Report on

Dadeldhura and Doti Refresher Training

December 21-30, 2011

Submitted to:

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Nepal

Submitted by:

Open Learning Exchange Nepal
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Summary

As part of an effort to reinforce the concepts learned during teacher training and in-school training earlier in the year, OLE Nepal's Sunil Pokharel and Tikaraj Karki set out to OLPC program schools in Far Western districts, Dadeldhura and Doti, from December 21 to 30, 2011. They were later joined by their colleague, Subir Pradhanang, on December 25. The OLE Nepal team was accompanied by WFP's Deputy Head of Dadeldhura Sub-office, Mr. Ramesh Balayar, and OLPC Focal Person in Dadeldhura Sub-office, Mr. Rabindra Chand, on their visit to some program schools. Also attending parts of the training were Resource Persons, Mr. Prem Singh Ayyer and Mr. Krishna Bista, from Dadeldhura District Education Office (DEO).

As per the original plan, the team was divided into two, and each team spent 1-2 days in each school observing laptop-integrated classes conducted by the trained teachers and giving feedback, clarifying confusions that teachers had about ICT-based teaching-learning practices, and addressing technical and pedagogical issues brought up by them. They also updated school servers with latest E-Pustakalaya content, and installed new *E-Paath* packages in the laptops. They also held community interactions in all schools, which saw good participation from members of School Management Committee (SMC), Parent-Teacher Association (PTA) and active parents/guardians. During the interaction program, special emphasis was given to the role of the community in the success of the program and in ensuring the safeguarding as well as the proper use of the laptops.

Similarly, a two-day residential refresher training was held on December 24 and 25 at Dipayal Educational Training Center (ETC) involving Doti program school teachers and new teachers from nearby Dadeldhura school. The schools visited prior to the residential training were Selaling Primary School in Budum, Janjyoti School in Hamtad, Samaiji Primary School in Haat and Janta Primary School in Koral. Likewise, Mahadev Primary School in Dukrala, Durga Primary School in Bel, Saraswati Primary School in Chasi and Saraswati Primary School in Kapadi Gaon were visited after the residential training in Dipayal.

OLE Nepal and UN WFP have been implementing the OLPC program in Dadeldhura since 2009 and in Doti since 2011 with the aim to improve access to quality education in these far flung areas of the country. Needless to say, the OLE Nepal team received strong support and cooperation from WFP Dadeldhura Sub-office prior to and during their stay in Dadeldhura and Doti.

Note: The related pictures of the training can be found in Annex A, and the visit schedule can be found in Annex B.

Visit Details

1. Residential Refresher Training in Dipayal

The residential training in Dipayal was attended by 13 teachers of four schools. Teachers from a school in Dhadheldura and 3 schools from Doti participated in the refresher training held at ETC Dipayal.

Name of School	Name of Teacher
Saraswoti Primary School, Kaipalmandu	Chet Raj Kapadi* Khema Peneru
Mahadev Primary School, Mauwa	Chaya Kumari Ojha* Narayan Bohara Navaraj Bohara
Durga Primary School, Bel	Amar Khadka Bina Khadka Khema Khadka* Maya Khadka
Saraswoti Primary School, Chashi	Deuli (*aka* Aarati) Khadka Janaki Khadka Puspa Khadka Sankar Khadka*

Table 1:Participants of the Dipayal Training

*Head Teacher

The training had its focus on the following:

- To help teachers solve the difficulties that they experienced while teaching in ICT integrated model
- To help new teachers understand modalities of ICT integrated teaching
- To encourage teachers to use contents of *E-Pustakalaya* for regular teaching learning
- To urge teachers to let children read books and other resources from *E-Pustakalaya*
- To appraise teachers about *E-Paath* update and XO laptops safety

2. Refresher Training and Community Interaction in Schools

2.1 Selaling Primary School, Budum, Dadeldhura
2.1.1 Class Observation and Feedback

Selaling Primary School in Budum is run by a team of young teachers. The school was exposed to the ICT enabled teaching learning in April 2011. During the support visit to the school on Dec 22, 2011, and after talking to the children, school governing body and teachers, it was evident that the teachers have understood and realized the potential of ICT based teaching and have been using the laptop for the classroom instructions. The children loved the tool which gave them freedom of choice - a range of subjects to choose from, an array of topics to choose from and the desired timing for their study.

