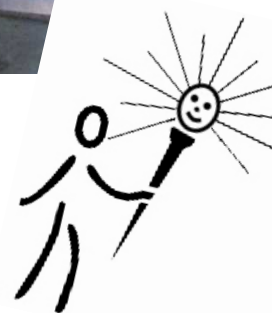


Annual Report 2009-10

शैक्षिक नीति तथा अभ्यास केन्द्र २०६६
Centre for Educational Policies and Practices 2009



Annual Report

August 2009 -2010 July
Report #1

शैक्षिक नीति तथा अभ्यास केन्द्र २०६६

Centre for Educational Policies and Practices 2009

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Cover Photo: teacher Bimala Kalakeheti in Lokpriya Primary School in Jurling, Makwanpur. Photographs by Teeka Bhattarai.

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Introduction

There are two interrelated main drives behind the establishment of CEPP: the realization that there is no genuine claim making body to claim rights to education and a federated SMC can fill this gap; the teachers are the key to the improvement of quality in public schools and their motivation is vital. This idea was tried on a three year Action Research on Chepang for All programme in 16 schools of Chepang area that showed quite encouraging results. Some schools have really changed while few teachers and SMC members have transformed. Obviously, it is not simple and one shot programme such as constructing a school building or distributing scholarship to students. It does not mean that it is not needed. The task CEPP envisages to work on is a combination of an array of subsidiary and supporting activities. In order to understand how detailed the work has been and needs to be done, the last phase out report of the Action Research which ran as part of Chepang interest program of CAED – the Centre for Agro-ecology and Development is attached as Appendix C. One of main premises of CEPP is to take such idea and culture of work forward while conducting other activities for a basic quality- education for all.

This report gives an account of its efforts to undertake its mission inspite of the lack of funding but making use of available opportunities. It should be noted that CEPP inherited legacy from CAED's experience but no finances.

Activities

(Put in order of event chronology)



Reconnaissance for Cooperation: Rasuwa, Makwanpur

March 2010: Two of the founding members Teeka Bhattarai and Bijaya Subba together with cooperation aspirant Carine Verleye and Barbara Koisol paid a visit to Rasuwa. They visited a school in Ramche and discussed about the

possibility of working together with teachers and the Chair of SMC. They were enthusiastic about CEPP's proposal of teacher and community motivation programme. Teeka and Bijaya also visited a school in Varkhu where Multi-lingual Teaching was taking place. It was an inspiring visit for them (see the box below).

Cooperation is under consideration between Gijgem School in Aalst province of Flanders in Belgium and CEPP. Carine comes to understand the context and meaning of our proposal.

Photo 1 : "When there are pupils, is there anything more important than a dedicated teacher? A teacher can rectify all kinds of odds!" Carine and Bijaya in a School in Ramche.

Ram Sundar Jha in Varkhu School

For our interest in photography and enthusiasm to catch the glimpse of school coming children, we started to Bhimsen Lower Secondary School in Varkhu, Rasuwa much before it was 10am. There were much fewer students but on the way we met a man with a bag slung around his neck, in well polished shoes. He replied our greeting courteously and moved on. We were stereo typed to find a teacher looking like from Madhes to stay aloof until children come and start teaching when children come. At the best, asking in Nepali in madhesi accent something like 'E babu timi subaha vaat khai liyechha? (Have you eaten rice this morning?)' No, we were completely wrong. We heard something like "Kain chaji?" (Have you eaten rice in Tamang). We also noticed some quotations in Tamang in Devnagri scrip that we had not noticed earlier.

He was busy fixing a stapler before school assembly started when we entered in his well lit room. He responded well and let us watch and photograph the assembly. We got to know he was none other than school head teacher Ram Sundar Jha. We got introduced to other teachers in the mean time. They were wonderfully friendly lady teachers Urmilla Taming and Kanchhi Ghale. As the assembly started he kept on amazing us: he instructed movements for physical exercise (know as PT – Physical Training) in Tamang. From children's movement we could deduct he was commanding 'turn left, right, walk, attention' and so on. Later he switched to English for some information about the school schdules and he moved on to Nepali for some words of wisdom. There were some disciplinary actions as usual in 'good' Nepali schools. But we were so much impressed in close communication with children in Tamang. It did not take long for us to understand the school was truly multi-lingual. As advocates of mother tongue teaching and language lovers we argued viciously how important mother tongue education was and how feasible it is. We had not done it and where we were involved they had not come to this stage for illustration. Here it was. Each of the student counted himself or herself ending in 102 givig a complete information as how many children were present at that school.



Photo 2: Teacher Jha in tune with the child's language!

We had anothr opportunity for discussion with teachers and the head teacher. He told a story of resistance and acceptance of teaching in Taming. He recalled a dialogue with parents

"How many languages does a boarding school teaches you?"

"One, . . . English"

"Don't you need Nepali to go to offices and so on?"

"Yes, we do"

"Don't you like your children to speak in Tamang with grand parents and understand bit of prayers?"

"Yes, we do"

"Then why don't you help me to teach your children all these languages in this school?"

and insisted that one has to teach another languages well if anybody wanted to take advantage of teaching in mother tongue. He said they like to learn mother tongue but not at the expense of other important language. Jha who can speak five different dialects of Rasuwa Taming, also said in a multi lingual environment it is not easy for children to learn the language of teachers whereas teachers can easily learn children's mother tongue if they are interested. It's your attitude that matters – you don't need all textbooks ready to start multilingual teaching.

