students, discussed strategies to make students responsible, shared ideas to create child-friendly schools, and provided inklings of teambuilding strategies for improved cooperation among staff, school and community.

2. Refresher Training: Rima

The program was conducted for 6 days from 20 April, 2016 to 25 April, 2016 AD for the resource centre, at Himanchal Higher Secondary School, Nangi. There were 70 participants from 10 schools of two VDCs, Histan Mandali and Ramche.

The refresher training at Nangi included Physical Training (PT), Brain Jim, class songs, group games, group works, observations, creations, presentations, connections, reporting, and reflections during the sessions. Participants were divided in to two groups. One group received only computer training for six days, and another group was further divided in to three groups, they in rotation participated in English, Mathematics and Science workshops. The objectives and outcomes of the workshop were as follows:

Objectives and Outcomes 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



All of the participants appreciated the program. Group feedback (Appendices 1 and 2) shows that the participants considered the workshop was very effective and well managed. Many of them found the workshop was very useful since they learnt new ideas such as identifying students' learning styles, child psychology, easy ways to teach, involving students in interactive and experiential activities, 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. Most of the participants suggested increasing the duration of the workshop time could provide them enough time to practice and discuss on more issues.

3. Refresher Training: Ghara

The program was conducted for 5 days from 27 April 2016 to 1 May, 2016 AD at the resource centre, Mukti Marga 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 in to 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 objectives and outcomes of the workshop were as follows:

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



All of the participants appreciated the program. Almost all the participants appreciated the activities in the workshop and rated the contents “very good” and “excellent” (Appendices 3, 4, and 5). Group feedback (Appendix 6) also showed 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 too.

In LEARN's observation the participants were engaged in all the five days. Almost all the participants were very happy to be a part of the program and they were committed to bringing 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. Maths and Science teachers expected to learn even more experiential and cooperative learning activities so that they could apply in class.

4. Key Teachers and Leadership Training

The program was conducted for 5 days from 27 June, 2016 to 2 July, 2016 AD at the New Kali Gandaki Hotel, Kathmandu. There were 11 participants from three resource centers of the project area.

The main purpose of the workshop was to develop leadership skills in participants and inspire them to initiate changes in their schools. Hence the topics for the workshop were role of the key teachers, visioning and goal setting, transforming school culture, instructional leadership, learning styles, Bloom's taxonomy, public relation and communication, motivation, student evaluation, classroom management, Government policy, and agricultural economy. Besides discussions on those topics, participants visited two popular schools in the valley.

Objectives and Outcomes of the Workshop

S.N.	Objectives	Outcomes
1	To develop leadership skills To develop sense of responsibility To conduct meetings effectively	Make students responsible in their learning and behavior management Conduct effective group works in classes Conduct meetings effectively in schools

2	To strengthen KT's' capacity to collect information, support teachers, and report the progress	Improvement in classroom instruction with KT's' support Information collection and reporting from the site
3	To set personal goals To set professional goals To develop action plan	Teachers will have their personal and professional goals Teachers will guide students to set goals and work for better performance Teachers will have action plan to achieve the set goals
4	To interpret school culture with respect to Team work, Friendship, Ownership, Respect and Dignity, and Responsibility and Accountability To identify school culture	Take initiatives to shape their school culture Improved teachers' work effectiveness and students' learning gain
5	To adopt the best practices of instructional Leadership	Better instructional practices improve the working climate for teachers and makes a better place to learn for students in schools
6	To identify the learning styles of students To identify the learning needs of the students Plan the curriculum for a year/term/day	Teachers identify students' learning styles and design activities accordingly Teachers have curricular plans including MI and BT.
7	To improve communication skills To enhance parents/community participation in school	Frequent interaction with parents and community Improved community participation in schools
8	To identify strategies for school transformation	Participants inspire/influence other stakeholders and bring positive changes in their schools

	To inspire participants to become change agents for their schools	
9	To develop contextual knowledge on sustainable economic growth To develop leadership skills to support community for economic activities	Teachers make the community aware of various economic activities Economic activities increase in the community Improved student retention in schools
10	To use cooperative learning approach in class	Improved classroom instruction and students learning gain
11	To strengthen the monitoring and evaluation skills of teachers To use CAS effectively	Effective monitoring and evaluation occur in schools Teachers will have consistency and reliability in evaluation
12	To manage classroom effectively To define code of conduct To handle the discipline issues positively	Teachers handle the classroom issues/disciplinary problems effectively and positively in a logical way Decrease “down time” in the class and increase time for teaching-learning activities
13	To update Government policy in school education	Implement government policy and procedure in schools
14	To observe the best practices in schools	Gain additional ideas and knowledge from successful school. Apply the best practices in schools



During the training period, the participants got the opportunity to interact with five of the resource persons who had long and successful experience in leadership roles. They discussed the topics in reference to their experiences and success stories. The participants were excited to learn the ideas from their best practices. Two facilitators were working under the Ministry of Education so that they could share the best on educational policy and evaluation. An assistant professor from Kathmandu University shared the best practices of instructional leadership, and Dr. Pun from LEARN shared opportunities and teachers' roles in leading the community for sustainable growth through agricultural economy.

The participants evaluated the program very positively (see Appendix 10). However, quite a few participants felt the allotted time for the training was a little short. In overall the participants enjoyed the school visits, interaction with the principals, friendly and open discussions with the trainers, and friendly and homely atmosphere at the training venue. They appreciated facilitators for their new ideas and approaches.

They also noted to apply positive relationships with the stakeholders, good relationships with students, choosing right teaching methods, leadership roles and skills, classroom management strategies, effective teaching strategies, and the good practices in the schools visited and that were shared by principals in their work places.

5. Baseline Survey: Tatopani

Teachers and head teachers from Tatopani Resource Center and officials from DEO, Myagdi appreciated LEARN's initiatives to transform schools in Rima and Ghara Resource Centers. They have been requesting LEARN for similar support, as a result LEARN decided to include Tatopani under its project area for fiscal year 2074-2075 BS (2016-2017 AD). Hence a Baseline Survey was undertaken so the programs could be planned accordingly.

The survey site is located to the Northern belt of Myagdi district. It covers four village development committees- Doba VDC, Bhurung Tatopani VDC, Narchyang VDC and Dana VDC with altogether 14 schools. Among those schools there were 2 Higher Secondary Schools, 2 Secondary Schools, 1 Lower Secondary School, and 9 Primary Schools. There were 1159 students and 119 teachers. Among the teachers 62 were female and 57 were male, and only 88 of them were trained. The objectives of the survey were:

- To find teachers and students current data
- To find teaching learning environment in the targeted schools

- To interact with the teachers and collect the needs
- To find the physical condition and facilities of the schools

The survey was made by using data collection forms, school and classroom observation, and face to face interaction with teachers and head teachers.



After visiting each school in the target resource center, teachers were interested to involve, learn and share ideas with the peer group of teachers. They were worried about the decreasing number of students. Very few learning materials were seen and displayed in the class room. Most of the teachers were based on a single text book rather than curriculum and other reference books, materials and methods. Furniture and school environments were not child friendly. The detailed information of students and teachers are shown in Appendices 11 and 12.

The survey also identified the following needs that should be considered while designing the training.

- Teaching learning material preparation
- Class room management
- Teaching skills using art/drawing/ music/games/audio visual materials
- Learning style of students
- Case studies (action research)
- Ways of maintaining the knowledge label in learning groups in grade
- Behavior management and child psychology
- Improvement in English Education
- CAS implementation
- Subject specific training for teachers

At the same time, LEARN realized the following challenges in running the program at Tatopani RC:

- Trainings to be organized during the holiday time of teachers
- Expensive accommodation for the teachers and others involved
- Supply of expensive electronic materials for schools
- Remote and difficult landscape for travelling

6. Materials Support Program

LEARN provides instructional, teaching learning and office materials to all the schools in the project area. The main objective of supporting schools with resources is to make the schools more resourceful in order to engage students with fun activities and reform the classroom practices by promoting experiential and interactive activities. The resources and materials included IT equipment, games equipment, musical instruments, stationery, and practical teaching materials. LEARN also confirms the proper use of those materials before the next supply.

Schools need instructional resources for effective classroom instruction. With this belief, LEARN had a Materials Support Program for schools in its project area. Teachers had learnt many students centered activities during the training programs, so they were expected to continue those approaches in their schools. Hence LEARN had provided sets of materials (see Appendices 13 and 14) considering the need of the schools.

7. Schools Support and Evaluation Program

LEARN with its team visited 24 schools, the schools under Adarsha Secondary Resource Centre and Mukti Marga Higher Secondary School Resource Centre of Myagdi district in co-ordination with the Resource Persons and Head Teachers of respective resource centres. The team interacted with and received feedback and information from 22 head teachers, 58 teachers, 85 students, 47 SMC members and 54 parents.

The objectives of the programs were to observe the reflection of the training programs and a thorough review of program impact in the schools of the project area. The main objectives and outcomes of the program are as follows:

Objectives and Outcomes of the Program

Objectives	Expected Outcomes
Data collection (Students number, learning achievement)	Actual data of the students collected to analyze student retention and learning improvement
Need Collection	Trainers identify the needs of teachers to address in the next training.
Collection of feedback from SMC/Parents/HT/Students/Teachers	Better understanding from all stakeholders, know program effectiveness
Technical support for classroom management and material preparation	Instant support to address the problem incurred in the class room management and material preparation

Review and assessment of the program is one of the main purposes of this program. In order to assess the effectiveness of LEARN's programs in the project area, we interacted with SMC members, head teachers, teachers, parents and students and received information through interviews, questionnaires, and informal interactions and observations. All together 267 stakeholders who are the direct beneficiaries from the LEARN project shared their feedback face to face. Students' retentions and enrolment, students' performance, and the feedback were collected for further analysis and assessment of the programs. We received positive feedback from all of them with some suggestions.

Interaction with Teachers and Head Teachers

The head teachers from all the 24 schools were called for a meeting to discuss how the training skills were implemented and if any problems were faced in the class room teaching and learning. LEARN had developed a set of questionnaires to reflect their views and feeling on the LEARN's programmes. 22 head teachers and 59 teachers from 24 schools gave their views about the program (see Appendix 15).

All the head teachers shared that the training provided by LEARN is helpful but, there were some concerns regarding applying the training in classrooms. The head teachers had observed better students' attendance and responses in classes. Although in some schools

student retention had not improved, the head teachers accepted that LEARN's programs had significant positive impact in teaching and learning. See Appendix 16 for detailed information.