Teacher	Grade/Subject	*E-Paath*
Man Bahadur	4/ Science	Weather (Gr 5)
Jit Bahadur Mahara	4/Math	गुणनका शाब्दिक समस्या

Table 2: Class observation in Selaling Primary School

Selaling Primary School teachers have adapted the technology based instructional process. The teachers have created learning environment in school that introduce the power of technology tools throughout the day and across subject areas.

Teachers expressed the consistent views that the introduction of ICT based teaching learning have been instrumental in changing the way children learn. Previously, children had nothing more than a text book to read from. The introduction of the laptops has provided them with an opportunity to choose from a cache of a few thousand books.

Teacher: Jit Bahadur Mahara

He made good use of laptop integrated teaching giving information regarding the day's lesson and managed the efficient taking away of laptops from the charging rack. He also effectively utilized the time when the laptops were being started. In addition, he made good use of books, blackboard and copies, using an laptop himself, and assisting weak students.

On the need to improve, he needs to give more attention to management of time and sound produced by laptops.

2.1.2 Community Interaction

Head teacher's report on the introduction of ICT in regular teaching learning suggested that the teachers had been experiencing lasting impact on how children learnt and understood the underlying meaning of what they were intended to be taught. The absenteeism lowered and children read a lot of text from *E-Pustakalaya*.

The School Management Committee (SMC) Chair, Mr. Keshab Buda Magar, expressed his happiness over the transformation taking place from dogmatic teaching to technology based teaching which he believed impacting positively on children's in-depth learning.

All 32 parents who arrived for the interaction agreed in unison that the digital content on laptops were doing wonders to the children's learning, particularly reading habits. An old lady, Champa Damai, who had her grand daughter in the school, seemed mesmerized with the stories and poems in audio in the laptop. She told the meeting that her grand daughter regularly read stories and poems for her from the laptop.

The attendees unanimously reiterated parents' responsibilities in keeping the laptops safe. It was also agreed that parents would facilitate children's learning through digital content at home.

The community meeting had the following points stressed:

- Regular training for the teachers is a must
- Timely maintenance of the mal-functioning laptops and the network devices
- Cursor-related problem be solved

The community interaction program in Selaling School was joined by a couple of teachers from Janajyoti School, Hamtad, and they shared their experience on ICT-integrated teaching learning with the school community. These two teachers from Janjyoti School were also part of the class observation and feedback session in this school.

Besides, the laptops were updated with the latest *E-Paath* software by the OLE Nepal team, and five power adapters (chargers) were brought back for repair from the school.

2.2 Janajyoti School, Hamtad, Dadeldhura

The OLE Nepal team had a brief interaction session with the Janajyoti School teachers and SMC Chair on their way back to Budar. The teachers laptops were updated with the latest *E-Paath* software by the OLE Nepal team, and the team also brought along with them nine laptops for repair back to OLE Nepal office in Kathmandu.

2.3 Samijee Primary School, Haat, Dadeldhura

2.3.1 Community Interaction

Community meeting at the premises of the Samaijee Primariy School in Haat was attended by 18 parents of the school. The meeting focused on devising a workable plan for the effective use of the digital resources that the school was endowed with 2 years back. The school administration and the community have had poor safety record when it came to the laptops and other devices.

Mr. Tej Bahadur Raut, the head teacher of the school, outlined how ICT enabled teaching was happening in the school. He told the meeting that the children had been very happy to receive the laptops and they had been using them at school and home. He added that the laptops were being used when the teachers were absent. He believed that the children of the school had enhanced learning opportunity.

Informal talks with parents, teachers and children of the school suggested otherwise. The *E-Paath* and the *E-pustaklaya* hadn't been in use for quite some time. There were number of laptops not in working condition. The networking cables had been cut into pieces and only one in five routers was operating. The networking in all the classrooms had been severed by mouse.

Mr. Rajesh Sethi, SMC Chair, attributed all the disarray to the apathy of the teachers particularly the head teacher. He, however, quickly made a point that the SMC along with PTA would help teachers and the head teacher with managing the laptops in the coming days. He pledged to form a committee which would look into ICT integrated teaching approach at school along with laptops safety issues. Mr. Sethi promised a meeting with parents of the laptop-using children which would focus on orienting the parents for the maximum use of the laptops and its safety at home.