Teachers tried to explain us of the benefits of multi lingual teaching: high comprehension, high retention, development pride on what they are and their culture and languages are not inferiour etc. Already converts, we were interested to know HOWs not WHYs. The classrooms were much richly decorated in different languages mostly from the work of children themselves. We came back with all enthusiasm.

MLT Training for Kapilvastu School

April 2010 Teeka and Bijaya provided support in designing curriculum in Tharu and Awadhi languages to xx Higher Secondary School in Kapilvastu. UMN is extending support to the school in improving quality of education in this school. They had started preparing text books on these languages for primary level but a bit stuck on how to proceed further. They shared fresh experience from Varkhu and government report on MLT piloting. They gave a refresher orientation on mother tongue teaching and principles they needed to follow for designing curriculum. In the Appendix B a synoptic report is presented.



Photo 3: Female teaches busy writing text books in Shree Jankalyan Higher Secondary School in Barkalpur, Kapilvastu while Bijaya overlooks to support them.

Partaking in Teachers' Networking

June 2010: Bijaya and Teeka took part in the meeting of teachers. This was a kind of success story for CEPP's former avatar as the teacher saw value and gave continuation to a system of

meeting of teachers of those schools where the Action Research on Education for All Chepangs was under taken. It was further emotional moment for Bijaya as she was recognized as the guest of honor of the programme and thanked her for 'enlightening' them. In recognition of their efforts CEPP has subscribed the teachers magazine (Shikshak) to these schools for a year.

Teachers shared some of the innovations that has taken place in their school.

It was felt that it is necessary to develop teachers' personality if they were to teach better. Teachers were found to have grown personally. A timid teacher under the clutches of her husband, Ganga Ghimire now was a confident headmaster of Prajabasti Primary School in Bardanda, Gorkha where the programme took place. We were on our mission of the two next activities.



Photo 4: Teachers in the networking meeting - distributing tiffin is the Head Teacher Ganga Ghimire who hosted the network meeting this time.

Counseling to Cope Adolescence in Jaya Mangala School

Upon request from Antyodaya School run by the Little Flower Society, the duo conducted counselling sessions on adolescence. The school felt that some of their adolescent pupils were subject to intense conjugal affairs and in the verge of dropping out. We conducted separate session with boys and girls on the changes both physical and mental at adolescence and consequential acts. One of the problems is that many children come to school much older by their grades. Next, Chepangs are more intuitive to nature's calls – this is how their relationships are established. (One of the teachers also said they are more prone to bodily interactions as they see their parents making love in a single room house!)

They seem to possess quite some knowledge on reproductive system even those under thirteen. We tried to explain the changes and discuss how to handle them. We did not project having relationship as something unholy but how to delay the gratification. Centre of the discussion was on the consequences when a girl is pregnant. Girls were even more knowledgeable and frank about sex and reproductive system. One girl asked why my mind flies to a boy and feel good listening to music than to study. We shared that they will have harder time to live a normal life than their peers in the village if they dropped out of school as they no longer able to work in the fields both mentally and physically. School, however, is trying its best to maintain the relationship with village life and respect towards it. Of course, they also run the risk of a pupil not coming back to school after they have gone home.

We believe, such classess are required in many schools in Nepal.

Introduction to MLT

The next mission was to provide training to teachers Chepang, Idnetity, Livelihood and Education (ChILEd) program run by the Little Flower Society. CEPP collaborates with them for training as the working areas is the working area of CEPP's predecessor. Both Bijaya and Teeka are involved in different capacities in the programme. Costs of the activities are shared with NLFS where possible as CEPP has no adequate funds to run their programs their own.

First day, an orientation was conducted on MLT and It was participated by some xx teachers and SMC members from xx schools. It took interesting debate it seemed to hammer everybody home of the essence of MLT i.e. positive attitude towards the speakers of the tongue other than formal school language and doing their best to bridge them to the mainstream course. They appreciated the hardship pupil has to go and it being one of the causes of drop-out. Of course, it also invited heated debate if not holding mother tongue speakers such as Chepangs back. The game 'weaning food' convinced many while few others were still not sure.

Appreciating Yourself as Teachers

A reflection Appreciating Yourself as Teachers was organized the next day of the above training. A pioneering gathering of this kind was organized as part of CEPP understands that that teachers' motivation is key to quality teaching. Social recognition is one of the main



Photo 5: A teacher seeks to face the challenge of arranging different food for a child in terms of their needs. Available foods are: breast milk, animal milk, porridge, rice, lentils, chillies and vegetables. Corollary was to draw it for mother tongue and multiple language needs of a child.

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contributors of motivation but the teachers also have to appreciate their role and scope as teachers so that they can earn respect from the society. It is a way of beginning virtuous circle of improving public schools. Perhaps one critical comment thrown was that image of public schools and their status is interrelated.



Photo 6: Teachers in a reflecting gathering 'Appreciating Yourselves as Teachers' appreciating appreciative remarks about teachers.

A separate Report on the gathering is put as Appendix A.