Similar as the head teachers, all the participating teachers also appreciated the LEARN's program, and 41 among 59 participants claimed that they had been applying what they had learnt during the training. Almost all the teachers seemed worried about the retention of the students. However, they were happy that most of the students have shown more enthusiasm and progress in their academic performance than before.

Interaction with Students

85 students provided their feedback through questionnaire forms and interviews. Their reflections and experiences are listed in Appendix 17.

40% of the participants knew that LEARN provided training to their teachers. 88% of them experienced the teachers having changed their teaching strategies and started making the classes more interesting. Most of them also shared that they have improved their achievement, and improved their attendance in the recent years. Most of the participating students appreciated that the teachers' have started using materials and made the classes more interactive.

Interaction with SMC Members and Parents

47 SMC members were interviewed from 24 schools (See Appendix 18 for detailed information). The majority of the SMC members were not new in their role, but almost 55% of them received no orientation regarding the role of SMC in schools. However, many of them (72%) shared that they were familiar with their role in SMC and 83% of the participants expressed that they contributed to overall well-being of the school. 77% of the participants knew about the LEARN's programs, and 64% of them also appreciated the orientation program for the SMC members.

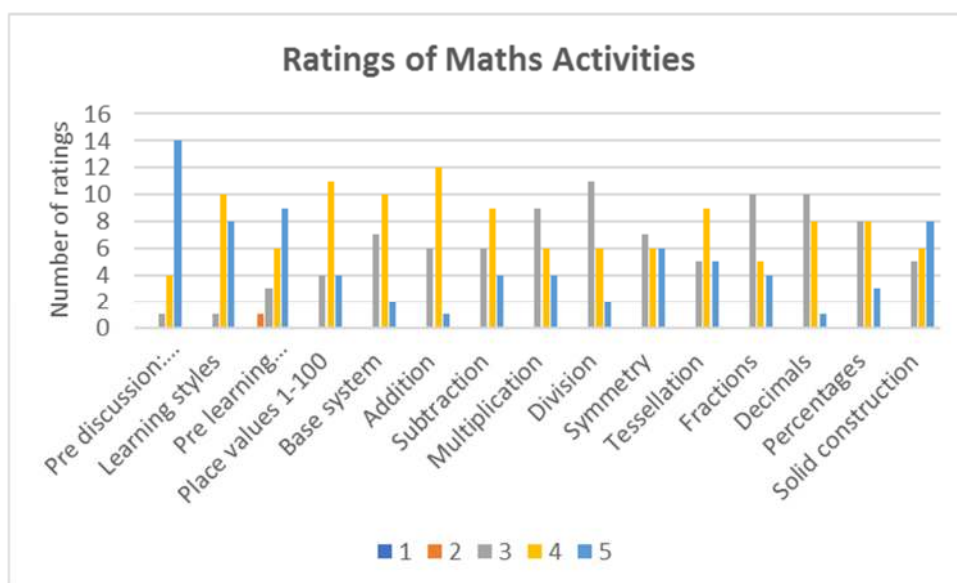
54 parents participated in the interaction (see Appendix 19). More than 81% of the parents appreciated their children's academic performance and behaviour in the recent years. 71 % of them were aware of the LEARN's training and support programs. In the recent years, the parents found that their children show interest to go to school and they also wish to keep their kids in the same schools if quality of teaching is improved.

Teacher Ratings of Training Received

Teachers react very positively to the LEARN training, describing it as far better than any other training they have received.

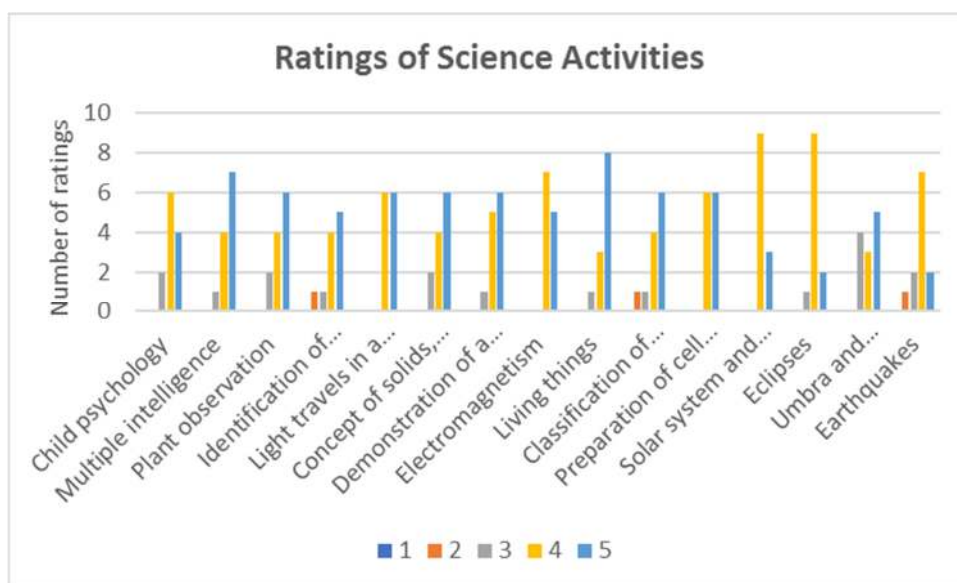
The graphs below show their assessments of the training given across a range of topics relating to Maths, Science and English, as well as a few common activities. Participants rated the program on the following Scale:

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

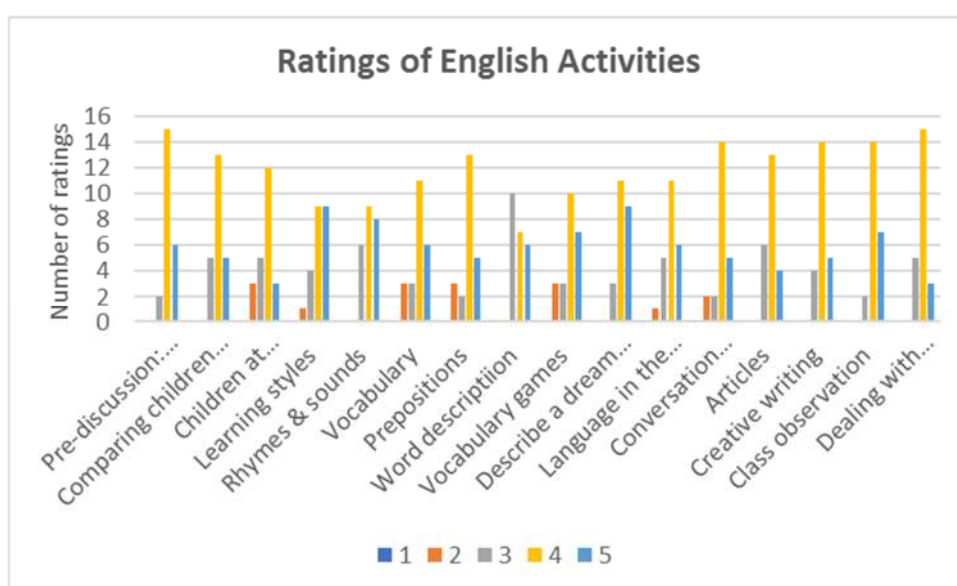


“Pre discussion about children at home, school children and adults” received the highest rating of activities, with 74% rating it as Excellent and 21% as Good. Other highly rated activities were “Learning styles”, “Pre learning concept of numbers” and “Solid construction”. Not so good in this group (though still averaging 3.6!) were “Multiplication”, “Division”, “Fractions” and “Decimals”.

Science activities received the highest overall ratings, the top ones being “Multiple intelligence” and “Living things”:

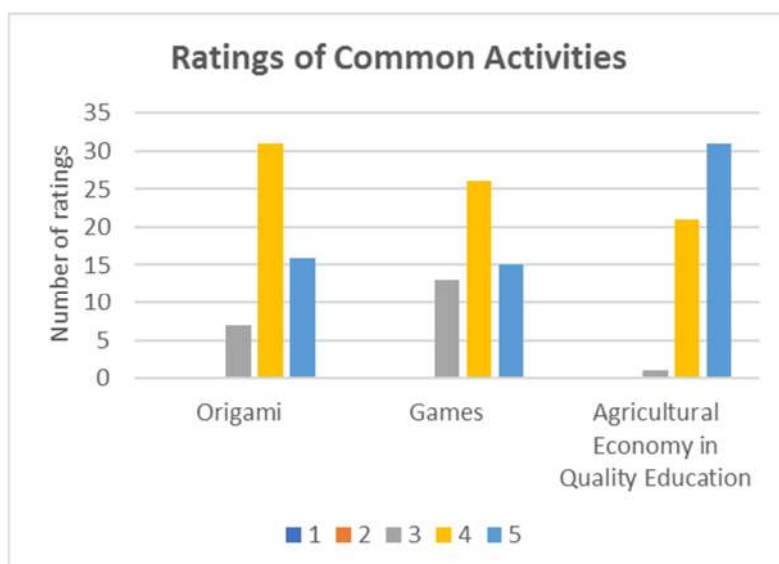


Poorest rating (yet averaging 4.0) were “Child psychology”, “Eclipses”, “Umbra and penumbra” and “Earthquakes”.

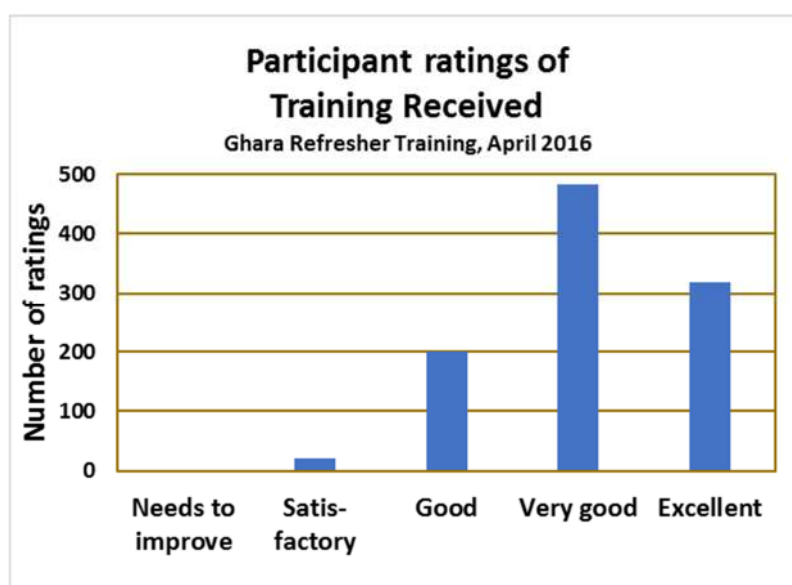


Yellow columns (rating = 4) predominate in this graph, exactly matching the overall average rating. “Pre-discussion: children at home vs school”, “Learning styles”, “Describe a dream village” and “Class observation” rated highest, with “Children at different ages” the lowest.