The laptops were updated with the latest *E-Paath* software by the OLE Nepal team, and ten laptops and twelve chargers were brought back for repair from the school.

2.4 Janata Primary School, Koral, Dadeldhura

2.4.1 Community Interaction

In this school, One Laptop per Child (OLPC) program had been initiated in the first phase. From this school, a total of six teachers have undergone the required training and are making use of laptops in their class teaching. The school employs a number of young teachers, and has a head teacher who is about to retire soon. The children of this school are allowed to take their laptops home. Due to this reason, a lot of laptop*s* are damaged. In this visit alone, twenty damaged laptops and fifteen chargers were brought back for repair from this school.

In order to facilitate good use of the laptops at home and at school, the people who are responsible for the school (SMC, Parent-Teacher Association (PTA), Food for Education Management Committee and others) have held discussions. For this discussion, World Food Program Sub-Office Dadeldhura's Deputy-Head Mr. Ramesh Balayar, Chairperson of School Management Committee, Parents Teachers Association, Food for Education Management Committee, the school's head teacher, four teachers, and 22 others were present. The topics for this discussion that was held on December 23, 2011 were as follows-

- Students are allowed to take their laptop home
- Students use laptop in their home. The parents are conscious about this and they have expressed happiness. But only few of the parents are aware of the use of the laptop.
- Students share the activities in laptop that are embedded with sound or verbalize themselves
- Students care for their laptop, so when the neighbors or any other individuals use it they feel upset
- Because school organizes only few programs for awareness about the laptop, parents are not aware about its use
- Due to lack of time and no adequate information, parents cannot come to school to see the laptop integrated classroom teaching learning process

- Since School Management Office, Parent-Teacher Association and Food for Education Management Committee do not have adequate information about *E-Paath*, charger and other equipment problem, they are unaware about the crisis

The decisions made during this interaction:

- Because many laptops are getting damaged when students are taking their laptops home, teachers have proposed to stop this trend. Parents have, however, requested to continue allowing the students to take the laptops home and have promised to take more measures to protect and maintain them
- Food for Education Management Committee will inspect the laptops and related equipment in regular intervals, and discuss the finding with the School Management Committee. If necessary, they will discuss with the parents as well.
- If any students happen to break or damage their laptop, respective parents will be informed; and the broken laptops will be sent to World Food Program and OLE-Nepal for repair.

2.5 Mahadev Primary School, Dukrala, Doti

2.5.1 Class Observation and Feedback

Mahadev Primary School teachers had been exposed to ICT enabled teaching in April 2011. The teachers admitted of not using the *E-Pustakalaya* ever since the program was implemented in the school. They, however, had been using *E-Paath* for regular teaching. Lessons of all four teachers who had had training on ICT integrated teaching were observed and feedback given.

Teacher	Grade/Subject	*E-Paath*
Chaya Kumari Ojha	3/Mathematics	रेखाखण्ड
Narayan Singh Bohara	6/ Mathematics	आयतन
Jaya Ram Bohara	4/ English	Countable/Uncountable
Lexmi Bohara	5/ Science	एक दलिय र दुई दलिय

Table 3: Class observation in Mahadev Primary School

2.5.2 Community Interaction

22 parents of the school arrived for the meeting. Parents in general were unaware of the program and its benefits associated with their children carrying laptops home and playing with them. The school administration seemed doing almost nothing to educate parents on safe handling and maximum use of the resource at home.

Attempt was made to make parents aware of the advantages of the ICT based education during the meeting. Parents in the two-hour long meeting vowed to do the needful for the safety of the laptops and the chargers at home.

The laptops were updated with the latest *E-Paath* software and school server was updated with the latest *E-Pustakalaya* content by the OLE Nepal team. Thirteen chargers were brought back for repair from the school.

2.6 Durga Primary School, Bel, Doti

The program in the school was started from April 2011. During the start of the program, two teachers employed in this school were trained in the teacher training. Two more teachers who started from May-June 2011 have been coordinating with the trained teachers for the integrated teaching. Even though the classrooms lack sufficient desks and benches, integrated teaching is being continued.

