

“Lifting Education, Advancing Rural Nepal”

Programme Report

Basic Level Teacher Training Programme I

9th April to 18th April 2017

Sarwodaya Secondary Resource Center

Bhurung Tatopani, Myagdi



Training conducted by



In co-operation with

District Education Office, Myagdi

Financially supported by

Rotary Global Grant Project 1525855



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1. Acknowledgements

The first year of “Basic Level Teacher Training Programme-I” in Sarwodaya Secondary School Resource Center, Bhurung Tatopani, Myagdi has been possible with the great financial support from Rotary Global Grant Project 1525855. I would like to thank to Rotary Clubs of Australia and Nepal and The Rotary Foundation who have put their contributions and trust in LEARN to establish a milestone in an educational venture to help the people of Nepal.

I also highly express my thanks to Peter Hall and Ronda Hall, President and Director of Quality Education Nepal for their endless effort for the shake of Nepali people. And also thank DoE, DEO and RP for close cooperation. I thank to all the resource persons, LEARN board members, teachers and community members of Tatopani RC for every support and cooperation in our course of lifting education.

And last, I do hope for similar encouragement and support in coming years.

Sincerely,

Dr.Umed Kumar Pun

President

LEARN

Kathmandu, Nepal

2. Background and introduction

In 2011, Nepali Village Initiatives Association (now QEN) engaged the services of REED to deliver training to 40 teachers of Shikha VDC, Myagdi District in Western Nepal. The program was quite successful and effective so the teachers requested for extension of the programme. NVIA then again continued funding the programme for the year 2012 and 2013. The programme was not only the teacher training but with a whole year package including teaching learning materials support, school visits and monitoring, refresher training, leadership training for lead teachers and head teachers and a community awareness programme.

Realizing its importance LEARN was formed with a slogan “Lifting Education, Advancing Rural Nepal” and started its journey from northern part of Myagdi district. LEARN’s registration was achieved in April 2014 and its first ten days training course was delivered in April to a new group of 42 teachers of Ghara VDC. It is intended that these teachers should continue to receive training, funded from Australian sources, over the next three years.

We had a dream to extend this training to other such remote and needy areas of the district. For the purpose LEARN made a baseline survey in 10 schools of Rima Resource Center, Myagdi and was in search of adequate fund for the programme. In the meantime, in the guidance of Peter Hall, President of NVIA, LEARN submitted a proposal to the Australian Embassy to extend the training to Rima Resource Center. Kindly, the Embassy accepted and granted DAP funding for the First year of the training package which was completed in May 2015. NVIA (later QEN) has supported since then and is supporting continuously for each year refresher training, materials and monitoring for 26 schools of two resource centers.

Demands and requests have increased from other resource centers in the district. LEARN completed a baseline survey in the neighboring Sarwodaya Secondary School Resource Center, Bhurung Tatopani. Meanwhile Peter Hall, President of QEN Australia, initiated searching the funding resources. His tireless effort with the Rotary Clubs resulted the Rotary Global Grant Project for three years in Sarwodaya Resource Center, Tatopani Myagdi. After achieving Global Grant, LEARN now covers a whole RM (Rural Municipality) named Annapurna RM.

LEARN acknowledges that Rotary Clubs and Districts from Australia and Nepal are contributing together with The Rotary Foundation. The Rotary Club of Portland is the international sponsor club associated with RC Portland Bay and RC Highton (D9780), RC Kyneton and RC Keilor East (D9800), and RC Cooroy. RC Gympie and RC Gympie Cooloola (D9600). The Rotary Club of Bagsung is the host sponsor Club in Nepal other associating clubs are RC Parbat, RC Pokhara Fishtail, RC Pokhara Annapurna, RC Pokhara Midtown and RC Lekhnath.

3. Executive Summary:

This report outlines the events and outcomes of the Teachers’ Training programme on child centered teaching learning approach conducted for teachers of basic education level in Sarwodaya Secondary School Resource Center, Tatopani Myagdi District. This report briefly describes and analyses the activities and content covered in training courses held in the training center. The first 10 days basic teacher training programme started from 9th to 18th April, 2017. The training programme was attended by 70 teachers of basic level of 14 schools. This first training was focused in the basic requirement of child-centered education environment such as child friendly classroom management, materials preparation and use, classroom teaching learning strategies and so on. LEARN focuses on the importance of the team approach in bringing the quality education through the practice of child centered learning methods in the schools.