Management

Personnel

Registered in 2066.6.19 with the District Administration Office in Kathmandu, the following is the ad hoc committee of CEPP:

Teeka Bhattarai, Chair person
Bijaya Subba, Vice Chair
Samita Pradhan, Treasurer
Ram Bhattarai, Secretary
Basanta Rai, Member
Chhatra Limbu, Member
Suzina Manandhar, Member

Teeka Bhattarai and Bijaya Subba are working on voluntary basis as well as making some time available for CEPP work when they go away in relation to their other jobs. No independent work could be started as no adequate fund exists even to hire one individual.

Finances

Primarily, CEPP is running on voluntary basis as mentioned above.

The following sum was recived in connection to our collaboration:

Teeka and Bijaya	44,000
Through Carine Verleye	60,000

	104,000

MLT Training, Kapilvastu	8,000
Teachers' Motivation, Makawanpur	20,000
MLT Orientation, Makawanpur	16,000

	44,000

Cost of Travel to Rasuwa, Makwanpur etc and other expenses paid by T Bhattarai and B Subba. Cost for traveling to Kapilvastu was paid by UMN Rupandehi.

It is looking for funding partners.

Temporary Website

CEPP has a temporary website to introduce itself in the wider world. Please visit:

<http://s2.webstarts.com/NepalEducation/>

We appreciate your complements and comments. Some pictures in the activities mentioned here also can be found in

<http://picasaweb.google.co.uk/teekab/CEPPEdActivitiesJune2010?authkey=Gv1sRgCNLx7MiQ56q9vgE#>

Plus a pciture series Nepal Education can also be found in

<http://picasaweb.google.co.uk/teekab/GlimpseOfSchoolingInNepal#>

Appendices

Appendix A: Report on Supporting MLE Text Producers

A Synoptic Report on the Input of CEPP to UMN Rupandehi Cluster (UMNR)

1. Supporting MLE Text Producers at Jankalyan Higher Secondary School

Update:

Two awareness building workshops (4 days to SMCs and School Teachers and 1 day for everybody including parents and two text book production workshops (6 & 7 days – Fresh and Refresher) were conducted.

They had produced texts with illustration on all aspects of grade curriculum, one dictionary and world building exercises for a few words and short stories. They had acquired basic knowledge of designing texts for different subjects, e.g. how to approach maths.

They felt lost as they did not know what to do and how to go further despite the fact that they had already tried some of the text in the classrooms. They had realized that it has promoted the interest of children in learning. Another specific problem they faced was to sequence the text within a grade and across the grades. There was also feeling that they are preparing a text without curriculum. There does not seem to be an understanding that they are following a national curriculum.

Our input:

Following was presented with discussion and examples that teachers took enthusiastically:

- a. Broad bases for selecting text (3rd March)
 - a. Importance of the content - essence and content of the course
 - b. Utility: to individuals, to a larger society, legal validity
 - c. Interest: suitability to children's age, relevance for them in real life and children have scope to do something with it.
 - d. Human Development – following levels of cognitive development
 - e. Deliverability/Testability
 - f. Social Justice and Environmental Concerns
 - g. Organization – both horizontal and vertical scope and sequence
 - i. For vertical sequence normal graduation bases are:
 1. Simple to complex
 2. Whole to parts
 3. Chronology of the subject (past to present or *vice versa*)
 4. Learning pre-requisition (if base for the next lesson has to be created)

They were presented a short video by the trainers from Rasuwa where MLE was being practiced. Then teachers were asked to review their own textbooks based on the above criteria and was presented to the group.

It continued for the next day and was felt that they were feeling lighter. The subject 'social studies and Creative Arts' was chosen following the national curricula and an attempt was made to map their work as far as that subject was concerned.

Tentative Structure (4th March)

The following was a tentative structure that the curriculum envisaged*:

Type and # of texts → Content area ↓	Stories 2	Poems/ Songs 4	Prose 4	Dialogue 2	Idioms 1	
I and my family			✓✓			
Our traditions						
Social Issues and Solutions						
Civility						
Our Earth	✓					
Our Past						
Our Livelihood						

* Reference of national curricula and guidelines for MLE text will clarify the matter further.

It was stressed that it is not necessary to take these literally. Some type of text can cover more than one content areas and the vice versa to some extent. The text on *talawa* (the lake) for example, has such a potential.

✓ No of ticks indicates how many of the materials already produced falls in which category.

Another video produced by MLE project was also presented. They appeared to have understood now how to go about. They said, this training was necessary before they had the first one.

Final Observations

1. Teachers were hard working and dedicated and have done their best. There is a good environment to implement the MLE. They can do more but expecting them to produce textbooks usable for many schools may be a bit ambitious. Back up with some expertise is necessary either by UMN or outsourced in order to complete the task.
2. MLE seems to have taken in so narrow terms of the text book. We noted that orientation was not deep enough to cover larger cultural issues embedded with mother tongue in the MLE context. The Coordinator however was aware of these realities and holds scope of quick internalization. This issue is important when even the local accent of language needs some level of standardization. It is also important that the teachers of Nepali also receive some orientation that they are teaching Nepali as a second language.
3. Producing textbooks by the next academic session is not possible. Nonetheless, it is possible to start the MLE without complete textbooks with proper orientation.
4. Illustration was a key area where competency falls short. Without proper efforts, texts will be not effective if the text has to be used in more than one school. Perhaps, it may be advisable to complete the text part with some external assistance and look for illustrators later.