On December 26 and 27, 2011 Subir Pradhanang and Tikaraj Karki from OLE Nepal visited the school for refresher and community interaction. During this visit, three laptops were repaired, and the school network which was not working since July 2011 was also fixed after which *E-Pustakalaya* learning could restart. Two trained teachers along with two new teachers were trained on the use of *E-Pustakalaya*. The

second day of this program was joined by Mr. Rabindra Chand, OLPC Focal Person from World Food Program, Dadeldhura Sub-Office.

2.6.1 Class Observation and Feedback

Teacher	Grade/Subject	*E-Paath*
Maya Khadka	4/English	How Many/How Much
Khema Khadka*	3/Nepali	सगरमाथा
Amar Khadka	3/Mathematics	क्षमता
Beena Khadka	4/Mathematics	संख्याको धारणा

Table 4: Class observation in Durga Primary School

*Head Teacher

Teacher: Maya Khadka

Ms. Maya Khadka did not take part in the residential laptop integrated teaching learning training. Her positive aspects during the class observation were giving an introduction to the day's lesson, asking students whose laptops were not working to look at their friend's laptop, and making good use of copies. However, due to weak preparation and lack of the use of books, blackboard and laptops, it was visible that she was weak to make effective integrated teaching.

Teacher: Khema Khadka

Ms. Khema Khadka started off a lesson very appropriately, managed the efficient taking away of laptops from charging racks, effectively utilized books and copies, used a laptop herself, and assisted weak students. Hers was an average level of laptop-integrated teaching. She, however, should pay more attention on effectively utilizing the laptop opening time and managing the sound of *E-Paath.*

Teacher: Amar Khadka

Mr. Amar Khadka checked homework, instructed everyone to turn on their laptops simultaneously, used books and blackboard, used his own laptop, and helped out weak students. From what could be viewed from his integrated teaching, he seems to be a weak teacher of laptop integrated teaching. As far as his need for improvement is concerned, had he made use of copies, involved properly students in *E-Paath* in some aspects, and prepared himself with *E-Paath,* the class could have been effective.

Teacher: Beena Khadka

Ms. Beena Khadka did not take part in the residential laptop integrated teaching learning training. She entered the intended lesson for the day after doing a quick summary of the class, facilitated satisfactory involvement of students, instructed students to take away laptops from rack in turn, used only books and laptops, used a laptop herself and assisted weak students. She is an average-level teacher of laptop integrated teaching. Ms. Khadka's class would have been more effective if the teacher had made more preparation.

2.6.2 Community Interaction

School Management Committee, Parent Teacher Association, Food for Education Management Committee, head teacher, four school staff and eighteen other community members gathered to take part in a community interaction program to discuss the matter of increasing the effective use of laptop integrated teaching learning. The main subjects discussed during that meeting were as follows:

- Parents are aware that children carry their laptops home and have expressed satisfaction. However, only few parents recognize the use of laptops because they do not have any knowledge about laptop-integrated teaching learning.
- Students are allowed to take laptops home except on school holidays

- Students share the activities in laptops that are embedded with sound or verbalize themselves
- Students are so much attached to their laptops that when their neighbors or any other individuals use it, they feel really upset.
- School does not organize programs frequently for awareness about laptops so the parents are not aware about its benefits
- Due to lack of time and no information, parents cannot come to school to see laptop-integrated classroom teaching learning
- Since School Management Committee, Parent Teacher Association, Food for Education Management Committee are not informed from time-to-time about the problems being faced, they are unaware about issues pertaining to chargers and related equipment.

The decisions made during this interaction:

- Teachers have shown concern regarding many laptops getting damaged due to students taking their laptops home, but parents have requested to allow the students to take home their laptops and have assured that they would handle the laptops carefully; teachers were requested to alert the students about keeping laptops and other materials safely.
- There is to be inspection and update on the laptop and other related devices during the regular Food for Education Management Committee and inform the parents as per the discussion.

The laptops were updated with the latest *E-Paath* software and school server was updated with the latest *E-Pustakalaya* content by the OLE Nepal team.

2.7 Saraswoti Primary School, Chasi, Doti

This program in the school was started from April 2011. During the start of the program, four teachers employed in this school were trained about laptop integrated teaching learning process. Two more teachers who started from May-June 2011 have been coordinating with the trained teachers for the integrated teaching. Even though the classrooms lack sufficient desks and benches, integrated teaching learning is being continued.