School Management Committee Chairperson Bduddhi Bahadur Pun chaired the opening ceremony. The training programme was inaugurated by DEO Ram Kumar Shrestha, Head Teacher of the training centre school, Sim Bahadur Pun welcomed all the participants and DEO officials in the programme. Salma Limbu Subba, treasurer of LEARN, observed and supported the management during the entire training time. Rotarian KB Shahi, manager of the RGG project from Rotary Club of Baglung managed to come on the opening day by afternoon and observed the training halls and interacted with the trainer team.

The training programme began by separating randomly all the participants into three different groups and provided halls for each group. Before entering into the main content, the halls nominated the Room Coordinator in each hall and the formation of sub-groups. The participants were given job responsibilities throughout the training duration. House rules and regulations were prepared by themselves. Teachers’ expectations were collected so that the facilitators could fulfill their needs, complementing the data collected in the baseline survey.

Brain gym and P.T. was practiced alternatively and team games and entertainment were performed to encourage and energize the teachers. This was all for the practice of a happy learning environment and team work.

Micro teaching practice by the teachers was conducted in the last day of the training. Rotarian Peter Hall, President of QEN, observed the sessions. Feedback from the participants were collected each day as a reflection of the program. Teaching learning materials were provided to every school under the resource center after the closing ceremony.

4. Main objectives and its expected outcomes

Objectives	Outcomes
<ul style="list-style-type: none">To improve existing teaching / learning practice through the development of child-centered teaching learning methods	<ul style="list-style-type: none">-Improved teaching learning activities in child-centered environment-Decrease of punishment attitude of teachers
<ul style="list-style-type: none">To provide relevant and appropriate teaching materials and resources to schools to address diverse learning needs	<ul style="list-style-type: none">-Access to more teaching / learning materials-Development of educational materials to use in the classroom teaching learning activities-Created new skills in use of local materials-Proper and full use of the materials in schools
<ul style="list-style-type: none">To motivate teachers for their profession	<ul style="list-style-type: none">-Motivated teachers, proud of themselves and realizing it is the most important profession to build the nation

5. Activities:

The contents summarized:

5.1. Brain Gym® and P.T.

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

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

5.2. Team Games

Team games were practiced which can build a strong team work inspiration, the team feeling and break the monotony of training activities. Games were played every day in the middle of the sessions. Games help the trainees get to know one another and to become active and positive in sharing ideas to their colleagues as well as with trainers. Some indoor games relevant to the content were played during the training sessions.

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

5.3. Grouping Strategy

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

5.4. Roles and responsibilities of teachers/HT/SMC/PTA/Students

This content was given to realize the roles and responsibilities standing in different position of the school sectors to uplift overall school development. The table groups were given an open discussion pretending the members of SMC/PTA/HT/Students and conclude their roles in the points and vice versa. This was to build the strong relationship between them and practice mutual understanding to achieve the common goal.

5.5. National Curriculum and usage of teachers guide

This content was selected to make the teachers aware of national goals and plan their teaching according to the national curriculum because most of the teachers are depending on single text books. They hardly know the connection of text book to the curriculum and are not considering that the text book is only a reference. The participants were grouped in subject wise grouping and given the curriculum to each group as well as

a text book with it, to find out the lesson in the text book and objectives allocated by the curriculum. They were asked to prepare an activity to fulfill that objective. Also factors of the curriculum were discussed. Teachers were also supplied a copy of teachers guide to assist them to prepare relevant activities according to specific objectives.

5.6. Classroom Organization and Management

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

5.7. Child Psychology and Behaviour Management

Needs, interests and psychology were explored involving group work. An activity was done listing the good and bad behaviors shown by the students in the schools. The cause for the bad behavior of students was discovered by the participants and the solution as well. The facilitator cleared about the behavior management with the help of charts and action in the class.