*

Appendix B: Appreciating Yourself as Teachers: A Reflective Gathering

June 17&18, Manahari, Makwanpur

Day 1

Day started with appreciation of teachers:

If you can read these letters now, be grateful to your teacher!

Unknown

Objective of the workshop was to help realize the importance of teachers and inspire them to do the job they are holding. Behind this initiative is the understanding that self-esteem of the teachers is important for quality in education. One of the ways of inspiring teachers is by securing social recognition for the important work they do. But the recognition does not come automatically unless the teachers themselves strive for it. For them to strive it they have to internalize the importance of them for the job they have to do.

The Day I Enjoyed for Being a Teacher: Discussion started recalling the day when they felt good for being a teacher. Some of their expressions: when new session started; when result was out – students passed with high scores; knowing new language; students doing well in a dance competition, the day appointed as a teacher; when people show respect, teaching using teaching aides appropriately.

What kind of teacher do you expect your children to meet? They had to draw a teacher that they wish their children to meet. The most common points were: who supports my children's dream; a mobile teacher; hardworking, dynamic, as responsible as a sailor, helping to go higher; unbiased against a specific student and affectionate; knowledgeable of the subject, loving, caring – as a shephard. Then they were asked to evaluate themselves how do they stand against their expectation for their students. The teachers were not cornered if they stand up to this and that point.

What makes me happy as a teacher? Teachers said they would be happy if their work was fairly evaluated and benefits commensurated with it. Many obviously said good salary made them happy. While few chose to keep quiet other said success of students makes them happy among other things.

Film Taare Zameen Par: An alternative Bollywood Hindi film (meaning Stars on Earth) that focused on the needs and aspiration of a child while teaching was screened (cover photo). Although there is much thrust on the movie on dyslexia, it touches upon many other issues of tereating children that South Asia suffers with. Briefly, the story is that a child with dyslexia struggles hard at school and parents chose to send him to a boarding school to 'fix' him. The hero teacher befriends with him, identifies this problem and helps reveal his exceptional drawing talents.

Some of their remarks are: teacher are even closer than parents, teachers need to get to individual parents, every children has potential in one area, no need to confine in class rooms for teaching, need to use methods to help child to get out of infreriority, teaching is based on relationships (this point thoroughly discussed later), teacher need to know child's desires and potential.

Day 2

Following a review of yesterday's activities a set of quotations were (translated into Nepali) provided to study and tell their views on them. They appeared to have immediate affect – it added happiness on the teachers' faces and were asserting their intervensions louder. We still have to see the long term impact although parents said they have found some difference on them in a couple of months too. Quotations those were used are put as annex a.

Teaching as Building Relationship

The article The Art of Teaching and Learning was distributed to study and they had to make comments of given sections in a group: what struck them and what they do not agree with? There were no points to disagree; following are some of the ideas they found striking:

The best thing for being sad is to learn something
Being yourself as a model
Making inner world (living in connectedness) stronger than outer world (grading, competition)
Teaching comes from one's inwardness
One size does not fit for all
We are what we teach
Teacher is a teacher inside and outside
Teaching is as presenting yourself
Teachers provide guidance and structure but student take the responsibility of learning
Good paradigm of teaching is based on intellectual excitement and rapport building

The article that was translated into Nepali is put as Annex b for reference.

Combining Compulsion and Inspiration

Towards the conclusion was a talk by the facilitator: Combining Compulsion and Inspiration. His point was that there are both profane and sacred dimensions to teaching to be realistic. So the essence is in combining them in a balanced way. According to him following were some aspects of the compulsions and Inspirations:

Compulsions: salary, inspectors, SMC and parents

Inspirations: appreciation, pleasure, contribution

He said even without aspirations, compulsions have made them a teacher anyway; it was their choice whether they wanted to become a great teacher with thrust on inspirations or a lousy teacher confined to compulsions. He shared the following story to illustrate the point.

Some one passed some stones carvers on the way and asked one "what are you doing?", soaked in sweat and a bit irritated he responded "Don't you see, I am carving stones so that I can support my family?". The person found more carvers and approached another one with the same question. Sweating but whistling he responded gulping some water from his bottle "I am constructing a temple". The same action but different perceptions! As a teacher are you working as the first or the second carver?

He further said that greatness reflects in our personality and has influence even on our own children. The same is for self-inferiority and low self-esteem. To remain inspired in each of ours interest he further said aided with the following story:

A son and a father were masons and were making foundations. They laid out stones very well but one corner stone was not up to at least the fathers' expectations and looked for more appropriate ones. Son said "Father, why we bother so much for a stone, it does not have affect on the house and after all, we cannot even see that later?". Father replied "Yes my son, the problem is that you and I have seen this!"

He further said one of the ways of building self-esteem was to have mutual respect amongst teachers. According to him this is where social recognition starts. He shared another story:

There was a monastery in a famous pilgrimage site inhabited by a four monks. As the time progressed they became quarrelsome and the place started falling apart. The place was less hospitable and fewer and fewer people visited. This also reduced the income of the monastery and the place was further

dilapidated. One day another saint who had learnt about the greatness of the place came for a visit and was a bit disappointed to find the situation. He could not resist telling them what he had heard: one of the monks from the monastery would be the 'blessed one'. And he was sorry for the low morale of them and the situation of the monastery. The saint spent the night somehow and left next morning for another destination. From next day on the monks started thinking either himself or one of them would be the blessed one and started respecting each other. Their relationship improved and the young monks joined them for lessons who helped them to repair monastery and the glory was soon restored.