On December 28 and 29, Subir Pradhanang and Tikaraj Karki from OLE-Nepal visited the school for refresher and community interaction. The first day of this program was joined by Mr. Rabindra Chand, OLPC Focal Person from World Food Program, Dadeldhura Sub-Office. During this visit, three laptops were brought back to OLE Nepal for repair. All the teachers were trained on the use of *E-Pustakalaya*.

2.7.1 Class Observation and Feedback

Teacher	Grade/Subject	*E-Paath*
Shankar Khadka*	4/Mathematics	दशमलव र प्रतिशतको रूपान्तरण
Janaki Khadka	2/Nepali	पुस्तक
Deuli Khadka	5/Science	मौसम

Table 4: Class observation in Saraswoti Primary School, Doti

*Head Teacher

Teacher: Shankar Khadka

Mr. Shankar Khadka started the class with a recap of the previous class, made use of copies, books, blackboard, laptops and other related teaching materials. He also assigned the students to do some group work. He is a good teacher of laptop integrated teaching. However, he should use his laptop during class.

Teacher: Janaki Khadka

Ms. Janaki Khadka started the class with a quick recap of the previous class and entered into the lesson at hand. She facilitated a satisfactory involvement of students, used only books and laptops, used a laptop herself, and assisted weak students. Ms. Khadka is a medium-level teacher of laptop integrated teaching. Use of the blackboard, sound management of the laptop, a proper seating plan for the students and a more in-depth preparation by the teacher could have made her class teaching more effective.

Teacher: Deuli Khadka

Ms. Deuli Khadka started the class off with a quick recap of the previous class and entered into the lesson at hand. She facilitated a satisfactory involvement of students, used only books and laptops and blackboard, and assisted weak students. Ms. Khadka is a good teacher of laptop integrated teaching. She should, however, use her laptop during class to be more effective.

2.7.2 Community Interaction

School Management Committee, Parent Teacher Association, Food for Education Management Committee, head teacher, four school staff and fifteen other community members gathered to take part in a community interaction program to discuss the matter of increasing the effective use of laptop integrated teaching learning. The main subjects discussed during that meeting were as follows:

- Students are allowed to carry home their laptops except on school holidays
- Parents are aware that their children carry their laptops home and have expressed their satisfaction. However, very few parents recognize the use of laptops because they do not have much knowledge about laptops and their benefits.
- Students share the activities in laptops that are embedded with sound themselves.
- Students take good care of their laptops, they try their best not to allow any other individuals to use it, fearing they might break it.
- School does not organize programs regularly for awareness about laptops and related equipments so parents are not aware about its benefits.
- Since School Management Committee, Parent Teacher Association, Food for Education Management Committee are not informed enough about success and problems about laptops, chargers and other materials, they are unaware about the situation.

The decisions made during this interaction:

- Teachers have shown concern regarding many laptops getting damaged due to students taking their laptops home, but parents have requested to allow the students to take home their laptops and have assured that they would handle the laptops carefully; teachers were requested to alert the students about keeping laptops and other materials safely.
- There is to be inspection and update on the laptop and other related devices during the regular Food for Education Management Committee and inform the parents as per the discussion.
- If any student happens to break their laptop, respective parents will be informed; and the broken laptop would be sent to World Food Program and OLE Nepal for repair.

The laptops were updated with the latest *E-Paath* software and school server was updated with the latest *E-Pustakalaya* content by the OLE Nepal team.

2.8 Saraswoti Primary School, Kaipalmandu

2.8.1 Class Observation and Feedback

The Saraswoti Primary School teachers had ICT integrated teaching method training in April 2011. The support visit to the school on Dec 28-29, 2011 was aimed at helping teachers use the digital resources, *E-Paath* and *E-Pustakalaya*, effectively in regular classroom delivery. The community meeting was also organized to educate the parents and locals on ICT related edification process and community's roles in making the endeavor a success.

The teachers of the school who are young and energetic are found to be an enthusiastic lot who have vowed to use the ICT based resources for the maximum benefits of the children. All three teachers of the school agreed to have the observers into their classroom. Classes were found to be child friendly, ICT enabled and fun filled- attributes that the teachers were instilled with during the April training.