Of the Common activities, “Agricultural Economy in Quality Education” stood out with the highest rating:

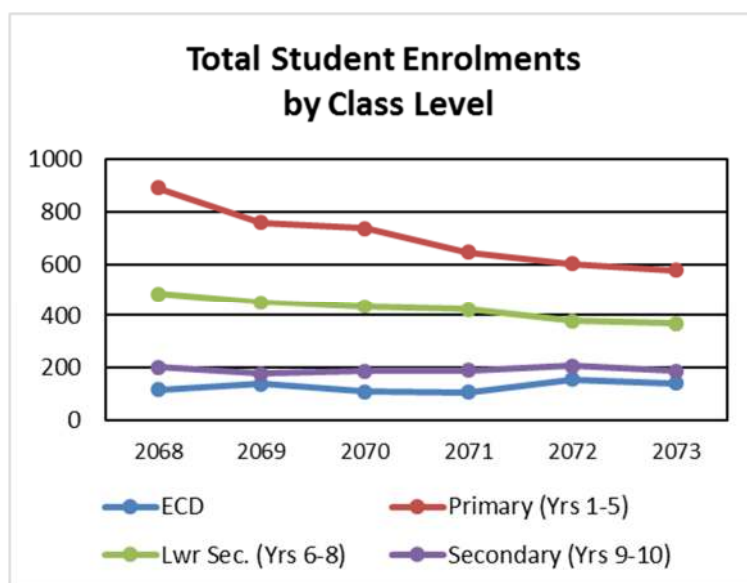


In summary, teachers rated the training received as Very Good to Excellent:

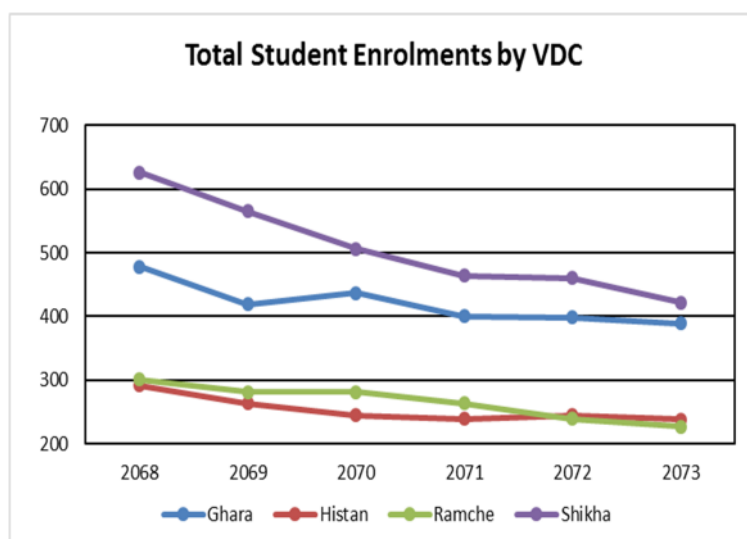
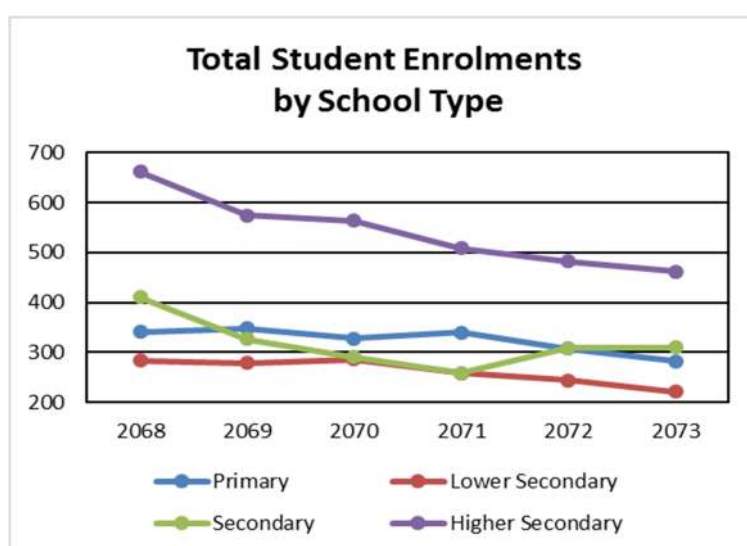


Trends in School Enrolments

Overall the data shows that student enrolment numbers are gradually decreasing in the public schools. Besides academic quality including the teaching learning activities there might be some more reasons for this trend in those schools. Students' dropout has been more in the primary classes and the primary schools, continuing up to 2071, but the rate has gradually decreased. The graph shows the dropout rate is very high in grade 1 among the primary classes. However, students joining ECD in 2072 was significantly higher than in the previous years. In the higher classes the dropout rate is quite high in classes 8 and 9. However, the classes 9 and 10 were showing a positive trend of students' enrolment. Six schools (five PSs and one LSSs) had increased numbers of students in 2072 in comparison to 2068.

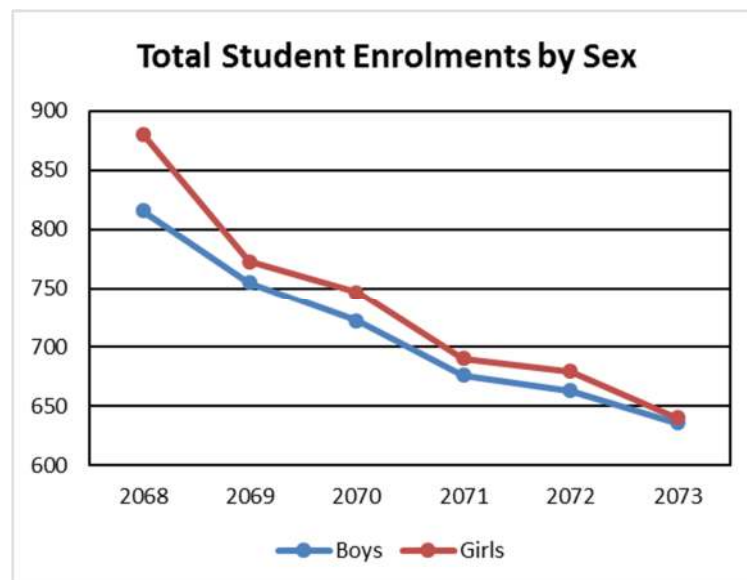


The following graphs shows that the number of students decreased significantly since 2069 BS in almost all the schools.



The graphs of the majority of the schools showed encouraging trends in more recent years, the slopes of the graphs decreasing. This suggests that some schools have been able to reduce the dropout rate of students.

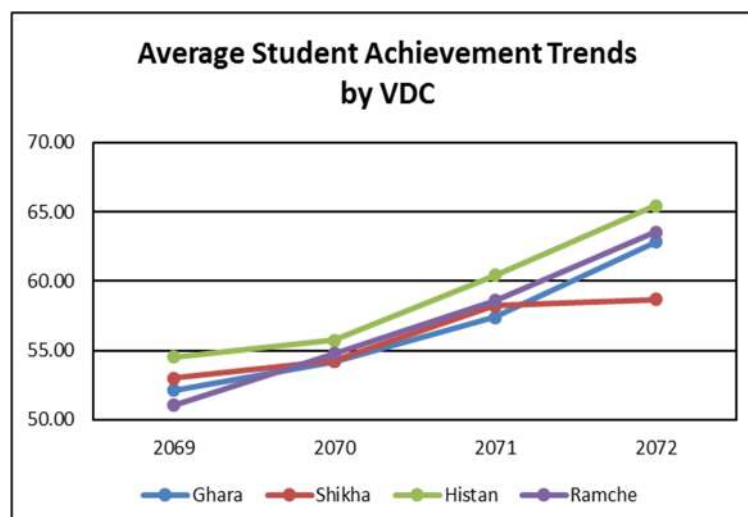
Lastly it is observed that while girl enrolments previously exceeded those of boys they have fallen faster, the numbers now being almost equal:



Trends in Students Learning Achievements

Students' academic achievements from 2069 to 2072 BS from all the public schools of the project area were collected to observe the trends. These were assessed from different prospective such as Resource Centres, VDCs, School types, Subjects, and Schools.

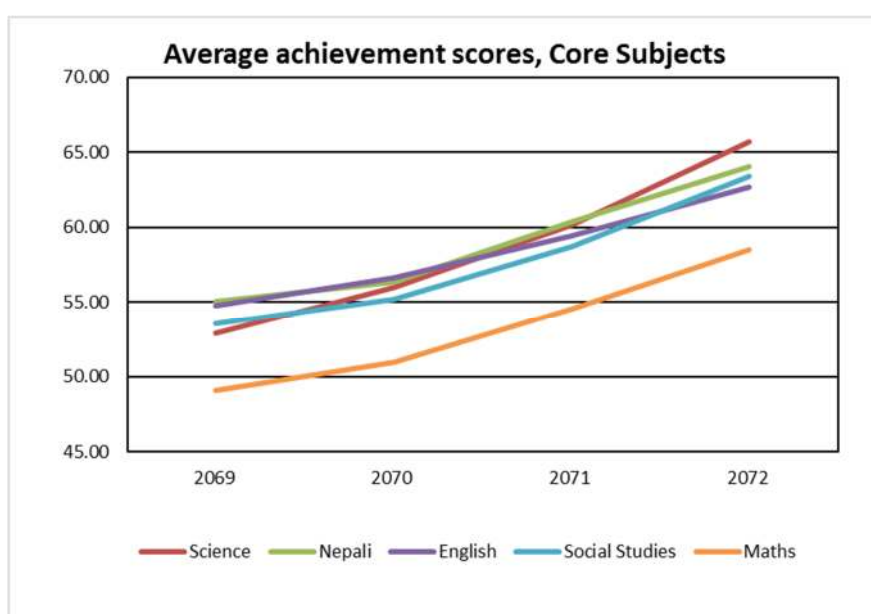
The trend of student achievement has been positive in all VDCs, the average score increasing by almost 10% over three years.



