

“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: 13<sup>th</sup>-17<sup>th</sup> Jeshtha, 2074

Venue: Tikot SS, Myagdi

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## Executive Summary

LEARN conducted a refresher training part-III at Tikot Secondary School of Myagdi District from 13<sup>th</sup> to 17<sup>th</sup> Jeshtha 2017 for the teachers of 10 community schools under Rima 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 52 teachers whereas there were 60 participants in the latest ten days training. 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 serviced long time temporarily.

The training was the refresher training phase-III training focusing on the subjects Creative arts, Mathematics, Social Studies and English Language and computer application. 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. Bharat Kumar Pun, RP from DEO Myagdi provided strong support and cooperation not only in the training days but also from the beginning of the program. The cooperation between LEARN, QEN, District Education Office and the teachers of Rima 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. Bhakta Bahadur Purja 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.	Resolve the problems occurred after the ten-days training in practice	Building confidence in selecting the relevant teaching learning strategies
2.	Develop child-centered and joyful teaching-learning methods and skills	Improvement in student's participation in learning activities
3.	Increase teacher's understanding and knowledge in the subject matter	Teachers develop confidence in the subject matter and make the classroom teaching more effective
4.	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
5.	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
6.	Introducing computer technology in teaching learning activities	Uses of computer in relevant teaching learning environment

### English

#### Objectives:

- Review previously learnt skills
- Practice nursery rhymes
- Practice classroom activities for language learning
- Play and develop board game and other language games for active learning
- Prepare lesson plans and model a teaching
- Enhance creative writing skills through experiential method
- Familiarise and practice primary English curriculum and its targets

#### Contents:

- Teaching poems in primary level
- Board games making
- Recount Writing
- Lesson planning
- Curriculum study (Primary)
- Language teaching techniques
- Classroom language practice
- Popular language games

The English program in this year was targeted to the classified participants of English teachers of the Resource Center which included teachers from grade one to eight. The program reviewed the previously learnt skills and discussed the needs for the workshop. The activities done in the training are discussed as follows:



**Teaching poems:** Poems are useful materials for teaching any language. They are the good sources of vocabularies and pronunciation practices for speaking. The training had rhymes and poems practice for every beginning session. It was good for the motivations and energizing trainees during the sessions.

**Board Games:** Games add fun in learning. Students love games and they create a participatory environment in the classroom. To enhance the skill on practicing games in our classrooms, there was a session for making board game for interactive learning. The board games were specially based on speaking skills which gave participants fun in learning as well as skill for their classrooms.

**Recount writing:** It is retelling about the events we experience. It gives an opportunity to practice creativity through memory. Participants were asked to have field experience and narrate the events in their own words. During the field experience, they had a lot of speaking practice and while writing them down; they had a practice to put them down in a logical and meaningful order.

**Lesson planning:** Lesson planning is a preparation for meaningful teaching activities inside a classroom. Planning gives a clear direction to deliver ones idea to the learner. For a better practice of planning in classrooms, facilitator gave a simplified version of lesson plan format. Then, they were asked to practice making plans with the learning outcomes and activities provided by the facilitator.

**Curriculum study:** Curriculum is the heart of pedagogical activities. It gives all necessary information to a teacher about what to teach, how to teach and what to use. The facilitator provided a copy of well arranged and selected version of curriculum outcomes and activities to each of the participants and were asked to study for a while taking some notes on important learning objectives.

**Language teaching techniques:** Teaching techniques are the ways and various practice of teaching contents. They are helpful tools to effectively share ideas minimizing the boredom in learning and confusion. They give the tracks to teachers from where they can travel to reach the destination with lesser efforts by himself. The recent techniques encourage students' activeness and dynamics. Therefore, to make a teacher aware of what techniques for certain contents can work and which cannot, a session was held to bring out the ideas on how many techniques are available, how many of them are known and unknown and how many of them are practiced.

**Classroom language:** Classroom language practice was done to make the participants familiar with useful expressions for a classroom.