Teacher	Grade/Subject	*E-Paath*
Nawaraj Kapadi	3/ Mathematics	गुणन
Chet Kapadi	4/ Mathematics	क्षमता
Khema Paneru	3/ Nepali	घोडा मेरो छदै छ ।

Table 6: Class Observation at Saraswoti Primary School, Dadeldhura

The meeting with teachers revealed that children have left the teachers far behind on using different programs on laptops. The teachers, however, were found worried that the children were spending more time playing games than they read books or did the *E-Paath* lessons.

Saraswoti Primary School had three teachers to look after five classes at a time. The teachers, therefore, had been doing multi-grade teaching. This has caused the teachers difficulties in using the laptops for different graders in a lesson needing multiple instructions. Teachers were found to be handicapped when it came to fixing the simple technical errors on the device. The networking wire cut into pieces by mouse was left unattended for long creating a problem for children who wanted to download books from *E-Pustakalaya* and read them at home.

2.8.2 Community Interaction

The community interaction had a good presence of parents. The community had been oriented about the safety and usefulness of the laptops after the April training in 2011. The parents seemed aware of the usefulness and safety concerns of the laptops; the evidence of which was that none of the laptops were out of order unlike in other schools.

Parents expressed their delight over their children's new found love for the laptops. One of the parents, Bhim Dutta Kapidi, articulated that his children were spending a lot of time reading and doing *E-Paath*.

The resource person for the Kaipalmadu VDC who was present in the meeting told the gathering that the children who previously had only six text books to choose from for their reading and learning have a sizable collection of books. He urged teachers and parents to exploit the resources to the maximum for expanding the knowledge horizon of their children. The parents promised to facilitate children to tap the resources at hand.

At the end, all the laptops were updated with the latest *E-Paath* software by the OLE Nepal team.

Annex-A

Deepayal Residential Training
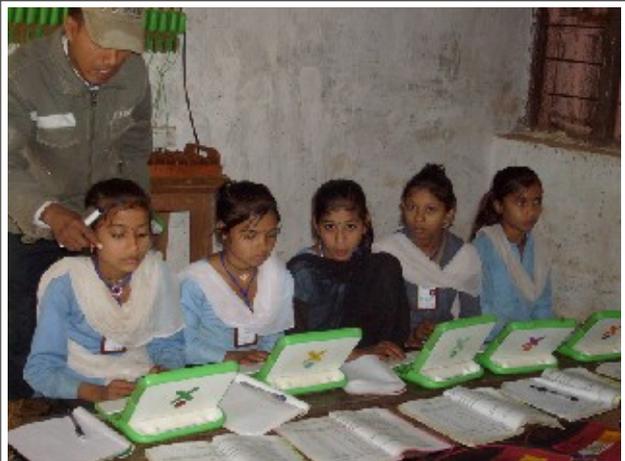
Class Observation in Selaling School

Community Interaction in Koral school

Class Observation in Bel school

Students in laptop-integrated class

Community Interaction in Chasi school

Annex-B

Date	Activity
Dec 21	Team1: Left Kathmandu for Dhangadhi
Dec 22	Team1: Refresher Training & Community Interaction in Selaling School, Budum & Interaction with teachers of Janajyoti School, Hamtad
Dec 23	Trainer1+Dadeldhura DEO Resource Person: Community Interaction in Samaijee School, Haat; Trainer2+WFP Dadeldhura Deputy Head: Community Interaction in Janta School, Koral
Dec 24	Team1: Refresher Training at ETC Dipayal
Dec 25	Team1: Refresher Training at ETC Dipayal
Dec 26	Team1: Refresher Training in Mahadev School, Doti; Team2: Refresher Training in Durga School, Doti
Dec 27	Team1: Refresher Training & Community Interaction in Mahadev school, Doti; Team2+WFP DDL OLPC Focal Person: Refresher Training & Community Interaction in Durga school, Doti
Dec 28	Team1: Refresher Training in Saraswati school, Kaipalmandu; Team2+WFP DDL OLPC Focal Person: Refresher Training in Saraswati school, Doti
Dec 29	Team1: Refresher Training & Community Interaction in Saraswati school, Kaipalmandu; Team2: Refresher Training & Community Interaction in Saraswati school, Doti
Dec 30	Returned back to Kathmandu