

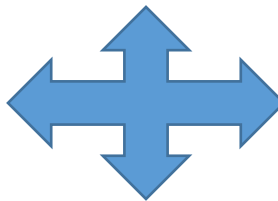


“Ten Days Basic Child Friendly Learning Environment Development Workshop”



Venue: Dunai, Dolpa, Nepal.

Date: 4th-13th April, 2019



Compiled by: Rural Education and Environment Development Center



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Abbreviations

DEO	District Education Office
HT	Head Teacher
LA	Learning Achievement
NGO	Non-governmental organization
PTA	Parents Teachers Association
REED	Rural Education and Environment Development Centre
RP	Resource Person
SMC	School Management Committee



1.0 EXECUTIVE SUMMARY

REED Nepal as an NGO has been working in the field of education since 2005 with its motto "Quality Education, Our Commitment". Basically, REED focuses in quality education through different types of teacher trainings in close coordination with rural municipalities and Education Development and Coordination Unit of district. This 10 days basic child friendly learning environment development workshop was based on the training need assessment of the participants which were collected through head teachers' interaction, classroom observation of teachers and document review before the training cum workshop. It was focused on curriculum based material/resource development skills and child friendly teaching learning strategies. The exploration and use of locally available materials added the value to internalize the importance of visual materials in to teaching learning processes for basic level students. The meaningful participation and partnership with local representatives helped the teachers to motivate themselves for making meaningful changes in the schools' education focusing on curriculum.

For making differentiated teaching on the basis of learning styles of students, micro teaching practices during training period enabled the teachers to explore more contextual student centered/ supportive child friendly teaching learning strategies based on the curricular framework of Nepal Government aligning with active child centered strategies to enhance the learning achievement of students. This ten days training program was accomplished in Dolpa district which lies in the province number six according to the new federal system of Nepal. This program was supported by the different foreign donor agencies and rural municipalities of upper Dolpa and technically assisted by REED Nepal. In upper Dolpa many supporting hands are helping for the schools by providing the teachers. The projects: Dolpo-NGO Marie Claire Action Dolpo France, Amici Del Doplo Enrico Bonfanti Swiss, Altitude Project Canada David Swain, Shulverein Lo-Manthang Sonngard Trindler Swiss, Frenedes De Nepal Tobias and Michele, Snow Yak Foundation, Helop Dolpo Possible Peter Werth USA, Altitude Project-Canada David Swain, Keno France, Marietta Kind Furger, and Dr. Swiss Taprizia Verei are playing key roles in various dimensions of school education. The **Dolpo region** covers 15% of the total area of Nepal and has been arbitrarily divided into a Lower (Outer) and Upper (Inner) region.

In the training, 60 teachers were present from 14 schools of three different RMs, named Shephokshundo, Dolpo Buddha and Chharkabot rural municipality. The number of the schools from Shephoksundo RM were nine, 3 from Dolpo Buddha RM and 2 schools from Chharkabote RM. The program was organized from the 4th April to 13th April, 2019. Every day, three sessions were conducted by four facilitators from REED Nepal. Besides the training, we distributed the educational materials to 15 schools participated in the training, conducted the meeting with the schools' coordinators from each school and head teachers as well coordinating with DCC and EDCU for the further exploration of program. The local stakeholders and government representatives found very supportive to accomplish the event efficiently on time.



2.0 TRAINING OBJECTIVES

- To consolidate the teachers' competencies to set up the child friendly classroom learning environment.
- To enable the basic level's teachers to prepare the curriculum based teaching learning materials/resources.
- To develop the positive attitude of teachers to apply curriculum based child friendly teaching learning strategies as per the learning styles of students.
- To identify and develop locally available low cost/no cost teaching-learning resources

3.0 Anticipated Outcomes

- Teachers' competencies prescribed by Nepal Government enhanced.
- Curriculum based learning resources developed and used in class.
- Increased students' retention and reduced drop-out rates in the schools.
- Differentiated curriculum based teaching-learning strategies practiced in the class.
- Locally available resources explored and used to enhance the leaning achievement of students.