Although all types of schools are showing positive growth, Primary Schools, Lower Secondary Schools and Secondary Schools are doing better.

Similar trend is also observed in Class Levels. In comparison to grades 9 and 10, students from grades 1 to 5 and grades 6 to 8 are showing better progress.

Academic achievement trends in all core subjects (English, Nepali, Math, Science and Social Studies) show consistent growth over the years. Among these subjects, students were performing significantly lower in Maths.

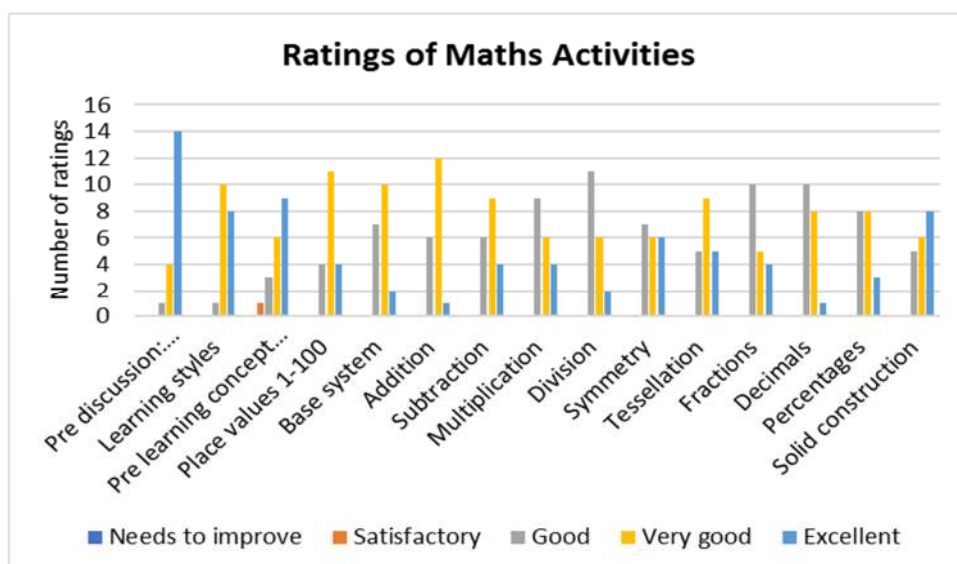


Except in Occupations, similar trends could be observed in all the additional subjects too. With the exception of Local Studies, performance in these subjects was quite low.

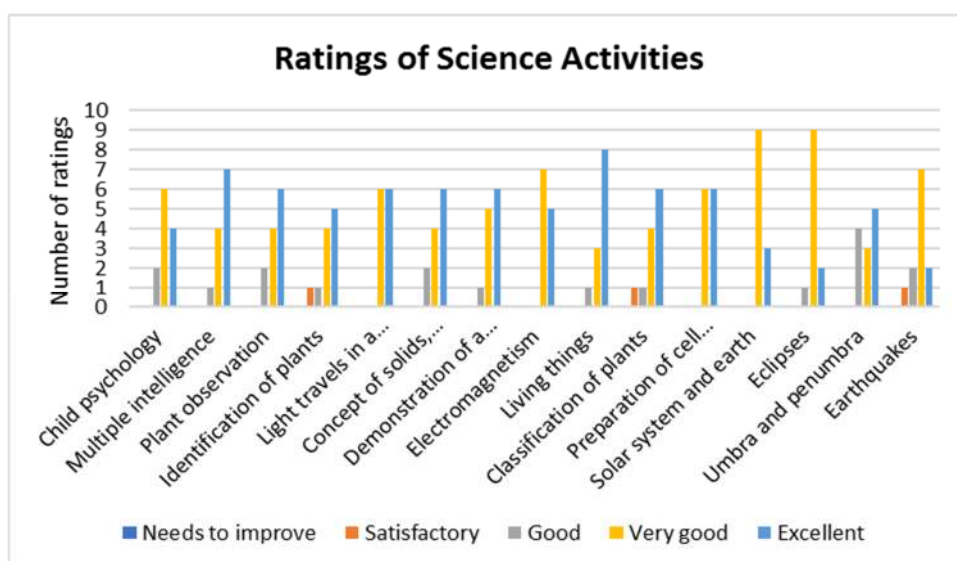
Teacher Ratings of Training Received

Teachers react very positively to the LEARN training, describing it as far better than any other training they have received.

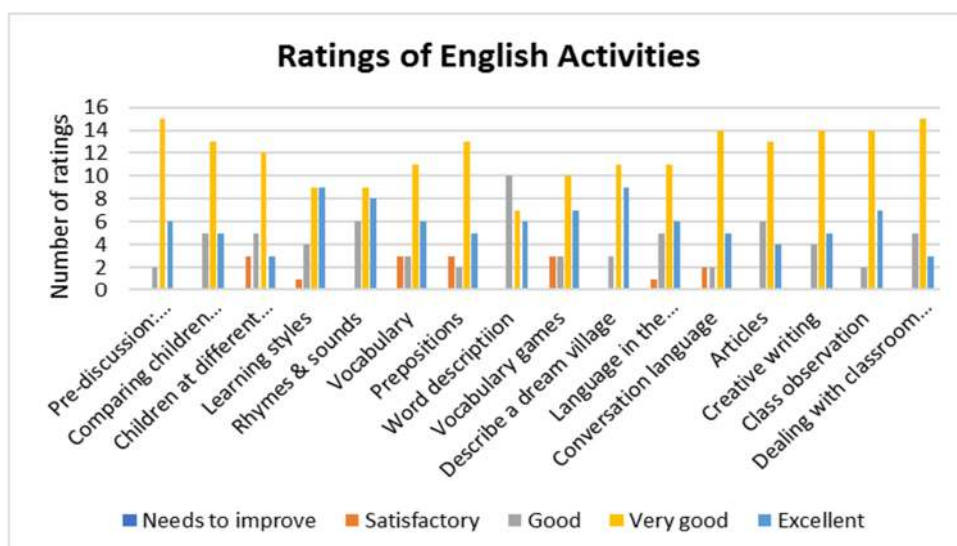
The graphs below show their assessments of the training given across a range of topics covered in the core streams of Maths, Science and English, as well as a few common activities.



“Pre discussion about children at home, school children and adults” received the highest rating of the Maths activities, with 74% rating it as Excellent and 21% as Good. Other highly rated activities were “Learning styles”, “Pre learning concept of numbers” and “Solid construction”. Not so good in this group (though still averaging 3.6!) were “Multiplication”, “Division”, “Fractions” and “Decimals”.

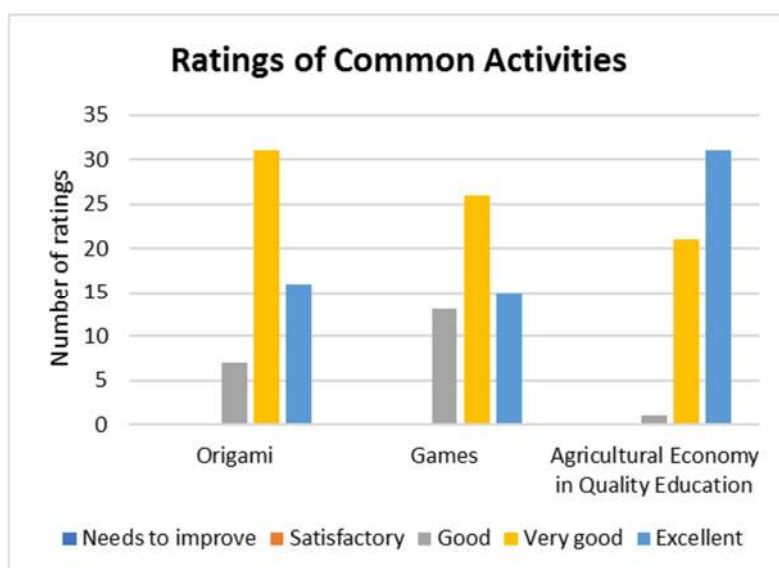


Science activities received the highest overall ratings, the top ones being for “Multiple intelligence” and “Living things”: Poorest rating (yet averaging 4.0) were “Child psychology”, “Eclipses”, “Umbra and penumbra” and “Earthquakes”.

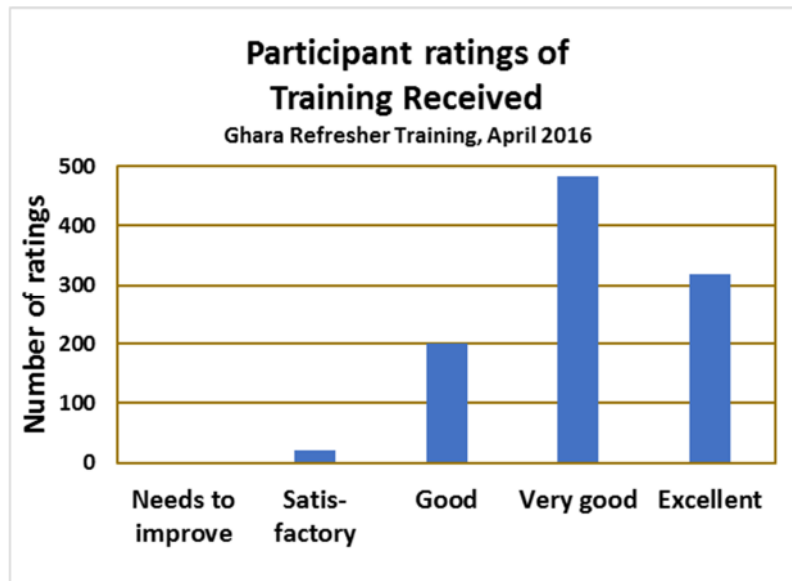


Yellow columns (rating = 4) predominate in this graph for English activities, exactly matching the overall average rating. “Pre-discussion: children at home vs school”, “Learning styles”, “Describe a dream village” and “Class observation” rated highest, with “Children at different ages” the lowest.