5.8. Multiple intelligences

To make the teachers aware about the various learning strategies of students, they were categorized according to their interest. According to the interest they were asked to flourish any capacity. As according to their nature and interest nine multiple intelligences were discussed with the activities done during the training and listing the activities under the intelligences column. Teachers got the point that they are knowingly or unknowingly practicing the activities in the class but unknown about the learning capabilities of students. They are committed to do different activities in a lesson which may help for all the children though they have different intelligences.

5.9. Self-Esteem

A role play game was created to measure their self-esteem. The strategy was to improve the self-esteem of teachers and students, to be aware of teacher’s and student’s self-esteem building activities, bringing positive reinforcement activities, and peer support, respect colleague behavior, discourage bullying attitudes and creating a comfortable environment for students with learning difficulties.

5.10. Design and Printing

Effective teaching materials making was done under design and printing emphasizing on clean, pleasing layout, appropriate colour and illustration, promoting desire to learn, creating an image of professionalism, purpose of the material, relevance, consistency, proportion, direction, simplicity and visual contrast.

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Using these instructions of design and printing, participants were asked to write a chart in their related subject. Participants were making child friendly charts and presented in the class for which the trainers gave the feedback for further development.

5.11. Basic Arts/ Drawing skills and color mixing and painting

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

6. Materials preparation and use

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

Most teachers do not realize it but the truth is that most students fall asleep or yawn in class because they are tired of listening to the monotonous talking of the teachers. Visual aids keep them awake and they take interest in whatever happening in the class.

Knowing the importance of teaching learning materials, participants were involved in preparing materials from the very first step and practiced in the classroom.

6.1. Bamboo Pen Making and Writing Practice

It is actually pre-practice of letter writhing using marker making beautiful handwriting. The participants were introduced the bamboo pen making process and the way of using it to write on the cards and charts. Trainer explained the size of the bamboo and demonstrated the cutting technique and participants practiced. Also the group had a discussion of other local materials that could be used during the teaching in the classroom. All the participants made the bamboo pens and the flash cards, which can be used in the classroom with the children. This activity was later related with the use of writing the flash cards, hanging cards, chart paper writing etc.

6.2. Flash Cards Cutting, Writing Practice and Use

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

6.3. Pocket Board Preparation and Use

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

6.4. Subject Cards/Charts

The participants were explained about the use of different colour cards and the charts for the different subjects. Such as white for Nepali and English, yellow for mathematics, green/blue for Social Study and the pink for picture cards and science so as the cards will not be lost or mixed with other subjects. This

allows the teachers to recognize the cards easily and they made enough cards for their use in the schools. The bamboo pens were used, even though the schools were supplied with markers.

6.5. Attendance Board

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

6.6. Day Weather, Job Responsibilities Board and Calendar

Participants were instructed well to prepare and use day, weather, job charts and calendars with models prepared by trainer. Teachers were grouped according to their schools and had to prepare at least one set of day, weather, job charts and calendars which could help the students to know the date, day and the weather themselves. Participants used the chart and calendar during training and learnt the use of it and they will teach the students for the effective use and know the requirement themselves.

6.7. Origami

To give an idea of creative knowledge on paper works, some sessions of making paper made objects were conducted where participants were instructed on using the materials and selection of color papers and objects to make with color combinations. Facilitator demonstrated ways of cutting papers and size maintained. Several kind of flowers were made by each group and also with the idea of making it they can teach the students of how they can imagine and create the different animals, birds, household objects, plants etc.

7. Other Training Components

7.1. Lesson plans

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

7.2. Micro Teaching

On the tenth day, participants were made in different groups selecting their subjects to make a lesson plan for practice teaching as a demonstration class in each of the training halls. Each of the participants performed their teaching sharing with their friends the lesson plan preparation in a real classroom situation. The materials developed during the training were used while teaching. All the materials like the flash cards, pocket board, charts were emphasized. Feedback was given from both the facilitator and other participants right after their class sharing.

7.3. Continuous Assessment System

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

The participants took CAS as an effective tool to evaluate and improve the learning achievement of the students and realized that the poor students will benefit from evaluation by this system, making it easy for the teacher to see day to day changes in students.