**Popular Language games and activities:** There are several available resources for teaching English that are not accessed by many teachers. The activities, worksheets, games like crossword puzzle, maize, bingo etc. were discussed, shared and the participants were provided with the printed materials to be used directly their class rooms.

## Social Studies

The trainer/facilitator is also 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
Federalism	To provide the clear idea and meaning of Federalism	Meaning writing ,discussion, lecture
Constitutional provision	To make effective teaching about the constitutional provision	Group work, role play, game
Traditional cloth and jewelry	To share ideas about the diversity of cloths and jewelry of Nepali community	Lecture and group discussion
Conflict management	To effecting teaching pedagogy	Role play
Map making skill	To develop map making skill	Individual practice /Drawing,
Problem analysis and solution	To make effective teaching ideas about the conflict	By Making problem and solution tree
Economic activities	To choose pedagogy	Demonstration, drawing, discussion
Human rights	To share knowledge and teaching pedagogy	Group discussion, analysis

## Maths

Mathematics group was led by a fresh and energetic trainer with wide range of academic knowledge. He facilitated 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.



Content	Objectives	Major Activities
Introduction Guessing	To estimate distance	
Coding/Decoding Overview of curriculum and textbooks of mathematics	To code and decode letters and numbers To become aware about national plan and curriculum demand	Paper exchanging Presentation Group work
Brain storming Teaching mathematics through story telling	To drag concentration To make learning environment	Puzzle Story sharing (local)
Continue Peer review assessment	To produce mathematical story To enhance capacity to assess peer	Story writing Peer review Presentation
Teaching mathematics through games	To enjoy mathematics To make fun in math's classroom	Group work Target 20 game Presentation
Continue	To prepare mathematical game To relate games with mathematical knowledge	Card game Dart game Dice game
ICT in mathematics	To use ICT in mathematics To become 21 <sup>st</sup> century teacher	Introduction Software installation Lab work
Continue	Learning by doing	Teaching point, line, angle, triangle Proof of Some theory
Material development and paper work	To teach through hands on activity To make materials	Group work Paper cutting Demonstration Presentation
Continue	To develop concept of multiplication and division in basic level	Course evaluation orally



### Computer and creative art (origami)

Computer workshop and creative art training was conducted at the same allocated time frame. Selective participants who handle and record school data in the computer and teach computer subject in school were given this training. A software engineer led this course. Participants learnt to fill and keep students personal profile and flash data also mobile application to track and sending information of the students to their parents. This helps to open the parents eyes and day to day study updates of their children. Others learnt paperwork with different paper objects like boxes, flowers, different animal shapes and decoration ideas etc. This course was led by RP of Rima RC, who has wide skills in paper works since long time.



### Achievements

- 52 teachers from 9 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
- Had an in-depth discussion on continuous assessment system (CAS) and how to adopt it in student evaluation, and cleared the doubts the participants had.

## Challenges /Recommendations

- Adopting the student-centered activities in classrooms may depend on the school culture and motivated and dedicated teachers.
- Small number of students in most of the schools is a challenge to sustain the school systems for increasing the number of students other aspects of social life including economic activities in villages to retain the people may be necessary
- Students migration to the urban in search of English medium schools, if those community schools will not go for English medium turnout rate still my raise
- 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. This will not be possible without the funding support of QEN, Australia.