Of the Common activities, “Agricultural Economy in Quality Education” stood out with the highest rating:

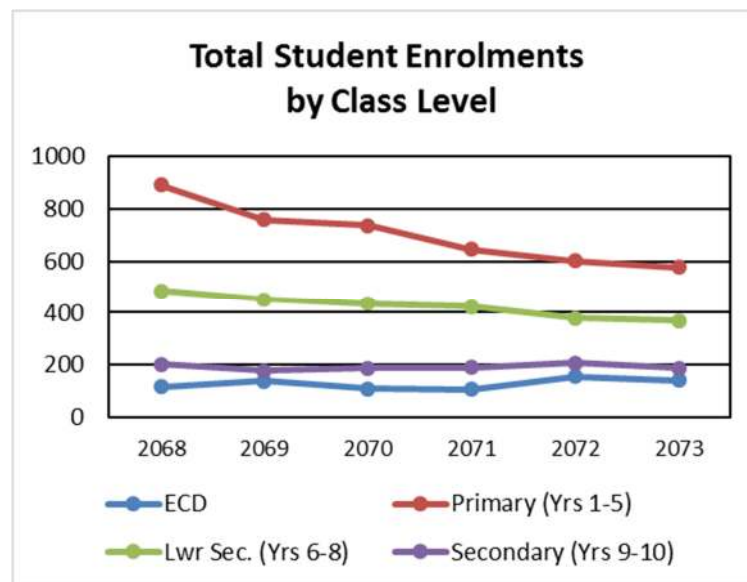


In summary, teachers rated the training received as Very Good to Excellent:



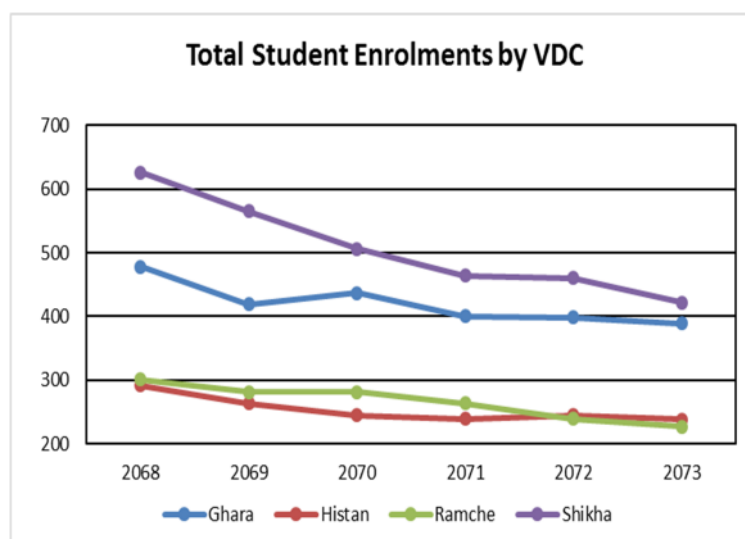
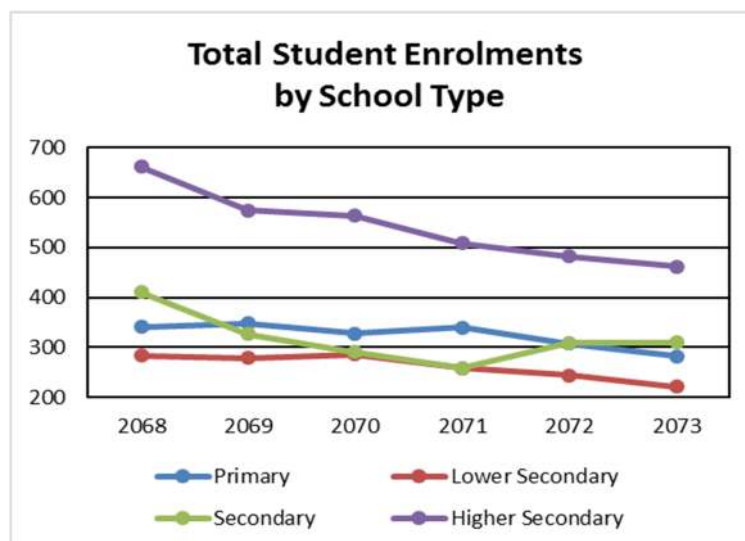
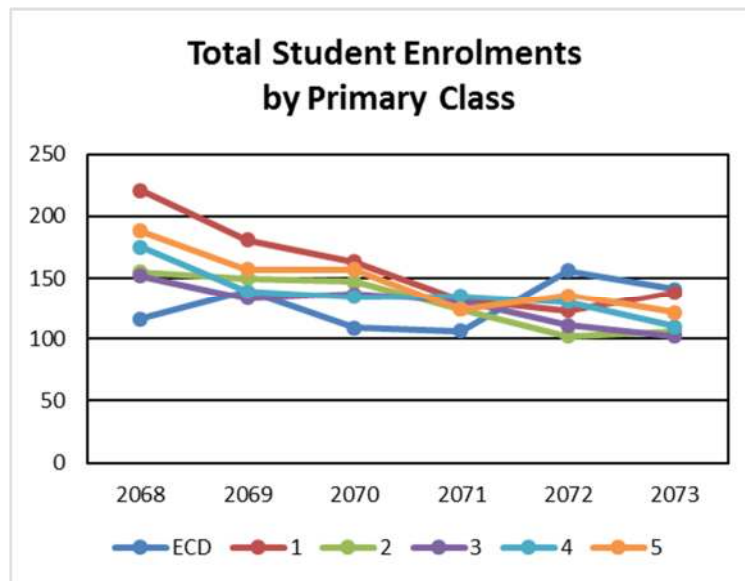
Trends in School Enrolments

Overall the data shows that student enrolment numbers are gradually decreasing in the public schools. Besides academic quality including the teaching / learning activities there might be other reasons for these trends. The decline of student numbers has been greater in the primary classes and the primary schools, though not so marked since 2071. In the higher classes the dropout rate is quite high in classes 8 and 9.



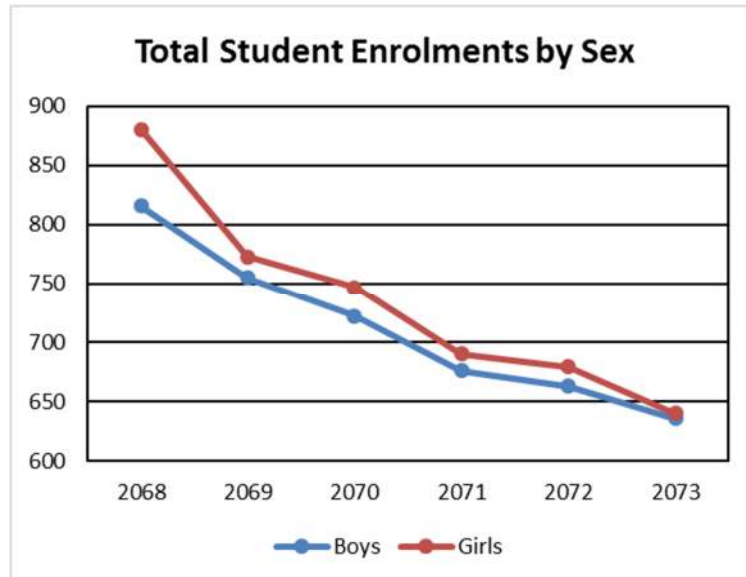
The next graph shows the dropout rate is very high after grade 1 among the primary classes. However, the classes 9 and 10 were showing a positive trend of students' enrolment. Six schools (five PSs and one LSSs) had increased numbers of students in 2072 in comparison to 2068.

The following graphs shows that the number of students has decreased significantly since 2069 BS in almost all the schools.



The trends have been more encouraging in recent years, the slopes of the graphs decreasing.

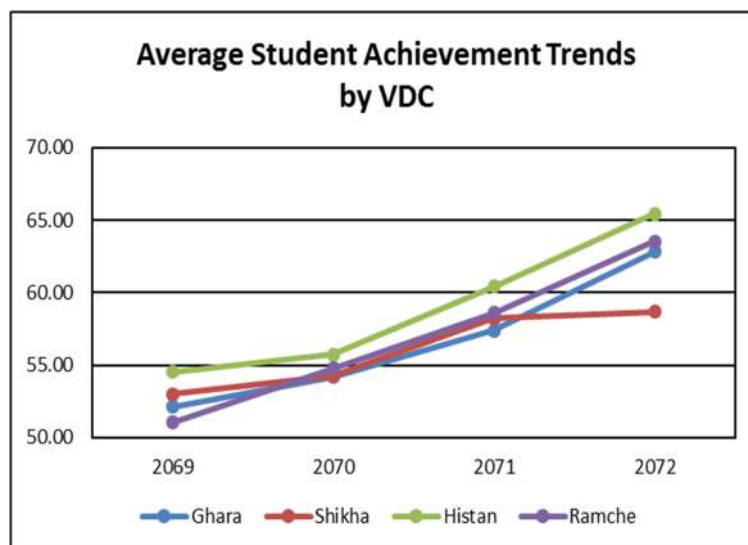
Lastly it is observed that while girl enrolments previously exceeded those of boys they have fallen faster, the numbers now being almost equal:



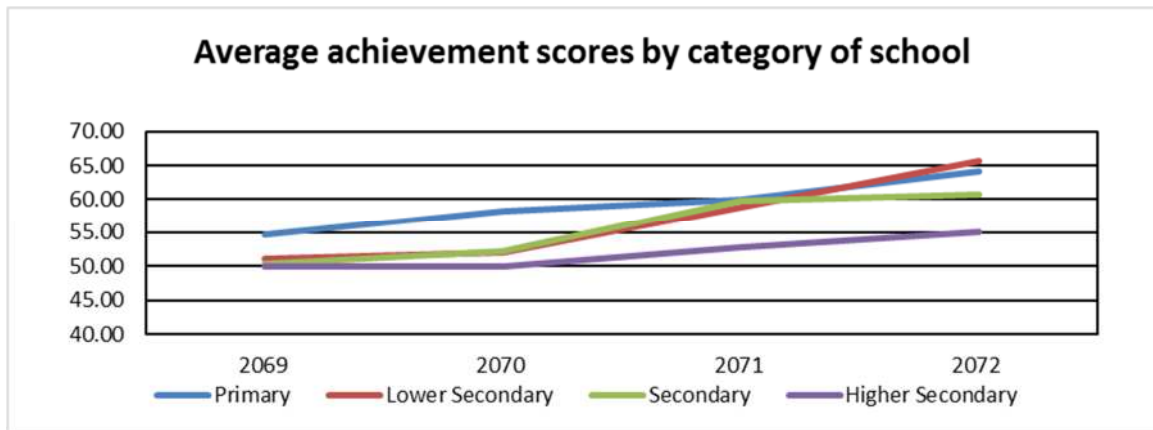
Trends in Students Learning Achievements

Students' academic achievements from 2069 to 2072 BS from all the public schools of the project area were collected to observe trends. These were assessed from different perspectives such as Resource Centres, VDCs, School types, Subjects, and Schools.