He added as a bit of warning that one may do several things there is no short cut to hard work and the teacher and teaching are mutually exclusive. "You cannot be a good teacher when your school does not perform well. In the large picture, teachers of public schools have to work to improve the schools they teach if they expect social recognition. If they continue to be lousey teachers, more and more parents opt for private schools and the government will be compelled to close the school for lack of adequate students as has already been seen" He stressed giving recent examples from the newspaper "You may somehow protect your job but you will be the cause for taking away the job as teachers in public schools"!

Feel Good: At the end all the teachers said that they feel proud for being teachers and were happy to appreciate themselves in the last two days. It was noted that there was even higher enthusiasm amongst women who also happen to be young! They did realize that this was something useful for their life not just for teaching – "after all we are teachers inside and outside!" a lady teacher remarked.

3 Idiots: Optional movie was shown as some participants had to catch a bus to get home. Obviously, this is a story of three people - youngmen who are into engineering. Two are studying engineering for making money and for social prestige while one is for interest in engineering – in fact, the last one was disguising himself as his masters' son. The principal nicknamed Virus insists on reproducing the knowledge and following the text. Third idiot is not a bookworm but passes with high marks as he has passion for it. Let's say the second one elopes into wildlife photography. The first who just passes, gets a job despite his teachers' warning that he would shave off his moustache if that guy got the job for his honest interview.

Teeka Bhattarai
Bijaya Subba
June, 2010

शिक्षक प्रशंसा: केही चिन्तनहरु

शिक्षकले मानिसको अनन्तसम्म प्रभावित गर्छ, उसको प्रभाव कहाँ अन्त्य हुन्छ थाहा हुँदैन ।

हेनरी एडम्स

शिक्षकले के पढाउँछ भन्दा उ के गर्छ त्यो महत्वपूर्ण छ ।

कार्ल मेनिङ्गर

म शिक्षक होइन, म व्युँझाउने व्यक्ति हुँ ।

रवर्ट फ्रस्ट

साधारण शिक्षकले तथ्य बताउँछ
असल शिक्षकले व्याख्या गर्छ
स्तरीय शिक्षकले प्रदर्शन गर्छ
महान शिक्षकले उत्प्रेरित गर्छ

विलियम वार्ड

जान्ने चाहना र सिर्जनात्मक अभिव्यक्तिमा आनन्द जगाउने काम महान शिक्षकको कला हो ।

अल्बर्ट आइन्स्टाइन

मानिसले गल्ती स्वीकार गर्न लाज मान्न हुँदैन, किनभने अर्को शब्दमा यसको मतलब म हिजो भन्दा आज
बुद्धिमान भएँ भन्ने हो ।

अलेक्जेण्डर पोप

साहसी व्यक्ति एकलै पनि बहुसंख्यक हो ।

एन्ड्र्यु ज्याक्सन

मानिसको मुक्तिको आशा नै शिक्षणमा छ ।

जर्ज बर्नार्ड शा

शिक्षकको काम भनेको आफूमा रहेको उर्जा देख्न सिकाउनु हो ।

जोसेफ क्याम्बेल

तिम्रो भाषाको सीमा नै तिम्रो दुनियाँको सीमाना हो ।

लुदविख विटगेन्स्टिन

दिमाग भर्नु पर्ने रित्तो भाँडो होइन, आगो पार्नु पर्ने लाइटर हो ।

प्लुटार्क

मानिसले गर्ने भूलहरुको मुख्य कारण बाल्यावस्थामा उसले टिपेका आग्रहहरुमा फेला पार्न सकिन्छ ।

रेने डेस्कार्टेस्

इश्वरले हाम्रो ज्ञानको तिर्खा मेटाउन कुनै बुद्धिमानले डोच्याउनु पर्ने आवश्यकता बुझे,
उनलाई प्रोत्साहित गर्ने धैर्यशाली र दयालु हृदय चाहियो,
जो जस्तै विरोध आए पनि चुनौतीबाट पछि नहटोस्,
जसले अरुको सम्भावना र उच्चता देख्न सकोस्,
त्यसैले उनले शिक्षक बनाए ।

अज्ञात

आमाबाबु भन्दा शिक्षा दिने व्यक्तिलाई बढी सम्मान दिनुपर्छ, किनभने आमाबाले जीवन दिन्छन्, शिक्षकले जिउने कला ।

एरिस्टोटल

कसको कार्यक्षमता यति धेरै गुणस्तर र यति धेरै जिम्मेवारी चाहिन्छ ? छ कुनै शिक्षण भन्दा बढी सम्मानित कार्यक्षम ?

हेरियत मार्टिनिउ

प्राकृतिक प्रतिभा वरदान हो तर धेरै मानिसले उच्च सीपहरू हासिल गरेका छन् जुन शिक्षणको प्रतिफल हो ।
पिण्डार

विज्ञले तिमीसँग के अपेक्षा गर्ने भन्न सक्छ, तर एउटा शिक्षकले तिम्रो आफ्नै अपेक्षा जगाइदिन्छ ।

प्याट्रिसिया निल

शिक्षण त्यस्तो पेशा हो जसले अरु सबै पेशालाई सिकाउँछ ।

अज्ञात

सङ्कलन तथा अनुवाद

टीका/विजया

शिक्षा नीति तथा अभ्यास केन्द्र

Appreciative Quotes about Teachers

A teacher affects eternity; he can never tell where his influence stops.