7.4. Materials distribution

Along with the training, LEARN had another important event of materials distribution to each of the 14 schools of Tatopani Resource Center. All the school supply materials were brought from Kathmandu. These are to prepare and use in the class room according to what they have practiced in the workshop. The materials given to them were mainly stationery needed for schools. List of the materials are included in the annex section below.

8. Annexes

8.1. Map of LEARN Project Area



Rotary Global Grant Project (Sarwodaya Secondary School Resource Center, Tatopani, Myagdi), colored blue above, includes the four VDCs that now fall in the Annapurna Rural Municipality.

8.2. Photos



Meeting and preparation



Opening Ceremony



Team Building Game



Making Teaching Learning Material



Learning Activity



Materials produced

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Closing Ceremony



Closing Ceremony

8.3. Abbreviations

CAS	Continuous Assessment System
DAP	Direct Aid Program (Australian Government)
DEO	District Education Office
DoE	Department of Education
HT	Head Teacher
SS	Secondary School
NCED	National Council for Educational Development
NVIA	Nepali Village Initiative Association
PTA	Parents Teachers Association
RC	Resource Centre
RC	Rotary Club
RP	Resource Person
SMC	School Management Committee
VDC	Village Development Committee
QEN	Quality Education Nepal
RGG	Rotary Global Grant
RM	Rural Municipality

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8.4. Programme schedule

Day 1	Assembly 30min	Hall A	Hall B	Hall C
Session I	10:15---11:45	Registration, Opening Ceremony		
	Game			
Session II	12:05---1:35	Objectives and Team work	Objectives and Team work	Objectives and Team work
	Lunch			
Session III	2:15---3:45	Roles and Expectation/ Role play	Roles and Expectation/ Role play	Roles and Expectation/ Role play
	Debrief			
Day 2	Assembly 30min			
Session I	10:15---11:45	Grouping Strategy	Creative art	Curriculum study and use
	Game			
Session II	12:05---1:35	Creative art	Curriculum study and use	Creative art
	Lunch			
Session III	2:15---3:45	Curriculum study and use	Grouping strategy	Grouping strategy
	Debrief			
Day 3	Assembly 30min			
Session I	10:15---11:45	Creative art	Learning styles/intelligences	Learning styles/intelligences
	Game			
Session II	12:05---1:35	Bamboo & marker free practice	Creative art	Bamboo & marker free practice
	Lunch			
Session III	2:15---3:45	Learning styles/intelligences	Bamboo & marker free practice	Creative art
	Debrief			
Day 4	Assembly 30min			
Session I	10:15---11:45	Artprinting and design	Self esteem, effective instruction	Job chart and attendance board
	Game			
Session II	12:05---1:35	Job chart and attendance board	Artprinting and design	Self-esteem, effective instruction
	Lunch			
Session III	2:15---3:45	Self-esteem, effective instruction	Job chart and attendance board	Art,printing and design
	Debrief			
Day 5	Assembly 30min			
Session I	10:15---11:45	Flash/hanging card making and writing	Art work, calendar/weather chart making	Classroom management+ behavior mgmt..
	Game			
Session II	12:05---1:35	Classroom management+ behavior mgmt..	Flash/hanging card making and writing	Art work+ Calendar/Weather Chart making
	Lunch			
Session III	2:15---3:45	Art work, calendar/weather chart making	Classroom management+ behavior mgmt..	Flash/hanging card making and writing
	Debrief			