4.0 Evaluation of Training Contents from Participants

Every day, the reflection over the delivered training contents was done in the presence of day coordinators of each room with written feedback sheets to reform the next day's activities even better. The overall evaluation synopsis of delivered training contents from participants can be presented as follows:

S. N	Contents covered	Excellent %	Very Good%	Good %	OK%
1	Lesson plan	18.1	81.8		
2	Construction of hanging card /flash cards /Luppy /Ludo and their usage	28	72		
3	Sitting arrangement and grouping /subject corner and chart	43.3	56.6		



4	Students info .chart /birthday chart /reward chart /log book /mobile tree ,resource tree /pocket board and their usages	48.3	51.6		
5	Brain Gym	48.4	36.3	15.1	
6	Const .of wall calendar /job responsibility /day chart /weather board /session board /clock /attendance board and usage of them	58	41.9		
7	Real object demonstration and usage	60	30	10	
8	Objectives of the Training	60.6	39.3		
9	Real Teaching and feedback	63.6	36.3		
10	Learning style /real micro teaching	63.6	36.3		
11	Questions construction and grid usage	66.6	33.3		
12	Curriculum study and /obj .and materials mapping	70	30		
13	Group Division and /RC selection	72.7	27.2		
14	Pretest and posttest of training	75.5	6.6		11.1
15	Indoor/outdoor game	75.7	24.2		15.1
16	House role/ job responsibilities	75.7	9.09	15.1	
17	Team building	78.7	21.2		
18	Smart Board use stick fig .and other art work	78.7		12.1	
19	Effective instruction /small book /big book making practice	80	20		
20	Printing and designing /hanging card writing	80	20		
21	Expectations collection	84.8	15.1		
22	Project work assignment	84.8	15.1		



23	Classroom management practices	91.6	8.3		
24	Questioning and suggestion box	95.2	5		

- This 10 days training cum workshop activities found really valuable to the participants who had not been involved in such type of skills based training before. However, it is learnt that 8 competencies of teachers require more meaningful time to materialize them in future. Future capacity enhancement programs should be designed accordingly to develop the comprehensive child friendly school environment.
- It would be better to change the timing and venue of training considering the academic calendar of area.
- Next phase of training cum workshop is required to develop and practice all the curriculum based subject specific teaching learning resources.
- More time for subject specific pedagogies integrating latest ICT paradigms' practice would add the value in the professional life of practitioners/teachers in future.
- It would be better to initiative the long term comprehensive partnership to make some meaningful changes in the area of school education. The partnership with local government might add and sustain the value of intervened program activities as well

5.0 Challenges and Possible Solutions of the Program

Challenges	Possible Solutions
• Commitment of all teachers to implement the training skills	• Partnership with local government and regular follow up and mentoring at local level should be consolidated.
• Meeting compliances of Nepal Governments' training cycle	Exploration of long term partnership at least of 3 years with local government and other likeminded donors who want to do investment in soft skills enhancement of stakeholders
• Preparation of local level human resource within a short span of time	Next level of TOT to local lead teachers to sustain the program achievements is required.
• Management of time to prepare all curriculum based subject specific learning resources	Conduction of next phase capacity development program is necessary to mature the concept so far.



6.0 Sustainability of Training Achievements

To sustain the training achievements, the following initiatives would add the value purposefully:

- Adaptation of Government training cycle via partnership with local government
- Integrated and holistic teacher training approaches for at least 3 years
- Conduction of community awareness or parental education to SMC/PTA members
- Building capacity and mobilization of child clubs of schools
- Establish reward system for the best performing schools and teachers
- Empower and develop local level resource team

Annex-1 Content Synopsis

➤ CURRICULUM STUDY

The objective of session was to make teachers realize curriculum is fundamental thing for the teachers and teaching learning process. The session were brainstorming, think pair and share. At first, done on the curriculum and elements. They were asked on what they have Curriculum were distributed identified the difference general objectives. Then, specific objectives from the Finally, they were asked to based on listed objectives and name the materials required to execute the activities. Therefore, at the end of the session, participants found that each and every activities and materials developed most have been based on curriculum and they are guided by curriculum.



method used during group discussion, and the brainstorming was its fundamental for the group discussion brainstormed. to each group and they between the specific and they listed out some different subjects. design some activities

based on listed objectives and name the materials required to execute the activities. Therefore, at the end of the session, participants found that each and every activities and materials developed most have been based on curriculum and they are guided by curriculum.