## Appendices

S.No.	School	Name
1	Gharamdi Basic School (ECD-6)	1. Khari Maya Garbuja(HT)
2		2. Rupa Purja
3		3. Brinda Thapa
4		4. Am Maya Purja
5		5. Padma Garbuja
6		6. Tek Bahadur B.K.
7	TikotSS(ECD-10)	1. Thak Raj Pun (HT)
8		2. Bhu Kumari Garbuja
9		3. Bimala Pun
10		4. Lila Pun
11		5. Laxmi Tilija
12		6. Tek Bahadur Pun
13		7. Yam Bahadur Pun
14		8. Yub Raj Pun
15		9. Gobinda Garbuja
16		10.GangaBahadurPaija
17		11. Shiva Lal Acharya
18		12. Durga Purja
19		13. Bed Nath Acharya
20		14. Prakash Phagami
21	Deurali BS	1. Gau Shree Garbuja
22		2. Gim Bahadur Khatri
23	Adarsha SS	1. Kumar Garbuja
24		2. Sirjana Paija
25		3. Min Bahadur Purja
26		4. Mal Shree Purja
27		5. Balaram Rantija
28		6. Kum Bahadur Pun
29		7. Bal Kumari Serpuja
30	Mandali BS	1. Tik Bahadur Pun
31		2. Om Prasad Pun
32	Shiwalaya BS	1. Phul Bahadur Pun
33		2. Om Bahadur Paija
34		3. Tak Raj Armaja
35		4. Anusha Garbuja
36	Kaphaldanda BS	1. Jag Bahadur Pun
37		2. Kamala Garbuja
38		3.NandaBahadur Purja

S.No.	School	Name
39		4. Sudi Maya Pun
40		5. Tikaram Acharya
41		6. Khim Maya Garbuja
42		7. Kumar Roka
43	Chandra BS	1. Indra Bahadur B.K.
44		2.BuddhiBahadurPurja
45	Himanchal SS	1.HemKumari Garbuja
46		2. Maya Pun
47		3. Mina Pun
48		4. Til Maya Garbuja
49		5.Krishna Bahadur Pun
50		6. Toya Ram Pariyar
51		7. Om Bahadur Purja
52		8. Raman Pun

Refresher training phase-III , Tikot

Training schedule

Day 1	Time	English + ICT	Maths + ICT	Social + ICT
Session I	10:30-12:00	Registration/material distribution/Opening ceremony/Hall division		
	12:00-12:30	Break		
Session II	12:30-2:00	Classroom language practice	relation of word and number	Review of 10 days training
	2:00-2:30	Lunch		
Session III	2:30-4:00	Popular language games	over view of text book and curriculum in maths	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	Recount Writing	introduction of brain stroming in maths	Federalism
	12:00-12:30	Break		
Session II	12:30-2:00	ICT-School management system	teaching maths through story telling	ICT-School management system
	2:00-2:30	Lunch		
Session III	2:30-4:00	Language Teaching Techinques	ICT-School management system	Constitutional provision
	4:00-4:15	Debrief		
Day 3	10:00-10:30	Assembly/Brain Gym/PT		
Session I	10:30-12:00	Language Teaching Techinques	ICT-School management system	Traditional cloth and jewelry
	12:00-12:30	Break		
Session II	12:30-2:00	ICT-School management system	Teaching mathematics through games	ICT-School management system
	2:00-2:30	Lunch		
Session III	2:30-4:00	Teaching poems in Basic Level	ICT-School management system	Conflict management
	4:00-4:15	Debrief		
Day 4	10:00-10:30	Assembly/Brain Gym/PT		
Session I	10:30-12:00	ICT+Origami	ICT in mathematics	Map making skill
	12:00-12:30	Break		
Session II	12:30-2:00	Board games making	ICT in mathematics	ICT+Origami
	2:00-2:30	Lunch		

Session III	2:30-4:00	Curriculum study	ICT+Origami	Problem analysis and solution
	4:00-4:15	Debrief		
Day 5				
Session I	7:00-8:30	Lesson Planning skill	ICT+Origami	Economic activities
	8:30-8:40	Break		
Session II	8:40-10:10	ICT+Origami	Material development and paper work	Human rights
	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. Kailash Tamang, LEARN Board member and English Trainer/Facilitator
3. Umesh Ram Khatri, Trainer/Facilitator
4. Rajib Kumar Jha, Trainer/Facilitator
5. Bharat Kumar Pun, RP DEO Myagdi
6. Lokendra Pun, Trainer/Facilitator

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