8.5. Participants in 10 days Basic Teacher training

S.No	w/in school	Name	M/F	School	Mobile no.
1	1	Murari Poudel	M	Sarwodaya SS	9849637175
2	2	Parbin Phagami	M		9806708915
3	3	Shobha G.C.	F		9847641769
4	4	Khem Nath Sharma	M		9847639442
5	5	Shiva Datta Regmi	M		9847628219
6	6	Nisha K.C.	F		9846646090
7	7	Kabita Nepali	F		9867647074
8	8	Manu B.K.	F		9847759840
9	9	Saraswoti Giri	F		9843769749
10	10	Shanti Phagami	F		9844474312
11	1	Ram Prasad Tiwari (HT)	M	Himalaya Basic	9847623296
12	2	Bishnu Kumari Garbuja	F		9847712771
13	3	Mina B.K.	F		9847650203
14	4	Aruna Sunar	F		9847668797
15	1	Lal Maya Chhantyal	F	Kailash SS	9847642168
16	2	Kusum Purja	F		9867846303
17	3	Manoj Kumar Yadav	M		9841508978
18	4	Bageshwor Prasad Sinha	M		9845170096
19	5	Pou Maya Purja	F		9847723214
20	6	Bom Kumari Ramjali	F		9847712420
21	7	Nirmala Khadka	F		9861129915
22	1	Shanta Maya Rantija	M	Sunari Basic	9847650627
23	2	Pramila Garbuja	F		9847675311
24	1	Bhagawan Bahadur Karki (HT)	M	Prabha SS	9857660100
25	2	Suk Devi Garbuja	F		9845179216
26	3	Priya Phagami	M		9806505512
27	4	Rita Armaja	F		9806159536
28	5	Tara Devi Rantija	F		9846183344
29	6	Lok Bahadur Phagami	M		9867639959
30	7	Hukum Bahadur Pun	M		9847603969
31	8	Sabina Kumari Karki	F		9848561629
32	9	Deu Kumari Tilija	F		9846382227
33	10	Tikaram Bhandari	M		9847712539
34	1	Min Kumari Garbuja(HT)	F	Kranti Basic	9857640543
35	2	Man Bahadur Thapa	M		9847628034
36	1	Rajendra Khadka	M	Nilgiri Basic	9867624769
37	2	Yam Kumari Garbuja	F		9846000911
38	3	Narimaya Garbuja (HT)	F		9821336692
39	1	Suk Bahadur Garbuja (HT)	M	Narchyang Basic	9746712962

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40	2	Mina Budhathoki	F		9846082348
41	3	Mina Kumari Rana	F		9847675319
42	4	Dinesh Pun Buduja	M		9847681803
43	1	Durga Devi Baruwal (HT)	F	Dhaulagiri Basic	9847712008
44	2	Shanti Ramjali	F		9746717683
45	1	Rabita Pun	M	Gyan Prakash SS	9847650370
46	2	Tek Bahadur Khatri	M		9847652161
47	3	Bhoj Raj Sharma	M		9867743628
48	4	Tilak Thapa	M		9821336473
49	5	Mohan Mijar	M		9821354063
50	6	San Maya B.K.	F		9821313114
51	7	Munni Phagami	F		9741372687
52	1	Ananda Serbuja (HT)	M	Suwa Basic	9847602481
53	2	Matrika Prasad Ghimire	M		9847602481
54	3	Durga Devi Paija	F		9857622059
55	4	Nisha Paija	F		9867617883
56	5	Prem Kumari Tilija	F		984767430-
57	6	Hasti Maya Paija	F		9867603489
58	1	Khim Maya Serpuja (HT)	F	Jana Kalyan Basic	9846286318
59	1	Anita K.C (HT)	F	Jyoti Basic	9847751866
60	2	Tika Maya Ruchal	F		9847702187
61	3	Sujan Budhathoki	M		9846463590
62	1	Kamala Khatri (HT)	F	Sarswoti Basic	9847627900
63	2	Rashmi Budhathoki	F		9867703721
64	3	Shyam Bahadur Pun	M		9847675382
65	4	Ruk Devi Buduja	F		9847650129
66	5	Kamala Pun	F		9847650498
67	1	Brinda Thapa	F	Gharamdi Basic	9821355913
68	1	Chandra Kala Kisan	F	Beni Community SS	9857635055
69	1	Tara Pun	F	Pragarishil ECD	9847703917
70	1	Sumitra Garbuja	F	Nava Jyoti ECD	