Henry Adams

What the teacher is, is more important than what he teaches.

Karl Menninger

I am not a teacher, but an awakener.

Robert Frost

The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.

William A. Ward

It is the supreme art of the teacher to awaken joy in creative expression and knowledge.

Albert Einstein

A man should never be ashamed to own he has been wrong, which is but saying in other words that he is wiser today than he was yesterday.

Alexander Pope

Education should turn out the pupil with something he knows well and something he can do well.

Alfred North Whitehead

Sometimes one man with courage is a majority.

Andrew Jackson

To me the sole hope of human salvation lies in teaching.

George Bernard Shaw

Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young.

Henry Ford

The job of an educator is to teach students to see the vitality in themselves.

Joseph Campbell

To teach is to learn twice.

Joseph Joubert

Men learn while they teach.

Lucius A. Seneca

The limits of your language are the limits of your world.

Ludwig Wittgenstein

The mind is not a vessel to be filled, but a fire to be ignited.

Plutarch

The chief cause of human errors is to be found in the prejudices picked up in childhood.

Rene Descartes

No one can become really educated without having pursued some study in which he took no interest.
T.S. Eliot

The best way to know life is to love many things.
Vincent Van Gogh

God understood our thirst for knowledge, and our need to be led by someone wiser;
He needed a heart of compassion, of encouragement, and patience;
Someone who would accept the challenge regardless of the opposition;
Someone who could see potential and believe in the best in others . . .
So He made Teachers.
Author Unknown

I am indebted to my father for living, but to my teacher for living well. ~Alexander the Great
A good teacher is like a candle - it consumes itself to light the way for others.
~Author Unknown

If a doctor, lawyer, or dentist had 40 people in his office at one time, all of whom had different needs, and some of whom didn't want to be there and were causing trouble, and the doctor, lawyer, or dentist, without assistance, had to treat them all with professional excellence for nine months, then he might have some conception of the classroom teacher's job.
~Donald D. Quinn

In teaching you cannot see the fruit of a day's work. It is invisible and remains so, maybe for twenty years.
~Jacques Barzun

Teaching is the profession that teaches all the other professions.
~Author Unknown

One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child.
~Carl Jung

cfbz{ lzIf)fsf] r"/f]M lzIfs-ljBfyL{ k/:k/:DaGw

*fog sfnf]j]-u/fxd²

अनु. टीका भट्टराई³

एक अध्यापकका हिसाबले मेरो तन मन पढाइ र विद्यार्थीप्रति समर्पित छ । 'द करेज टु टीच'⁴ पुस्तकको परिचयमा आइ जे पाल्मर लेख्छन् :

d slff sf]7f leq xf];\ of aflx/ JolQm;"usf] e]63f6df cfkm"nfO{ leqL aflx/L b'j} ?kdf lzIFs 7fG5' . jf:tljs lzIFOf Xbob]lv g} cfp"5 / cfkm\gf] hLjgs} nIF k|ltlalDat ub{5 . lzIfOf dflg;sf] cGt M :s/Ofaf6 lg:sG5 . ;fdflhs sfo{sf] u'bL eg]sf] g} cfkm\gf] ;Dk'Of{ pkof]u xf] . cfkm\gf] pkof]u s;/L ug]{ eGg] d]/f] lzIfOfsf] s]Gb] ljGb'df 5 . t;y{ d lzIfOfdf /Dg' kb{5 . d s] ljZjf; ub{5' eg] d]/f] ljBfyL{nfO{ slffsf]7f leq / aflx/ cfkm\gf] k|efjsf/L pkof]u ug{ d pbfx/Of x'g' kb{5 . pgLx? s] u?g eGg] d rfxG5' eg] Tof] d}n] g} u]/ b]vfp' kb{5 . cg'ejn] dnfO{ s] l;sfPsf] 5 eg] lzIfOf klg d cfkm} / d]/f] ljBfyL{ k|zf]lwt x'g] qmls k|lqmo'f xf] . d lzIfOfsf nfuL ljeGg tf]/ tl/sf ckgfpg ;S5' . t/ vf; l;sfO{ eg]sf] ;x-;DaGwaf6 x'G5 . c;n lzIfOf tf]/ tl/sdf ;Lldt x'Gg . c;n lzIfOf c;n lzIfssf] ljZ;gLotf / kl/ro xf] . hlt xfdL sf] xf]+ eg]/ cfkm'nfO{ lrG5f} TotL g} xfdL sf] xf]+ eg]/ n'sfpg] eGbf b]vfp] ljlwx? l;Sb} hfG5f}+ . oxL g} c;n lzIfOf xf] .