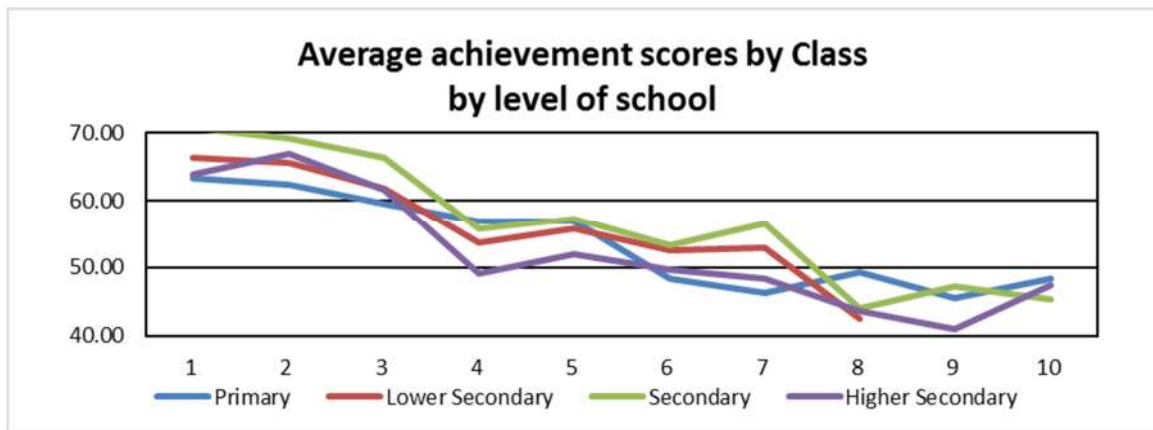
The trend of student achievement has been positive in all VDCs, the average score increasing by almost 10% over three years.



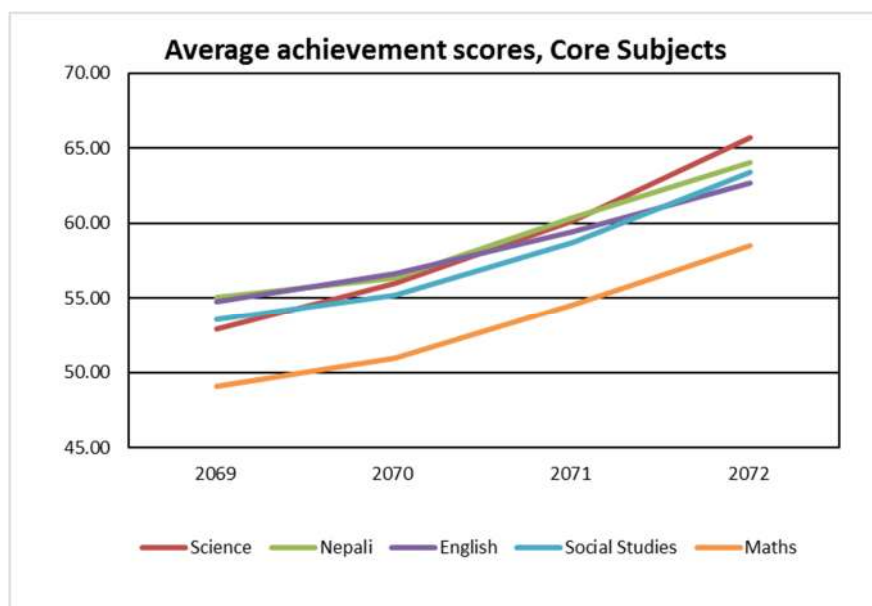
Although all categories of school are showing positive growth:



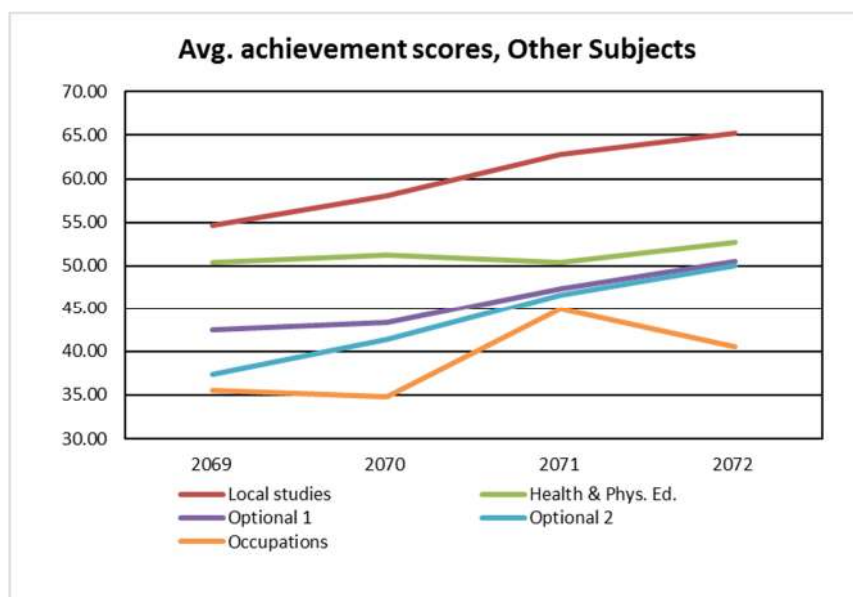
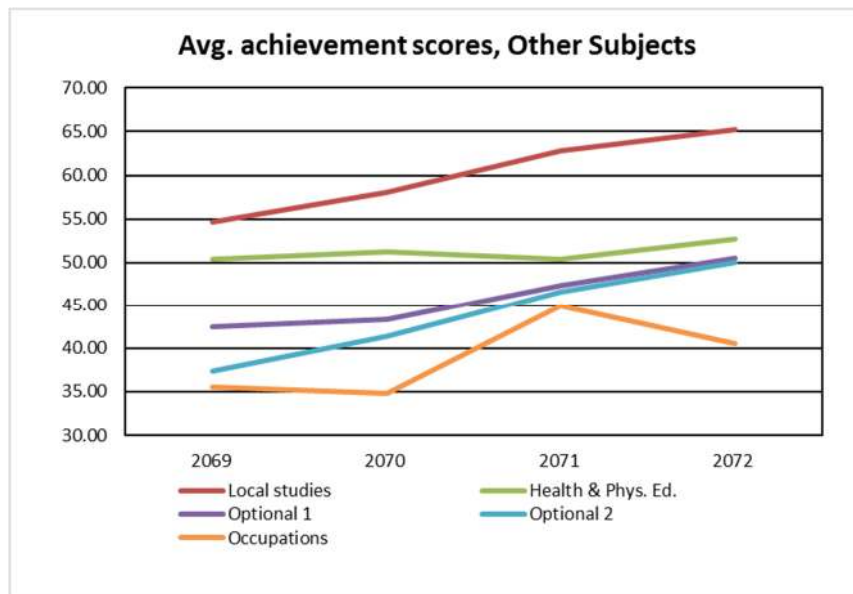
The better average performance of lower category schools can be attributed to achievement scores being generally better in lower classes, rather than the category of the school:



Academic achievement trends in all core subjects (English, Nepali, Math, Science and Social Studies) show consistent growth over the years. Among these subjects, students were performing significantly lower in Maths.



Except in Occupations, similar trends could be observed in all the additional subjects too. With the exception of Local Studies, performance in these subjects was quite low.



Recommendations

During the school visits and interaction with the stakeholders, the participants also recommended some suggestions for improving quality of education and improving students' retention. They provided the following suggestions:

- ECD teachers need separate training on preparing instructional materials, child behavior management, communication with the parents, pre-writing strategies, and rhymes and games ideas

- Subject based training for secondary level teachers for the better results in the Board exams
- An effective parents awareness program and orientation should be included (in LEARN program, only selected SMC members/PTA members and parent representatives are involved.)
- Review (increase) the accommodation compensation (DSA for participants) considering the market value and inflation
- More material support (musical instrument, printers)
- Basic and advance level IT training
- Transform schools to English medium for student retention; English language is also important for promoting tourism in that community
- Provide training for multi grade teaching strategies

Appendices

Appendix 1: Daily Group Feedback – Appreciations

		Group Responds																												
		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	28	
S.N.	Appreciations																													
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
2	Well manages		1		1	1	1	1			1	1	1	1	1	1	1	1	1	1	1	1		1		1		1	1	1
3	Learnt easy ways to teach students				1		1			1	1	1	1	1	1	1	1				1	1				1	1	1	1	1
4	Students participating - ideas					1	1			1		1	1	1	1	1					1				1	1	1	1	1	1
5	Learnt to using the real objects in teaching			1	1		1	1	1		1										1	1				1	1	1	1	1
6	Observation skills					1	1			1														1	1					
7	New ideas such as MI, child psychology, ...			1																										

		Group Responds																												
		29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	Tot	
S.N.	Appreciations																													
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	48
2	Well manages	1	1	1		1		1	1		1	1		1	1		1				1		1		1	1		1		37
3	Learnt easy ways to teach students			1	1	1	1			1	1	1					1	1		1	1		1	1	1					29
4	Students participating - ideas			1	1	1	1	1	1	1	1	1					1		1		1		1			1		1		28
5	Learnt to using the real objects in teaching			1	1	1	1										1	1			1	1	1	1						22
6	Observation skills					1		1	1								1	1	1	1										12
7	New ideas such as MI, child psychology, ...																													1

Appendix 2: Daily Group Feedback – Suggestions

		Group Responds																											
		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	28
S.N.	Suggestions																												
1	Extend the number of days of the program				1	1			1		1									1		1	1						1
2	Increase intertainment time																								1			1	
3	Involve interested only																												
4	Focus on time management																												
5	Improve quality of tiffin																											1	
6	Use visual aids too																												
7	Explain in Nepali in English class																												
8	Increase resources																												
9	Have evaluation activities in class																												

