

“Lifting Education, Advancing Rural Nepal”

## **REPORT OF THE REFRESHER TRAINING**

### **Student Centered Teaching for Quality Education**



**TRAINING CONDUCTED BY**  
**LEARN**

**IN CO-OPERATION WITH**  
**District Education Office, Myagdi**

**SUPPORTED BY**  
**Quality Education Nepal, Australia**

**Date: 19<sup>th</sup>-23<sup>rd</sup> Jeshtha, 2074**

**2<sup>nd</sup>-6<sup>th</sup> June 20**

**Venue: Paudwar SS, Myagdi**

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## Executive Summary

LEARN conducted a refresher training part-III at Paudwar Secondary School for Ghara RC of Myagdi District from 19<sup>th</sup> to 23<sup>rd</sup> Jeshtha 2017 for the teachers of 12 community schools under Ghara resource center in cooperation with DEO (District Education Office), Myagdi and financial support from Quality Education Nepal, Australia. This report briefly describes and analyzes the activities and content covered in this training. The training was attended by 53 teachers. There seems to be two reasons of decreasing the numbers. One is some of the teachers went for preparation of the Teacher Service Commission exam which is going to be in very near future and some are not much motivated as they are in the process of withdrawal from the teaching profession for ever, mainly the teachers who have been serving long time in temporary basis.

The training was the refresher training phase-III for teachers of Ghara VDC schools and 4<sup>th</sup> refresher for schools of Shikha VDC. Training was focused on the subjects Mathematics, Social Studies and English Language. The trainees learnt and shared the teaching learning methods such as activities based learning approaches like learning by creating games, pair works, group discussion, field trip, using songs, role play, research and so on.

Mr. Ram Chandra Puri, RP from DEO Myagdi provided strong support and cooperation for the program. The cooperation between LEARN, QEN, District Education Office and the teachers of Ghara Resource Centre are the key factors for the success of this program. LEARN is grateful to Peter and Ronda Hall, founder of QEN and to all the fund contributors from QEN. LEARN is thankful to all the resource persons, government agencies, teachers and local communities for supporting in the delivery of training program.

The formal inaugural program began a little late in the morning since most of the teachers were attending the training from far away distance. SMC Chairperson of the host school Mr. Bhim Bahadur Pun chaired the program announcing of beginning of the workshop and concluded similarly.

## Background

LEARN is an NGO, working in the field of education with a slogan “Lifting Education, Advancing Rural Nepal”. LEARN has been working with 38 schools so far since its establishment in 2014. It has been working in three different resource centers, Muktimarga Secondary School, Ghara is the first RC then Adarsha Secondary School RC, Rima and now Sarwodaya Secondary Schools RC, Tatopani in the north-east part of Myagdi district. Teacher training and school support programs. Besides teacher training LEARN has also focused on community awareness programs for SMC/PTA/Parents and leadership training for lead teachers and teaching learning materials support programs in the schools of the project area. Myagdi is one of the remotest districts of Nepal, fully covered with high hills and mountains. Villages spreading in the challenging geographical difficulties certainly affects in the schooling of young children. Considering child right to education, government of Nepal has set up basic education schools in those villages but the challenge is the quality of education. Well qualified teachers could not retain in the country sides as they all want to settle and enjoy various opportunities in the urban areas. This is the reason why LEARN wants to approach the teacher training for those innocent children in the remote parts. Quality education depends on teachers’ professional development, access to instructional resources and strong commitment for change. The SMCs, head teachers and the teachers also identified the need of professional development for teachers as one of the major factors for improving quality of education in their schools. Therefore, to meet the expectation of quality education in the district LEARN with the support and funding of Quality Education Nepal (Nepali Village Initiatives Association, Australia previously) started developing teachers and supporting schools.

LEARN has been contributing to impart quality education in the rural area of Nepal based on child-centered teaching-learning activities and creating child friendly school environment where each child is considered capable, and has to be. 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.

Peter and Ronda Hall, who are the pioneer initiators for what has happened and achieved now in Myagdi. Their tireless efforts in raising funds, giving valuable suggestions and full time for the development of LERAN and promoting the projects it carries, are the pillars of the organization.