8.6. Teaching / learning materials distribution

S.No.	Materials	Unit	Sarwodaya SS (ECD-12)	Gyan Prakash SS(ECD-12)	Kailash SS (ECD-10)	Prabha SS (ECD-10)	Narchyang LS (ECD-8)	Himalayan PS (ECD-5)	Kranti PS(ECD-5)	Nilgiri PS(ECD-5)	Suwa PS(ECD-5)	Jyoti PS(ECD-5)	Saraswati PS(ECD-5)	Sunari PS(1-3)	Dhaulagiri PS(ECD-3)	Jana Kalyan PS(ECD-3)	Total Qty
1	A4 Paper JK Copier 70grms	reem	2	2	2	2	1	1	1	1	1	1	1	1	1	1	18
2	A4 color paper	reem	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
3	Ball pen(10pcs set)	pkt	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	Balloon big size	pkt	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	Binding tape(2")	roll	6	6	6	6	4	3	3	3	3	3	3	3	3	3	55
6	Blue tag	pcs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7	Card board paper(mixed color)	pcs	60	60	60	60	50	40	30	30	30	30	30	30	30	30	570
8	Cartoon tape(2")	roll	6	6	6	6	4	3	3	3	3	3	3	3	3	3	55
9	Clear bag	pcs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	Clear/cello tape(1" 30mtr)	roll	6	6	6	6	4	3	3	3	3	3	3	3	3	3	55
11	Clear/cello tape(2" 60mtr)	roll	4	4	4	4	4	3	3	3	3	3	3	3	3	3	47
12	Cloths for pocket board	mtrs	2	2	2	2	2	2	2	2	2	2	2	2	2	2	28
13	Color plate	pcs	8	8	8	8	8	6	6	6	6	6	6	6	6	6	94
14	Crayon(wax color)	box	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42
15	Curriculum(1-3,4-5,6-8)	set	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16	Diary spiral note	pcs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17	Dice	pcs	5	5	5	5	5	5	5	5	5	5	5	5	5	5	70
18	Eraser(30pcs pkt)	pkt	2	2	2	2	2	1	1	1	1	1	1	1	1	1	19
19	Fevicol(500ml)	botl	2	2	2	2	2	1	1	1	1	1	1	1	1	1	19
20	Globe	pcs	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
21	Glue stick 35grms	pcs	6	6	6	6	6	5	5	5	5	5	5	5	5	5	75
22	Graph paper A4 size	pad	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
23	Gum bottle	Pc	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
24	Hammer	pcs	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
25	Ink bottle	botl	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
26	Madal	pcs	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
27	Marker pen board (mixed color)	pkt	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
28	Marker pen permanent (mixed color)	pkt	2	2	2	2	2	2	2	2	2	2	2	2	2	2	28
29	Masking tape	roll	5	5	5	5	5	4	4	4	4	4	4	4	4	4	61
30	Material box	pcs	2	2	2	2	2	2	2	2	2	2	2	2	2	2	28
31	Meta card 350 grms hard paper(mixed)	pcs	24	24	24	24	24	16	16	16	16	16	16	16	16	16	264
32	Mount cutter	pcs	5	5	5	5	5	4	4	4	4	4	4	4	4	4	61
33	Mout cutter blade	set	2	2	2	2	2	2	2	2	2	2	2	2	2	2	28
34	Nails 1"2"3" mixed	kg	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
35	Nail Dhalan	kg	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
36	Name tag	pcs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
37	News print paper18*20, 44grms	pcs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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S.No.	Materials	Unit	Sarvodaya SS (ECD-12)	Gyan Prakash SS(ECD-12)	Kailash SS (ECD-10)	Prabha SS (ECD-10)	Narehyang LS (ECD-8)	Himalayan PS (ECD-5)	Kranti PS(ECD-5)	Nilgiri PS(ECD-5)	Suwa PS(ECD-5)	Jyoti PS(ECD-5)	Saraswati PS(ECD-5)	Sunari PS(1-3)	Dhaulagiri PS(ECD-3)	Jana Kalyan PS(ECD-3)	Total Qty
38	Paint brush(1-6 nos set several hair) set	set	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
39	Paper clip	pkt	5	5	5	5	5	5	5	5	5	5	5	5	5	5	70
40	Pencil	doz	5	5	5	5	5	4	4	4	4	4	4	4	4	4	61
41	Pencil sharpner(small)	doz	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
42	Pencil sharpner(table)	pcs	2	2	2	2	2	2	2	2	2	2	2	2	2	2	28
43	Ply board pcs	pcs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
44	Punching machine	pcs	3	3	3	3	3	2	2	2	2	2	2	2	2	2	33
45	Refil ink board(mixed color) 30ml	pcs	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56
46	Refil ink permanent(mixed color)30ml	pcs	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56
47	Record file	doz	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
48	Rubber band	pkt	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
49	Rular (plastic)30cm	pcs	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42
50	Rular (plastic)60cm	pcs	2	2	2	2	2	2	2	2	2	2	2	2	2	2	28
51	Scissors	pcs	4	4	4	4	4	3	3	3	3	3	3	3	3	3	47
52	Sketch pen Monami mixed color	pkt	2	2	2	2	2	2	2	2	2	2	2	2	2	2	28
53	Skipping rope	pcs	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42
54	Stappler machine kangaroo	pcs	5	5	5	5	5	3	3	3	3	3	3	3	3	3	52
55	Stappler pin (small pkt)	pkt	10	10	10	10	10	5	5	5	5	5	5	5	5	5	95
56	Teachers'guide set	set	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
57	Thumb pin (Deli plastic box)	pkt	3	3	3	3	3	2	2	2	2	2	2	2	2	2	33
58	Twin ball string (10 balls pkt)	pkt	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
59	volleyball mikasa original	pcs	1	1	1	1	1	0	0	0	0	0	0	0	0	0	5
60	volleyball net	pcs	1	1	1	1	1	0	0	0	0	0	0	0	0	0	5
61	volleyball pump	pcs	1	1	1	1	1	0	0	0	0	0	0	0	0	0	5
62	Water poster color (12 sed)	pkt	2	2	2	2	2	2	2	2	2	2	2	2	2	2	28
63	White board cleaner 60ml	botl	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
64	White board duster	pcs	3	3	3	3	3	2	2	2	2	2	2	2	2	2	33
65	Zipper plastic bag A4 size	pcs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
66	Mounting tape(double side foam tape)	pcs	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
67	Mini laptop(note book) donated from Australia	pcs	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14