➤ CHILD FRIENDLY POLICY

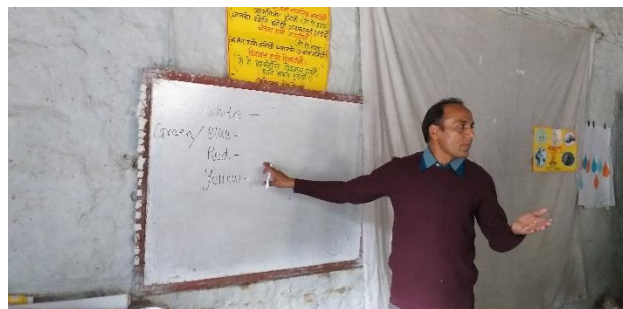
This session aimed to disseminate the latest policies and practices regarding the child friendly approaches and methods and guidelines developed by Nepal government. Print copies of the guidelines were circulated among the participants and they were asked to discuss on each and every indicator listed out in the guideline. Finally, they listed out what is their roles to develop the child friendly schools. Finally, a video was shown to make them more clear and understandable to the importance of child friendly environment.

➤ PRINTING AND DESIGN

The goal of the session is to get the teacher skillful on printing and designing while preparing the teaching learning resources in the classrooms. The method used in the session was demonstration and practice. At first, they were asked to write on newsprint paper regarding the training rules inside the classrooms. Then, their write up was compared with already prepared charts where 8 principles of printing and designing were applied. Participants asked to read both the write ups and compare the presentation and layout of the chart paper. After comparison, the eight principles were shared with them and demonstration was done how to cut the marker so as to get the perfect writing. Finally, they got a skill of cutting marker and wrote with beautiful layout and handwriting. Equally, they themselves said that children handwriting depends on how teacher's handwriting looks. And, they also made the different figures based on number, English alphabet and basic shapes.

➤ HANGING CARD, FLASH CARD AND LOOPY

The objectives of the session was to constructing hanging and flash cards cardboard paper. The method used were experimentation. At first, the teacher cardboard paper, hanging card, flash Demonstration was done how to cut out to get precious sized hanging and flash the cardboard paper was distributed to cardboard paper individually. Finally, hanging cards of 5/8 inch, 4 flash cards of 4/5 inch and loopy of 2/2 inch.



make teacher skillful on and loopy from the demonstration and were given the sizes of card and loopy. the cardboard paper so as card with loopy. Then, them and asked to cut the they produced the 14

➤ MOBILE TREE AND RESOURCE TREE

The session targeted to develop the skill on teachers to construct the mobile and resource tree with their application. The method followed in the session was demonstration and practice. At first, they were asked to cut out the paper to make the leaves, heart shaped paper pieces, different shapes of geometry, pictures etc. Then they were asked to make a hole with punching machine. At the end of the session, a resource tree and a mobile tree were developed.



➤ WEATHER CHART, JOB CHART, DAY CHART AND ATTENDANCE BOARD

The session objected to make participant skillful on making weather chart, job chart, day chart and attendance board and their usages. The methods used were demonstration, observation, group discussion and practice. At first the card board paper, coot and ply wood were given to participants and they produced weather chart, job chart, day chart and attendance board according to precise size and shape. Finally they produced the weather chart, job chart, day chart and attendance chart with different design which grasps the attention of the children in the classroom.

➤ WELCOME

CHART AND

Objective of the make teacher skillful welcome chart, information chart and chart. The methods observation, practice. At first the markers and scale were given to Finally, participants prepared the student's information chart and student's Right after they finished making of showed how to use them linking with they started using it.



CHART, STUDENT INFORMATION CHART, SUBJECT STUDENT ATTENDANCE CHART

session was to on making student's student attendance used were demonstration and card board paper, participants. welcome chart, attendance chart. charts, trainer curriculum and

➤ LEARNING STYLES AND

At first the trainer asked the trainees to brainstorm on the learning styles. Most of the teacher were found confused in learning styles and multiple intelligences. Therefore, they were made conceptually clear. And to make the learning styles clear an example was used with three activities. Firstly trainees were asked to listen what trainer says about the making of small book. Only a participant got partial idea to make small book from oral instruction. Secondly, trainer demonstrated and trainees were asked to copy what trainer did only half of the participants could make small book with high accuracy. Thirdly, papers were distributed to them and assisted to make small book at this moment most of the participants constructed the small book exactly the same how trainer gave instruction. From this activity they produced the small book and found the difference styles of their learning. Besides they also knew what the effective instructions are and it is important in teaching learning process.