समग्रमा हामी त्यस्तै हौं जस्तो पढाउँछौं । हामीले पढाउने काम छानेको कारण पढाइप्रति हाम्रो लगावका कारणले हो । हामी हाम्रो पढाउने विषय र हाम्रा विद्यार्थीलाई माया गर्छौं । मेरो पढाउने क्रियाप्रति जब म गहिरोसँग विचार गर्छु केही प्रश्नहरूले मलाई मेरो पढाउने दर्शन, पढाउने तरिकाप्रति थप विचार गर्न उत्प्रेरित गर्छन् । ती मध्ये पाल्मरका निम्न केही प्रश्नहरू मुख्य हुन् :

कसरी म मेरो पढाउने र सिक्ने क्षमता अझ सशक्त बनाइ राख्न सक्छु ? कसरी म सिक्ने र पढाउने उत्कण्ठा भएको समुदायलाई सहयोग गर्ने सामाजिक संरचना र विद्यार्थी, पढाउने विषय र आफूबीचको अन्तर सम्बन्ध प्रवर्द्धन गर्ने व्याकुलता शान्त गर्दै एक शिक्षकको रूपमा पाको बन्न सक्छु ?

यी र यस्ता प्रश्नहरूको जवाफमा नै मेरो पढाउने दर्शन एवं सिकाइ-पढाइको ढाँचा आधारित छ ।

१. मेरो शिक्षण दर्शन र सिकाइ-पढाइको ढाँचा

अभ्यासभन्दा दृष्टिकोण अगाडि आउँछ । एकपटक मेरो पढाइको दर्शन हेरौं ।

d]/f] lzIfOfsf] lrGtgz}nL ;xof]ufTds, ;xsfof{Tds, nf]stfIGqs / ;DaGwfTds xf] . d l;sf? lgl:qmo eGbf ;lqmo x'b} hfg] ljBfyL{ s]lGb]t ljlwsf] k|of]u u5' . d cfkm'nfO{

¹ अमेरिकाको युटाह विश्वविद्यालयको समाजशास्त्र, सामाजिक कार्य र मानवशास्त्र विभागका अध्यक्षको वार्षिक सम्बोधन

² diancall@hass.usu.edu

³ शिक्षा नीति तथा अभ्यास केन्द्र

⁴ Palmer, P.J. 1988. The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life

l;sfO{ k|lqmofsf] ;xhsQf{ 7fG5' . k/Dk/fut lzlf s lgb}{lzt cEof;n] xfdLn] rfx]sf] h:tf] JolQmsf] ljsf; ug{ ;Sb}g . d]/f] ljZjf; 5 ;lqmo l;sfO{df ljBfyL{x? a9L l;S5g\ . d ljBfyL{;"u cfnf]rgfTs lrGtg, ;d:of ;dfwfg, ;~rf/ / ;d'x sfo{ h:tf ljlw k|of]u u]/ pgLx?nfO{ l;sfO k|lqmofdf ;lqmo ?kdf ;+nUg u/fp"5' . k|efjsf/L lzlfOf cfkm\gf] pkof]u / ljBfyL{;"usf] ;DaGwsf] ld>0fdf x'G5 . c;n ;DaGw :yfkf x'g g;s] lzlfOfsf] k|efjsf/Ltf ;dfKt x'G5 . d]/f] b'li6df ljBfyL{x?k|lt cfkm\gf] Joj;fok|lt / ;du|df cfkm\gf] hLjgk|lt ;sf/fTds x'g' c;n lzlfOfsf nfuL ckl/xfo{ 5 . lsgeg] lzlfOf eg]sf] cfkm\g} k|ltljDa xf] . d of] b[li6sf]0f ljBfyL{x?;"u /fV5' / plgx?;"u ;Ddfg, ;t\ Jojxf// blftfk'Of{ tl/sfn] k|.t't x'G5' .

मेरो शिक्षण पद्धति सक्रिय किसिमको हुन्छ र मेरो अन्तःस्करणदेखि आउँछ । मेरो शिक्षणको सक्रिया ढाँचा भनेको विद्यार्थीलाई पाको तुल्याउने, कक्षामा अन्तरक्रिया प्रवर्द्धन गर्ने र व्यक्तिगत तहमा सिकाइका अवसरहरु सिर्जना गर्ने किसिमको हुन्छ । सक्रिय सिकाइ पढाइ भनेको विषयवस्तु पढाउने भन्दा निकै परसम्म पुग्छ । यसले विद्यार्थीलाई आफ्नो विषयवस्तु वास्तविक दुनिया भित्र खोज्ने यात्रातर्फ निर्देशित गर्दछ ।

२. शिक्षकको भूमिका

शिक्षकका रूपमा निम्न क्षेत्रमा प्रभावकारी र दक्ष हुनुपर्ने अपेक्षा गरिन्छ :

- सम्बन्धित विषयको विज्ञता
- अध्यापन गर्ने सिप र
- सेवा

हामीले अध्यापनको अहिलेको अमेरिकाको स्थितितर्फ ध्यान दियौं भने हाम्रा विधायकहरुको रवैयाको याद आउँछ । धेरै वर्षदेखि उनीहरु विश्वविद्यालय शिक्षाको सुधारमा जोड दिइरहेका छन् । त्यो सुधारको केन्द्रबिन्दुमा प्राध्यापकहरुलाई तल्ला कक्षाहरुमा पढाउन तयार पार्ने कुरामा केन्द्रित छ । नेवार्क सन्डे स्टार लेजरका शिक्षा सम्पादक रवर्ट ब्राउनले यो स्थितिलाई आफ्नो सम्पादकीयमा यसरी सारमा प्रस्तुत गरेका छन् :