		Group Responds																											
		29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	Tot
S.N.	Suggestions																												
1	Extend the number of days of the progr	1	1	1		1				1												1							14
2	Increase intertainment time						1											1	1			1	1			1	1		9
3	Involve interested only	1	1									1	1										1	1	1				7
4	Focus on time management											1						1	1	1									4
5	Improve quality of tiffin																												1
6	Use visual aids too											1																	1
7	Explain in Nepali in English class												1																1
8	Increase resources																		1										1
9	Have evaluation activities in class																						1						1

Appendix 3: Mathematics Group Reflection: Ghara

		Individual Ratings																				
S.N.	Content	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Avg
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	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
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: Ghara

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

		Individual Rating													
S.N.	Content	1	2	3	4	5	6	7	8	9	10	11	12	Avg	
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	Umbra and penumbra	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													
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	

Appendix5: English Group Reflection: Ghara

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

		Individual Rating																								
S.N.	Content	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	Avg	
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: Ghara

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	1	16
3	New ideas such as MI, child psychology, ...								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 o	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

Appendix 10: Participants' Feedback on Leadership Training Sessions:

SN	Indicators	Topics / Scale												
		culture	Key Teachers' Role	Goal Setting	Multiple Intelligence and Bloom's	Instructional Leadership	Motivation for Change	Communication Skills	Agricultural Economy	Students' Evaluation	Effective Leadership	Education Policy	Classroom Management	Average
1	The objectives of the training were clearly defined.	4.1	4.2	4.5	4.2	4.5	4.9	3.9	4.9	4.3	3.9	4.8	4.7	4.4
2	Participation and interaction were encouraged.	4.0	4.3	4.1	4.0	4.6	4.2	4.9	4.5	4.0	4.0	4.3	4.8	4.3
3	The topics covered were relevant to me.	4.2	4.3	4.8	4.5	4.5	4.7	4.7	4.6	4.1	4.2	4.5	4.8	4.5
4	The content was organized and easy to follow.	4.4	4.4	4.4	4.5	4.1	4.1	4.0	4.5	3.9	3.8	4.3	4.3	4.2
5	This training experience will be useful in my work.	4.4	4.7	4.9	4.5	4.5	4.8	4.6	4.5	4.6	4.2	4.6	4.7	4.6
6	The trainer was knowledgeable about the training topics.	4.6	4.5	4.6	4.7	4.5	4.9	4.9	5.0	4.4	4.4	4.7	4.8	4.7

7	The trainer was well prepared.	4.3	4.1	4.5	4.7	4.5	4.3	4.8	4.8	4.1	4.1	4.5	4.5	4.4
8	The training objectives were met.	4.1	4.3	4.4	4.2	4.3	4.3	4.0	4.6	3.8	3.7	4.4	4.3	4.2
9	The time allotted for the training was sufficient.	3.9	4.2	3.6	3.7	4.0	3.3	3.0	4.0	3.3	3.8	3.8	3.5	3.7
	Average	4.2	4.3	4.4	4.3	4.4	4.4	4.3	4.6	4.1	4.0	4.4	4.5	4.3

Appendix 11: Teachers Data Accumulated Sheet: Tatopani

S.N.	School	ECD		Primary		L.Sec		Sec		H. Sec		Non Teaching		Total			Trained		Untrained	
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	G. Total	F	M	F	M
1	Sarwodaya HSS	1	0	3	2	1	3	1	2	0	2	1	0	7	9	16	6	7	1	2
2	Himalayan PS	1	0	3	2									4	2	6	3	1	1	1
3	Kailash SS	2	0	3	2	0	4	1	2			1	0	7	8	15	4	8	3	0
4	Sunari PS (1-3)	0	0	2	1									2	1	3	1	1	1	0
5	Prabha SS	2	0	2	2	2	2	0	7					6	11	17	4	9	2	2
6	Kranti PS	1	0	3	2									4	2	6	2	2	2	0
7	Nilgiri PS	1	0	3	1									4	1	5	3	1	1	0
8	Narchyang LSS	1	0	2	3	1	2							4	5	9	3	4	1	1
9	Dhaulagiri PS (1-3)	1	0	3	0									4	0	4	2	0	2	0
10	GyanPrakash HSS	1	0	3	1	0	5	0	3	0	3	1	0	5	12	17	3	8	2	4
11	Suwa PS	2	0	1	2									3	2	5	3	2	0	0
12	Jana Kalyan PS (1-3)	1	0	2	1									3	1	4	1	1	2	0
13	Jyoti PS	1	0	3	2									4	2	6	3	1	1	1
14	Saraswoti PS	1	0	4	1									5	1	6	4	1	1	0
	Grand Total	16	0	37	22	4	16	2	14	0	5	3	0	62	57	119	42	46	20	11

Female Teachers							Male Teachers							
EC D	Prim ary	L.Sec	Sec	H.Sec .	Non-T'ch	Tot	ECD	Prim ary	L.Sec.	Sec	H.Sec	Non-T'ch	Tot	Grand Total
16	37	4	2	0	3	62	0	22	16	14	5	0	57	119

Trained Female Teachers							Trained Male Teachers							
EC D	Prim ary	L.Sec	Sec	H.Sec .	Non T'ch	Tot	ECD	Prim ary	L.Sec.	Sec	H.Sec	Non-T'ch	Tot	Grand Total
4	32	3	1	0	0	40	0	18	15	13	0	0	46	86

Untrained Female Teachers							Untrained Male Teachers							
EC D	Prim ary	L.Sec	Sec	H.Sec	Non-T'ch	Tot	ECD	Prim ary	L.Sec.	Sec	H.Sec	Non-T'ch	Tot	Grand Total
12	5	1	1	0	3	22	0	4	1	1	5	0	11	33

Appendix 12: Students Enrollment 2073 (2016) : Tatopani

S. N	Name of the Schools	ECD			I			II			III			IV			V			VI			VII			VIII			IX			X			G T
		G	B	T	G	B	T	G	B	T	G	B	T	G	B	T	G	B	T	G	B	T	G	B	T	G	B	T	G	B	T				
1	Sarwodaya HSS	6	2	8	9	5	14	6	2	8	3	6	9	6	12	18	9	11	20	23	11	34	10	15	25	14	16	0	15	15	30	20	4	24	220
2	Himalayan PS	4	5	9	6	2	8	2	4	6	2	1	3	6	4	10	4	2	6															42	
3	Kailash SS	7	10	17	2	5	7	11	3	14	4	5	9	7	7	14	12	9	21	9	7	16	10	9	19	7	5	22	11	9	20	6	4	10	159
4	Sunari PS (1-3)				4	4	8	4	1	5	1	4	5																					18	
5	Prabha SS	10	14	24	4	6	10	5	7	12	8	6	14	9	4	13	4	7	11	11	13	24	11	5	16	11	9	20	7	11	18	10	14	24	186
6	Kranti PS	2	6	8	3	3	6	5	2	7	5	1	6	3	3	6	3	0	3																36
7	Nilgiri PS	4	1	5	3	6	9	6	4	10	4	4	8	3	1	4	1	3	4																40
8	Narchyang LSS	3	3	6	0	5	5	2	2	4	1	1	2	1	1	2	1	3	4	4	5	9	5	3	8	4	9	13							53
9	Dhaulagiri PS (1-3)	3	1	4	3	0	3	3	1	4	1	1	2																						13

1 0	GyanPrakash HSS	8	1 0	1 8	1 2	4	1 6	1 0	6	1 6	9	1 0	1 9	9	7	1 6	8	8	1 6	2 4	1 2	3 6	1 8	2 0	3 8	1 4	1 4	2 8	1 3	1 4	2 7	2 0	9	2 9	25 9	
1 1	Suwa PS	4	1	5	6	1	7	3	2	5	6	1	7	4	1	5	3	5	8																	37
1 2	Jana Kalyan PS (1-3)	2	1	3	1	4	5	0	2	2	3	1	4																						14	
1 3	Jyoti PS	3	1	4	2	4	6	2	1	3	3	1	4	3	3	6	5	3	8																	31
1 4	Saraswoti PS	5	1 0	1 5	7	1	8	4	5	9	3	5	8	4	2	6	3	2	5																	51
	Total	6 1	6 5	1 2 6	6 2	5 0	1 1 2	6 3	4 2	1 0 5	5 3	4 7	1 0 0	5 5	4 5	1 0 0	5 3	5 3	1 0 6	7 1	4 8	1 1 9	5 4	5 2	1 0 6	5 0	5 3	1 0 3	4 6	4 9	9 5	5 6	3 1	8 7	11 59	

Appendix 13: Material distributed to Rima RC schools

S.No.	Particulars	ChandraPS	Himanchal HSS	Shanti K. PS	Deurali LS	Kaphaldanda LS	Adarsha SS	Mandali PS	Shivalaya PS	Tikot SS	Gharandi LS	Total
1	Crayons Packet	1	2	1	1	1	2	1	1	2	1	13
2	Masking tape Role	6	10	6	10	10	10	6	6	10	10	84
3	Volleyball Mikasa		1									1
4	Volleyball Pump		1				1			1		3
5	Skipping rope	1	2	1	2	2	2	1	1	2	2	16
6	White Board duster	2	5	2	4	4	5	2	2	5	4	35
7	Binding tape Role		1	1	1	1	1			1	1	7
8	Eraser 20pc pack	1	1	1	1	1	1	1	1	1	1	10
9	Board Pin pkt	1	1	1	1	1	1	1	1	1	1	10
10	Clip Pin pkt	1	4	1	3	3	4	1	1	4	3	25
11	Paint Brush		1	1	1	1	1			1	1	7
12	Duplicating Paper rim	1	1	1	1	1	1	1	1	1	1	10
13	Scissors	4	4	4	4	4	4	4	4	4	4	40
14	A4 size paper rim	1	1	1	1	1	1	1	1	1	1	10