➤ POCKET BOARD

The aim of the session was to make the teacher skillful on making pocket board and using it properly. The methods used were demonstration, observation and practice. At first card board papers were distributed in groups and demonstration was done according to standard norms of making pocket board. Finally they prepared the pocket board of cloth and told them how to use it effectively in classroom liking with curriculum subject wise.

SMALL BOOK



➤ **TEACHING PRACTICE BASED ON PREPARED LESSON PLAN**

The objectives of teaching practice was participants familiar to use the teaching developed in the training as per lesson demonstrated the classes which were appreciative and could be implemented classroom situations. Some of the really very familiar in using the materials while some were trying to use as they could. Finally, they found many from their peers and ideas how to lesson plan for teaching from trainers



to make materials plan. Also, to They really in the real teachers were developed that as effective good things develop a good feedbacks.

➤ **CLASSROOM MANAGEMENT AND ORGANIZATION**

The session aimed to make teachers able to manage and organize the classroom and distinguish the fundamental differences between them. The method used were round think pair and share and practical. Finally they told how to manage and organize the classroom attractively and organized the things in training hall effectively.

➤ **WALL CALENDAR**

As per the objective of the session, participants practiced the usages of wall calendar according The method used were demonstration, practice. First of all participants learnt to make and they prepared wall calendar on ply wood as size.



prepared and to the curriculum. observation and the window card per the standard

➤ **INDOOR GAME AND TEAM GAME**

The objective of these games were to make them understand each other well, and apply the same teaching learning process in the classroom. The method used were demonstration and practice. During the training many indoor games and team building game were played. Teachers were happy and played enthusiastically.

BUILDING

known among, method in

➤ **BRAIN GYM**

The objective of the session was to make teachers practice brain gym and apply in the school. The brain gym was done using the demonstration and practice methods. It is a part of the morning assembly went every day smoothly. The participants were curious and learnt excitedly as it was new for them.



➤ EDUCATIONAL SONGS

The objective of the educational songs were to bring the newness among the participants and motivate them for the learning and give the some information about the training. The method used were demonstration and group singing. We sang the songs every day in the morning assembly. Finally, the participants sang the educational songs happily and got excited throughout the process.

➤ CROSS CUTTING ISSUES

Throughout the course, REED team was conscious and committed to address the cross cutting issues. The AHF child protection policy, gender equality, environmental policy and economic sustainability were mostly focused throughout the workshops.

➤ MEETING WITH THE PROJECT COORDINATORS AND THE HEAD TEACHERS

During the ten days training, one day meeting with project coordinators and head teachers was organized. The meeting was focused on reviewing the training, identifying the issues of schools, digging out the the government teachers not training, and fixing the venue upcoming trainings.



ongoing
and challenges
reason behind
attended the
for the

Annex-2 Facilitators' and Participants' name list

SN	Name of Facilitators	Designation
1	Rajendra Panta	District Manager, REED Nepal
2	Khadga Kumar Shrestha	Training Specialist, REED Nepal
3	Narayan Gyawali	Training Specialist, REED Nepal
4	Manoj Shresta	Education Development Officer, REED Nepal