## Objectives and Expected outcomes of the Refresher Training

S.N.	Objectives	Expected Outcomes
1.	Review the previous training and effective implementation	Continuation and creation of Teaching learning methods for child-centered activities

2.	Resolve the problems occurred after the ten-days training in practice	Building confidence in selecting the relevant teaching learning strategies
3.	Develop child-centered and joyful teaching-learning methods and skills	Improvement in student's participation in learning activities
4.	Increase teacher's understanding and knowledge in the subject matter	Teachers develop confidence in the subject matter and make the classroom teaching more effective
5.	Develop relevant and appropriate teaching materials and resources for experiential activities	Involve students in experiential learning activities such as explorations, experimentations, investigations and connect with the real life practice
6.	Extend teachers' knowledge on additional resources such as curriculum, teachers' guides, and web resources and sharing with the colleagues	Teachers use additional resources for improving classroom instructions

### Training Work shop

5-days refresher training for teachers was carried out with the major activities in general and subject wise basis as below.

### Training Review

As this was the refresher training for both the different groups of the teachers who were participating separately. Schools from previous Shikha VDC have completed the training package of three year cycle in 2014 and these schools are getting in-school support with regular follow ups and material support. Schools from previous Ghara VDC are coming to the end of the three year cycle. This refresher training is a part of it. There has been an open discussion and experience sharing among the teachers that how the training differentiate in whole school culture and effecting learnings in children and other output. There has been discussed in the following points;

The table below will give a brief glimpse of the situation of the training effectiveness.

What Learnt	Implementation	Outcomes
<ul style="list-style-type: none"> <li>• Development of various teaching- learning materials</li> <li>• Classroom management</li> <li>• Student centered teaching strategies like group work, participatory methods, field/project and study/inventive work</li> <li>• Joyful learning using drawing, games, songs/dance, story telling</li> <li>• Use and practice of CAS</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom decoration with lots of learning resources and informative materials</li> <li>• Use of teaching strategies and methods like creating games and songs, field trip and experiments</li> <li>• Making children responsible using various job charts and norm prepared by themselves</li> <li>• Practice of CAS</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement of classroom environment/ resourceful classrooms</li> <li>• Increased children's interest in learning</li> <li>• Improvement of students regularity</li> <li>• Students are more confident and familiar with teachers</li> <li>• Improvement of learning achievement</li> </ul>

<ul style="list-style-type: none"> <li>Physical and mental concentration by brain gym and PT etc</li> </ul>	<ul style="list-style-type: none"> <li>Brain gym, class songs</li> <li>Practice of discussion among the peer teachers for solving the problems</li> </ul>	<ul style="list-style-type: none"> <li>Improvement of parents visit and awareness</li> <li>Responsible teachers and students in their field</li> </ul>
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What Next (Expectation/ necessity)?

- o Separate training for secondary level teachers
- o Separate training for Grade teachers
- o Separate training for ECD teachers
- o Computer/ICT training
- o Parents counseling
- o Audio/ visual/ musical instrument materials
- o Continuation of material support
- o Regular monitoring and feed back

Challenges?

- Self-motivation and dedication
- Time management for all sort of activities

English

English Language workshop was led by Ivy Atlas. She was invited as a volunteer and she works as an English language trainer for NELTA. She facilitated for one and a half day. Sapana Pandey assisted her and later Sapana Pandey took over for the rest of the sessions. Participants enjoyed in different activities in the session.

Content	Objectives	Activities
Language acquisition and language learning	To distinguish between two languages: native and secondary language.	Video - conversation of native speaker secondary language learner.
How to learn English Language	To make familiar about secondary language tone.	Introduction/ searching of website to learn English Language
Rising and falling tone	To pronounce the words by giving stress and unstressed.	Flash Card games
Mispronounced words	To pronounce some commonly mispronounced words correctly.	pronunciation practice
Creation of Rhyming Words	To learn how to create Poem with the help of rhyming word.	Composing the poem with the rhyming words and pasting on the wall.
Poem presentation	To make participants creative and to develop creative reading and writing skill.	Short poem presentation in the group/ poem pasting on the wall.