15	Dot pen Packet	2	4	2	4	4	4	2	2	4	4	32
16	Board Marker	4	12	4	8	8	12	4	4	12	8	76
17	White Board Marker ink	3	17	3	5	5	17	3	3	17	5	78
18	Permanet Marker	6	12	6	12	12	12	6	6	12	12	96
19	Pencil sharpner table	1	2	1	1	1	2	1	1	2	1	13
20	Glue stick	3	12	3	8	8	12	3	3	12	8	72
21	Ink bottle Chemel	4	8	4	6	6	8	4	4	8	6	58
22	Marker nib	1	2	1	1	1	2	1	1	2	1	13
23	Permanet Marker ink	2	4	2	4	4	4	2	2	4	4	32
24	Gum bottle big		1	1	1	1	1			1	1	7
25	Mount cutter	2	5	2	4	4	5	2	2	5	4	35
26	Mount cutter blade pkt	1	2	1	1	1	2	1	1	2	1	13
27	Clear tape 1"	3	6	3	5	5	6	3	3	6	5	45
28	Sketch pen Packet	4	7	4	6	6	7	4	4	7	6	55
29	Pencil Packet	5	6	5	6	6	6	5	5	6	6	56
30	Red ink bottle Big		1		1	1	1			1	1	6
31	Board cleaner		1				1			1		3
32	Geometry box		1				1			1		3
33	Madal	1	1	1	1	1	1	1	1	1	1	10
34	Stappler Pin	4	12	4	10	10	12	4	4	12	10	82

35	Lap top	1	0	1	1	1	1	1	1	1	0	8
36	Desk top	1	1	1	1	1	1	1	1	1	1	10
37	Chart paper	135	135	135	135	135	135	135	135	135	135	1350
38	Meta card whole sheet	30	60	30	50	50	60	30	30	60	50	450

Appendix 14: Material Distributed to Ghara RC Schools

S.No.	Materials	Unit	Mukti Marga HSS	Khibang LS	Bhawani PS	Mukti Path PS	Pokhare PS	Laigurans PS	Muna+Paudwar ECD	Shikha HSS	Himalaya PS	Sharada PS	Shikhar PS	Kindu PS	Paudwar SS	Paudwar PS	Total Qty
1	Dice	pcs	3	2	2	2	2	2	2	3	2	2	2	2	3	2	31
2	A4 Paper	rim	2	1	1	1	1	1	1	2	1	1	1	1	2	1	17
3	Ball point pen	pcs	50	50	50	50	50	50	50	50	50	50	50	50	50	50	700
4	Pencil	doz	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42
5	Masking tape	pcs	12	12	12	12	12	12	12	12	12	12	12	12	12	12	168
6	Erazer	pcs	20	20	20	20	20	20	20	20	20	20	20	20	20	20	280
7	Glue stick	pcs	12	12	12	12	12	12	12	12	12	12	12	12	12	12	168
8	Fevicol	pcs	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
9	Color paper	pcs	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
10	Marker pen permanent	pcs	10	10	10	10	10	10	10	10	10	10	10	10	10	10	140
11	Marker pen board	pcs	10	10	10	0	10	10	10	10	0	10	10	10	10	10	120
12	Paper clip	pkt	2	2	2	2	2	2	2	2	2	2	2	2	2	2	28
13	Thumb pin	pkt	2	2	2	2	2	2	2	2	2	2	2	2	2	2	28
14	Twin ball string	pcs	5	5	5	5	5	5	5	5	5	5	5	5	5	5	70

15	Rular (plastic)30cm	pcs	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42
16	Skipping rope	pcs	2	2	2	2	2	2	2	2	2	2	2	2	2	2	28
S.No.	Materials	Unit	Mukti Marga HSS	Khibang LS	Bhawani PS	Mukti Path PS	Pokhare PS	Laigurans PS	Muna+Paudwar ECD	Shikha HSS	Himalaya PS	Sharada PS	Shikhar PS	Kindu PS	Paudwar SS	Paudwar PS	Total Qty
17	Ring file	pcs	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
18	Curriculum	pcs	2	2	2	2	2	2	2	2	2	2	2	2	2	2	28
19	Teachers' guide	pcs	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
20	Meta card (cut)	pcs	300	300	300	300	300	300	300	300	300	300	300	300	300	300	4200
21	Exercise copy	doz	4	3.5	2	2	2	2	2	4	2	2	2	2	4	2	35.5
22	Duck tape	pcs	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
23	Refil ink permanent	pcs	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
24	Refil ink board	pcs	1	1	1	0	1	1	1	1	0	1	1	1	1	1	12
25	Crayon	pkt	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
26	Mount cutter	pcs	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
27	White board duster	pcs	2	2	2	0	2	2	2	2	0	2	2	2	2	2	24
28	Stappler pin	pcs	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
29	Stappler machine	pcs	1	1	1	1	1	1	0	1	1	1	1	1	1	1	13
30	Card board paper	pcs	100	100	100	100	100	100	100	100	100	100	100	100	100	100	1400
31	Color loose paper	pcs	50	50	50	50	50	50	50	50	50	50	50	50	50	50	700

32	News print paper	pcs	100	100	100	100	100	100	100	100	100	100	100	100	100	100	1400
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Appendix 15: Opinion and views of the Head Teachers

S.No.	Questionnaires	Yes	No	Remarks	Yes	No	Remarks	Yes %	No %
1	How long is your school teachers participating in LEARN's training program? 1 year/2 and more years	12		2 years	10		1-year	100	0
2	Do you think this training is helping your teachers improve skill in teaching? Yes/No	12			10			100	0
3	Are your teachers implementing what they have learned? Yes/No	12		partially	9	1		95	5
	a. If yes, how are your children responding to it? Positively/Not so positively	11			9	1		91	5
	b. If No, why are they not implementing it? Resource crunch/Not interested			1-not interested			1-resource crunch 1-not interested		
	c. If implemented, do you see more regular attendance of students? Yes/No	10	2		9	1		86	14
4	Are your students more interactive? Yes/No	10	2		9		1	86	9
5	How is the performance of your students after LEARNs intervention? Good/No Change	11	1		7	3		82	18
6	How is the student retention issue in your school? Good/Bad/No changes	5	7		2	8		32	68

Appendix 16: Opinion and views of the Teachers

S.No.	Questionnaires	Ghara (31 Teachers)			Rima (28 Teachers)			Both	
		Yes	No	Remarks	Yes	No	Remarks	Yes %	No %
1	Do you think this training is helping you improve your skill in teaching? Yes/No	31			28			100	0
2	Are you implementing what you have learned during training? Yes/ No	31		4-partially	24		4-not all but partial	93	0
A	If yes, how are your children responding to it? Positively/Not so positively			positively	18		10	31	0
B	If No, why are you not implementing it? Resource crunch/Not interested						4-resource crunch		
5	If implemented, do you see more regular attendance of students? Yes/No	28	3		28			95	5
6	Are your students more interactive after your new approach? Yes/No	28	3	3-some	25	1	2- alittle	90	7
7	How is the performance of your students after LEARNs intervention? Good/No Change	30	1	1-some	24	4	11 – some	92	8
8	How is the student retention issue in your school? Good/Bad/No changes	23	8	4-no change	10	18		56	44
9	Are you worried with the retention issue in your school? Yes/No	31			28			100	0
10	What is your opinion about school merger? Good/Not good	3	28		4	15	9	12	73
11	Do you have other vocations apart from teaching? Agriculture/Tourism/ any others	26	5	2-tourism, 24- agriculture	28		23- agriculture, 5- other	92	8

Appendix 17: Opinion and views of the Students

S.No.	Questionnaires	GHARA (34 students)			RIMA (51 students)			Both	
		Yes	No	Remarks	Yes	No	Remarks	Yes%	No%
1	Do you know your school teachers are trained by LEARN for effective teaching?	15	18	1-yes but not organization	19	21	11-yes but not organization	40	46
2	Did you find changes in your teachers after training?	28	6		47	4	0	88	12
	If yes, what changes have you noticed? more interactive/more materials/both			10-more material, 16-both, 2-some	0	0	27-both, 11-interactive, 13-some changes		
3	Do you find your class more interesting?	26	7	1-some	49	1	1-okay	88	9
4	Have you begun improving your grades?	28	6		50	1	0	92	8
5	Do you find new approaches more fun and easy to learn?	28	6		50	1	0	92	8
6	Have you improved your regularity in class?	32	2		50	0	1-some	96	2
7	Are you happy with your present teachers?	30	4		47	4	0	91	9
8	Do you think you will remain in this school to complete you SLC?	15		19-go to nearest bigger school	21	2	28-will go to near high school	42	2

Appendix 18: Opinion and Views of the SMC Members

S.No.	Questionnaires	GHARA -24 members			RIMA-23 members			Both	
		Yes	No	Remarks	Yes	No	Remarks	Yes%	No %
1	Is this your first time in SMC	5	19		11	12		34	66
	a. If No how many years did you serve as SMC member/chair person	1-6 years			2-5 years				
	b. If Yes, did you get orientation regarding role of SMC? Yes/No	15	9		11	12		55	19
2	Are you familiar with your role in SMC? Yes/No	21	3	3-some	13	2	8-know a little	72	4
3	Do you feel you are contributing to overall well being of the school? Yes/No	22		2-some	17	2	4-feeling a little contribution	83	4
4	Are you familiar with the training program of LEARN? Yes/No	18	4	2- know about REED	18	2	3-yes about training but not organization	77	13
5	How informative it was for you with SMC meeting conducted by LEARN? Yes/No	15			15	3	5-some	64	6
6	Have you played role to retain student in your school? Yes/No	22	2		11	12		70	30
	a. If yes how?	Meetings, door to door campaign but not improved			Counseling with parents, maintaining rules, managing hostel and other works				
7	Is improving quality teaching in your school ensuring student retention and growth? Yes/No	21	3		15	7	1-don't know	77	21
8	How can we provide quality teaching in local school, improve quality of students and also ensure student retention?	More awareness program, training for parents, English medium, computer, more tiffin and dress for children, management, materials focus on ECD,			Providing more training and encouragement				0

Appendix 19: Opinion and Views of the Parents

S.No.	Questionnaires	GHARA (31 Parents)			RIMA (28 Parents)			Both	
		Yes	No	Remarks	Yes	No	Remarks	Yes%	No %
1	Are you happy with the performance of your child(ren)	24			24	4		81	7
	If yes, why	satisfactory result and behavior			good result, satisfactory, good behavior				
	If no, why	7-okay			poor health, not good attention, not satisfactory result				
2	Do you know your school teachers are trained by LEARN to improve their skill and other aspect of teaching?	21	10	4-yes but don't know the name of organization	21	7	5-yes but not organization	71	29
3	Do you see your child(ren) being interested in going to school?	30	1		27	1		97	3
4	Will you keep them in this school if quality of teaching is improved?	30	1		28	0		98	2
5	Will you be interested in doing commercial farming and other vocations if there is access to market?	28	3		27	0	1-don't know	93	5
6	Will you be interested in building your future here?	29	2		26	0	2-their village is not in the locality they will go to their home	93	3

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