NAME OF TRAINEES AND THEIR PRE-TEST VS POST-TEST RESULTS

S.N.	Name of Participants	Name of schools	Pre test	Post test
1	Bishal Giri	Siddharth Kula Basic School	3	9
2	Karma Dunam Gurung	Siddharth Kula Basic School	7	7
3	Mukesh Khatiwada	Tashi Sumdha Basic school	2	7
4	Pema Wangyal	Shree Shelri Durgcha Basic school	-	7
5	Lakpa Chiring	Karang Basic School	2	5
6	Bishnu Budha	Karang Basic School	4	5
7	Daba Chetan	Salleri Dunda Basic School	4	7
8	Dhaba Dundap Lama	Salleri Dunda Basic School	2	8
9	Sabina Nepal	Mukut Himal Basic School	1	5
10	Nav raj Gurung	Indra dhanush Basic School	5	6
11	Dawa wangoma	Dusgda Basic School	3	7
12	Dilli Raj Rai	Crystal Mountan Basic School	2	7
13	Subash Dakal	Crystal Mountan Basic School	3	6
15	Pemba Sherpa	Crystal Mountan Basic School	4	6
16	Phurwa Gyalsten Thapa	Crystal Mountan Basic School	4	6
17	Hit Bahadur Rokaya	Crystal Mountan Basic School	3	6
18	Gangarm Kathyat	Crystal Mountan Basic School	3	6
19	Nyima Dhorgey	Crystal Mountan Basic School	3	7
20	Keshab Thapa magar	Shree Mukporong Himal Basic School	4	6
21	Tashi Gurung	Shree Mukporong Himal Basic School	4	7
22	Yunhasrung Sanlmo Gurung	Shree Mukporong Himal Basic School	1	8
23	Dhawa Phunjo Gurung	Karang Gynjong riksung Basic school	3	8
24	Khumsum Lama	Tapriza Secndry School	6	6
25	Chhewang Gurung	Shree Shaid Dhasma Bhakta Basic School	2	6
26	Younten Gyasto	Mukut Himal Basic School	3	8
27	Penma Jingme	Shree Sahid Darsat Chand	3	8
28	Pema Chewang Gurung	Shree Sahid Dharma Bhakta basic school	7	6
29	Dhawa Dondup	Mukut Himal Basic School	2	4
30	Bishnu Pd Adhikari	Shree Tenjing Norge Basic School	4	6
31	Kamala Ukhada	Sunghava Basic school	3	6
32	Tewzin nawgyal Lama	Tapriza Secndry School	1	4
33	Tsering Dorjee Gurung	Shree Sahid Dharma Bhakta basic school	5	6
34	Nyima Wangdue	Shree Shaid Dasarath Basic School	4	8



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35	Pemma	Shree Shaid Dasarath Basic School	1	8
36	Youdung chewaang Gurung	Sahid Dharma Bhakta Basic School	1	6
37	Dawa Dhondup Lama	Shree Tapriza Secndry School	1	7
38	Karma Dunam Gurung	Shree Siddhartha Basic School	4	7
39	Chhewang Gurung	Shree Sahid Dharma Bhakta basic school	4	6
40	Man lal Budha	Salleri Dunda Basic School	4	5
41	Purma Kumari Budha	Tapriza Secndry School	4	6
42	Kunsang chamo	Shree Shelri Durgcha Basic school	2	7
43	Bishnu Pd Gurung	Shree Siddhartha Basic School	7	7
44	Tesring dharje Gurung	Shree siddhartha kula Basic School	4	7
45	Chayak Dorje	Shree Siddhartha Basic School	2	7
46	Pema tesring Gurung	Tash Sumdho Basic School	3	7
47	Kurma Wangunls	Crystal Mountan Basic School	2	8
48	Gopal Gurung	shree Indra Dhanush School	2	6
49	Neema gylchen Baiji	Tapiricha Mavi	1	6
50	Prem Pd Kalathoki	Tapriza Secndry School	5	6
51	Pemba Gyaltzen Gurung	shree Mukporong Himal Basic School	5	7
52	Tsewang riqzin Gurung	Mukut Himal Basic School	4	6
53	Sumjok Mingmar Gurung	shree Makporong Himal Basic School	3	6
54	Purna K. Shahi		5	6
55	Nyima Tashi	yanjer gumba Basic school	4	5
56	Ram Krishana KC	shree Indra Dhanus School	3	5
57	Daba Gurung	Mukut Himal Basic School	1	Absent
58	Hari Krishna Dharala	Shree Sahid Darsat Chand Basic School	6	Absent
59	Dham Bahadur Bohara	Shree Tenjing Norge Basic School	4	Absent
60	Nanda Bahadur Sahi	shree Tashi Sumdo Basic Schoo	6	Absent
61	Bishnu pd Gurung	shree Siddharth Basic School	2	Absent
62	Bishnulal	Indra Dhanus Basic School	4	Absent
63	Lesh Bahadur Ranamagr	Shree Sapta Koshi Basic School	2	Absent
64	Subash Gautam	Crystal Mountan Basic School	3	7



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