Rhyme about counting the numbers	Rhyme to the participants about counting numbers	One, two, I go to school.....(Rhyme)
Ball of string game	Such a creative game to make participants mentally and physically active.	Ball of string game
Phrasal Verb	To make familiar with the Prepositional Phrasal verbs which come together with some prepositions.	Group discussion
WH- question and Answer	To get the ideas from participants and make them to speak in English that help to make informal conversations. To make participants social and motivated to work in groups	Game and group discussion.
Present/Past/Future/participle	To make familiarize about verb third and their use in particular context.	Line games
Verbs/ Action verb/ Model verb and supportive auxiliaries	To be able to make sentences correctly and speak correctly using such verbs.	Flash card and games
Use of has to/ have to/ will have to/ and must	To make participants known about the verbs tends to have similar meaning and purposes	Conversation
Environment day celebration -June 05	To make participants active for celebration on some especial days in school like Environment day, Children's day and children's birthday.	Learnt to make different types of crowns using colorful chart Papers
Dance	To feel especial in some occasion	Dance in national song - This is our land and Nepali we are ....
Preposition	To learn about confusing prepositions while teaching in the classrooms	Game using flash cards (about prepositions)
Rhyme	Not to follow memorizing methods for the students to teach grammar rules	Rhyme for prepositions (where is the hen, in the box ....)
Pronunciation Discussion	To speak correctly.	Discussion in the group
Story composition	Composing words with the help of different letters that the participants	Constructing word game (A-Z) letters game to make several words.

	created by the word making game. To make participants feel friendly encouraged to work together in team	
Fun way to learn grammar	To learn grammar easily without memorizing.	Practice in group activities through rotation game
Synonym /antonym	To be familiar with more words to a single word. To help to increase vocabulary.	Game - using flash cards in a group
Reading practice	To read properly on the basis of punctuation and pauses.	Reading practice - English Newspaper reading game.
Singular/ Plural Children conversation	To make participants familiar with the particular conditions to make singular to plural easily.	Game with the help of chart paper.
Arrangement of words	To make feel informal and confident to speak in English.	The Circle pair game for children Conversation.
Rhyme and national song	To make participants critical and tactful. Rhyme for refreshment	Question answer game in group Rhyme with action
Positive, Comparative and Superlative forms and their use.	To use positive, comparative and superlative form in the writing.	Discussion on positive, comparative and superlative Degree

## Social Studies

Mr. Umesh Ram Khatri, a book writer and a senior Social Studies trainer led the group. His wide range of information and expertise in the related subject helped the participants to clear many of their doubts related to the content and social issues that are linked with the curriculum and national objectives. He further more shared the updates of current political changes and constitutional provision. It is right time to aware them about the resource knowledge in local government and potential economic activities to self -reliant rural life.

After completing the initial common activities such as group division, developing job chart, and setting classroom rules, the participants provided their expectations from the workshop. Content covered in five days training is tabled below.

Content	Objectives	Major Activities
We and our community	To develop the idea for effective classroom teaching about We and our community	Picture drawing, interaction, concept presentation
Vocabulary word map for Federalism	To promote idea about the Federalism in the context of Nepal	Meaning analysis, pictorial drawing,



Word diction for Civic sense	To develop the vocabulary of constitutional words and their meaning	Word dictation, open forum discussion, role play
Constitutional provision	To make effective teaching about the constitutional provision	Group work, role play, game
a) Traditional cloth and jewelry b) Time line	To eradicate the low information about the traditional cloths and their uses To develop the presentation idea for historical information	Lecture, discussion, drawing
SWOT for Conflict management	To find out ideas about the knowledge of conflict and its feature	Group work, Pictorial interpretation
Map making skill	To develop the map making skill of Nepal	Individual practice, freehand drawing
Problem analysis and solution	To find out cause and solution of conflict	Problem and solution tree basis analysis
Latitude and longitude	To share knowledge about lecture,	video presentation, group discussion, drawing
Project work	To make clear ideas about the project works in social studies	Field visit, group work, report writing and presentation

## Maths

Mathematics group was led by Mr. Rajib Kumar Jha. His fresh academic knowledge and energetic figure helped the participants to gain confidence, skill of easy methods of teaching mathematics and joyful learning environment. Creating stories and games to teach mathematics by interesting way, using ICT in mathematics to introduce new technology and better understanding of by digital way are the major content for it. Mathematics group also followed the initial activities such as group division, job chart, classroom rules and need collection. The major areas discussed in 5 days workshop were:

Content	Objectives	Major Activities
Introduction Guessing Coding and decoding Overview of mathematics curriculum and textbooks	To estimate distance/weight/area etc To code and decode letters and numbers To become aware about curriculum aspects	Group estimate games Paper exchanging Presentation
Brain storming Teaching mathematics through story telling	To drag concentration To make learning environment To produce or create story	Puzzle Story sharing (local)

Continue Peer review assessment	To share mathematical story	Story writing Peer review Presentation
Set teaching Fraction teaching	To teach set by using local materials To teach fraction by paper folding	Group work Paper folding
Teaching mathematics through games	To enjoy mathematics To engage students in mathematics Learning by playing	Card making Teaching addition subtraction multiplication and division by playing
Continue		Drat playing Graph plot Presentation Group work
Material development	To make concrete solid materials To make learning long lasting	
ICT in mathematics classroom	To use ICT in mathematics To become 21 <sup>st</sup> century teacher	Introduction Software installation Lab work (point, line, angle, triangle, circle)
Continue	Learning by doing	
Probability teaching Multiplication and division teaching Hot chair game Pen remembering game	To teach multiplication and division by paper cutting To teach probability by playing To memorize formula and definitions by playing	Dice game Hot chair game Pen remembering game Paper cutting Presentation Demonstration

## Achievements

- 52 teachers from 12 schools participated the program very actively
- The participants learnt/created many teaching materials for experiential and investigative learning activities.
- Teachers got inspired to adopt the learning from the training and change school environment

## Challenges /Recommendations

- Adopting the student-centered activities in classrooms may depend on the school culture and motivated and dedicated teachers.
- Parents want their children with good English communication skills but most of the teachers including the English language teachers are weak in English communication so they still need more intensive language training
- ECD teachers and high school teachers should have special training separately
- Survival allowance for the participants needs to be increased.

## Conclusion

This refresher training emphasized in methods and skills of teaching strategies in the classroom, developing and using instructional materials in classrooms, focusing how to make active participation of children in learning. The program was concluded in a very well organized manner. LEARN team feels a successful workshop with the full support of the host school and community as well as the head teachers and participants of every schools and cooperation of DEO Myagdi.

## Appendices

### Participants

19th to 23rd Jeshtha 2074 Participants Attendance Sheet

S.no	School	Name	G
1	Laligurans B.School	1. Lila Devi Purja Pun	F
2		2. Yeshodha Pun	F
3	Shikha S.School	1. Gita Poudel	F
4		2. Hari Maya Serpuja	F
5		3. Chanda Mati Purja Pun	F
6		4. Purnima Paija	F
7		5. Bheurani Paija Pun	F
8		6. Khem Bahadur Paija	M
9	Bhuwani B.School	1. Lila Khadka	F
10		2. Santa Maya Pariyar	F
11		3. Dil Maya Baruwal	F
12	Muna ECD	1. Bal Kumari Pariyar	F
13	Sharada B. School	1. Chin Bahadur Pun	M
14		2. Indra Kumari Purja	F
15	Himalaya B. School	1. Puspa Sunar	F
16		2. Durga Garbuja	F
17		1. Uma Sherchan	F
18	Paudwar B. School	1. Tulman Rana	M
19		2. Devi Tilija	F
20		3. Yam Kumari Paija	F
21		4. Uma Tilija	F
22	Paudwar S. School	1. Bina Devi Tilija	F
23		2. Achyut Gautam	M
24		3. Krishna Prasad Sapkota	M
25		4. Dhakendra Karki	M
26		5. Chiranjibi Prasad Khatri	M
27		6. Prem Bahadur Thapa	M
28		7. Man Bahadur Paija	M
29		8. Gita Tilija	F
30		9. Devi Paija	F
31		10. Som Maya Tilija	F
32		11. Tham Maya Pun	F
33		12. Kumari Paija	F
34		13. Gam Bahadur Roka	M
35		14 Dil Maya Tilija	F
36		15.Dishu Pariyar	F
37	Paudwar ECD	1. Shyam Kali Roka	F
38		2. Mukta Kumari Tilija	F