8.7. Facilitation and management team

S.No.	Name of the facilitators	Address	Designation
1	Gouri Shankar Pandey	Ministry of Education	Deputy Director
2	Krishna Prasad Pokhrel	Gorkha	Senior Teacher Trainer
3	Kailash Tamang	Khandbari Sankhuwasabha	Programme consultant, LEARN
4	Nabin Prakash Shrestha	Lalitkala Art College	Artist
5	Bharat Kumar Pun	DEO, Myagdi	Resource Person, Rima
6	Jaya Ram Subedi	DEO, Myagdi	Resource Person, Tatopani
7	Sirjana Paija	Adarsh SS, Rima	Lead Teacher, Rima RC
8	Krishna Bdr Pun	Himanchal SS, Nangi	Lead Teacher, Rima RC
9	Krishna Bdr T. Pun	Annapurna-5, Myagdi	CEO, LEARN
10	Salma Limbu Subba		Treasurer, LEARN Board

Visitors and Guests

- | | |
|--|--------------------|
| 1. District Education Officer of Myagdi | Ram Kumar Shrestha |
| 2. School Supervisor DEO Myagdi | Dal Bahadur Thapa |
| 3. Head Master of Training Center School | Sim Bahadur Pun |
| 4. Chairperson of Training Center School | Buddhi Bahadur Pun |
| 5. RGG project manager RC Baglung | KB Shahi |
| 6. President of QEN and Rotarian Australia | Peter Hall |

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DR. UMED KUMAR PUN

President, LEARN

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2. Member : **Rabi Prasad Baral** – 9856021464, rabipbaral@gmail.com
3. Treasurer : **Salma Limbu Subba** – 9849786615 , salmasubba02@gmail.com
4. Member : **Yam Pun** – 9841030283, punmagaryam@gmail.com
5. Member : **Laxmi Pun** – 9846029492, laxmipun7@gmail.com
6. Member : **Kailash Tamang** – 9841645402, yonkailash@yahoo.com
7. Member : **Nirmala Bhusal** – 9841362725, nirmalabhusal041@gmail.com
8. Secretary/CEO : **Krishna B.T.Pun** – 9849289685, Krishna_puntz@hotmail.com