S.no	School	Name	G
39	Kindu B. School	1. Rudra Bahadur Khadka	M
40		2. Khadka Bahadur Nepali	M
41		3. Sudarshan Rantija	M
42		4. Sita Garbuja	F
43		5. Bimala Pun	F
44	Shikhar B. School	1. Ram Chandra Paija	M
45	Khibang B. Shool	1. Kamal Subedi	M
46		2. Durgala Roka	M
47		3. Sher Bahadur Khadka	M
48		4. Tek Bahadur Khadka	M
49	Mukti Marga S. School	1. Ram Krishna Khadka	M
50		2. Sabitri Baruwal	F
51	Mukti Path B. School	1. Tulsi Khadka	F
52		2. Ujeli Khadka	F

## Training Schedule

Training schedule Paudwar SS

Day 1	Time	English	Maths	Social
Session I	10:30-12:00	Registration/material distribution/Opening ceremony/Hall division		
	12:00-12:30	Break		
Session II	12:30-2:00	Training review of previous years		
	2:00-2:30	Lunch		
Session III	2:30-4:00	Language acquisition	Introduction, Guessing	We and our community
	4:00-4:15	Debrief		
Day 2	10:00-10:30	Assembly/Brain Gym/PT		
Session I	10:30-12:00	Mispronounced words	Coding/decoding /overview of mathematics through story telling	We and our community
	12:00-12:30	Break		
Session II	12:30-2:00	Creation of rhyming words and poem writing	Continue-Peer review assessment	Constitutional Provision
	2:00-2:30	Lunch		
Session III	2:30-4:00	Rhyme about counting the number	Set teaching/fraction teaching	Vocabulary word map of Federalism
	4:00-4:15	Debrief		
Day 3	10:00-10:30	Assembly/Brain Gym/PT		
Session I	10:30-12:00	Phrasal verb/wh question and answer	Teaching Maths through games	Word diction of civic sense
	12:00-12:30	Break		
Session II	12:30-2:00	Tense and participle/verbs and auxiliaries	Continue-Teaching Maths through games	Traditional cloth and jewelry/ time line
	2:00-2:30	Lunch		
Session III	2:30-4:00	Use of has/have/will have to and must	Maths material development	SWOT for conflict management
	4:00-4:15	Debrief		
Day 4	10:00-10:30	Assembly/Brain Gym/PT		
Session I	10:30-12:00	Special day celebration/environment day	ICT in mathematics	Map making skill
	12:00-12:30	Break		
Session II	12:30-2:00	Preposition/rhyme	ICT in mathematics	Problem analysis and solution
	2:00-2:30	Lunch		
Session III	2:30-4:00	pronunciation/ story composition	ICT in mathematics	Latitude and longitude
	4:00-4:15	Debrief		

Day 5				
Session I	7:00-8:30	Fun way learning grammar/synonym/antonym/reading practice/child conversation	Probability teaching	Project work
	8:30-8:40	Break		
Session II	8:40-10:10	Arrangement of words/positive/comparative/superlative and their use	Multiplication and division teaching	Project work
	10:30-11:15	Break		
Session III	11:15-12.00	Closing ceremony		

## Acronyms

DEO: District Education Office

ECD: Early childhood Development

SS: Secondary School

BS: Basic School

NGO: Non-Governmental Organization

PTA: Parents Teachers Association

RP: Resource Person (DEO)

SMC: School Management Committee

VDC: Village Development Committee (previous)

RM: Rural Municipality

QEN: Quality Education Nepal

CAS: Continuous Assessment System

ICT: Information and Computer Technology

## Trainers/Facilitators Team

1. Krishna BT Pun, CEO of LEARN
2. Sapana Pandey
3. Umesh Ram Khatri, Trainer/Facilitator
4. Rajib Kumar Jha, Trainer/Facilitator
5. Ivy Atlas

## Visitors;

1. Mr. Bhim Bahadur Pun-SMC Chairperson, Paudwar SS
2. Mr. Deu Bahadur Jukjali- PTA Chairperson
3. Mr. Min Bahadur Garbuja-SMC member
4. Mr. Bhagawoti Paija-SMC member
5. Mr. Ghan Bahadur Paija- Newly elected RM member

## Contacts

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## Gallery