यो बिडम्बना हो कि शिक्षण विधिबाट चाहे यसलाई विज्ञान भनौं या कला शिक्षकहरुलाई सिकन आवश्यक विषय नै लाग्दैन उनीहरु धेरैजसो कसरी पढाउने भनेर सिक्दैनन् । उनीहरु विषयवस्तु राम्ररी घोट्याउन सक्थे भने सबै कमी पूरा हुने सोच्छन् । उच्च शिक्षामा काम गर्नेलाई त शिक्षणको कुनै वास्तै छैन । विद्यार्थीहरु असल शिक्षकहरुको खातिरदारी गर्छन् तर व्यवस्थापनले गर्दैन । शिक्षकहरुको मूल्याङ्कन हुँदा चाहे त्यो नियुक्तिका लागि होस् या पदोन्नतिका लागि मूल आधार विषय वस्तुको ज्ञान मात्र हुन्छ, शिक्षण विधि हुँदैन । प्राध्यापकहरुका लागि उ कति राम्ररी पढाउँछ भन्दा पनि उसले कति लेखहरु प्रकाशन गरेका छ भन्ने कुराले महत्व पाउँछ । राम्ररी पढाउन ध्यान दिने शिक्षकहरुको पदोन्नति हुँदैन ।

माथिको भनाइले अहिले शिक्षकहरुले सामना गरिरहेको विषयवस्तु र शिक्षण विधिका बीचका द्वैधता देखाउँछ । मेरो विचारमा यी दुइ कुरा एक अर्कालाई बलियो पार्ने डोरीका दुई पोया जस्तै हुन् । शिक्षकका दृष्टिले हामी विषयवस्तुका ज्ञानका महत्ता सजिलै बुझ्न सक्छौं । हामी विषयवस्तुसँगै प्रभावकारी शिक्षण विधिको महत्त्व बुझ्न र त्यसलाई पुरस्कृत गर्ने आधार बनाउन व्यवस्थापक एक नीति निर्मातालाई बुझाउन अघि सर्नुपर्छ । शायद समग्र समाजले नै शिक्षाको प्राथमिकतामा पुनर्विचार गर्नुपर्छ । शिक्षालाई जीवनका

प्राथमिकतामा माथि राख्न थाल्यौं भने मात्र हामी कक्षाको स्थितिबारे विचार गर्न थाल्नेछौं । के भयो भने कक्षामा शिक्षक प्रभावकारी हुन सक्छ ? कसरी हाम्रा नानीहरुलाई सिकने प्रक्रियामा सम्पूर्ण रुपमा संलग्न गर्न सक्छौं ? तर यथार्थ के हो भने कथित 'प्राज्ञिक वातावरण'ले विद्यार्थी, विषयवस्तु र शिक्षकबीच सम्बन्ध गाढा हुन दिँदैन । विषयवस्तु, विद्यार्थी र शिक्षकलाई अलग्याउने संरचनाहरुमा परीक्षा, प्रतिस्पर्धा र प्रमाणीकरण हुन् । तर यी 'बाहिरी पक्ष'लाई सिकने सिकाउने भित्री पक्षले जित्ने अवसर भने दिनुहुन्न ।

जब 'बाहिरी पक्ष' ले 'भित्री पक्ष' लाई जित्छ अनि पढाइ संकटमा पर्छ । पहिलो असल सिकाइ नहुने कारण शिक्षकहरु प्रभावकारी शिक्षण विधिमा पोख्त नहुनु हो । उदाहरणका लागि मैले डाक्टरी उपाधिका लागि अध्ययन गर्दा शिक्षण पद्धतिको लागि एक घण्टी मात्र थियो । दोस्रो, शैक्षिक संस्थाहरुमा 'शिक्षण'ले महत्व पाउँदैन - विशेष गरि तहहरु बढ्दै गएपछि - जसले शिक्षकसँग समय र प्रतिबद्धताको माग गर्छ । तेस्रो कुरा हामीले विशेष गरी माथिल्ला तहमा कति सम्मको पढाउने सिप आवश्यक छ भनेर निर्धारण नै गरेका छैनौं । शिक्षणलाई संकटमा पार्ने आखिरी कुरा हो सफल या उच्च सिकाइ के हो भन्ने कुरा 'माथि' बाट निर्धारण हुन्छ - एउटै साइजको जुत्ता सबैलाई फिट हुनुपर्छ । हामी हरेक शिक्षकले यी बाधाहरुलाई रुपान्तरण गर्न आदर्श शिक्षण विधिहरु अँगाले र शिक्षण विधिको यथास्थिति भन्दा पर पुग्नुपर्छ ।

३. आदर्श शिक्षण

त्यसो भए असल शिक्षण भनेको के हो त ? उपलब्ध लिखित सामग्रीहरुका आधारमा म यो प्रश्नको उत्तर दिन चाहन्छु । आर्थर र ग्याम्सनले स्नातक भन्दा तलको तहका पढाइ र सिकाइका लागि ७ वटा अनुसन्धानमा आधारित आदर्श शिक्षणका सिद्धान्त प्रस्तुत गरेका छन् जुन सिकाइ पढाइ सुधार गर्न विकसित गरिएका थिए । ती तल प्रस्तुत छन् :

१. शिक्षक र विद्यार्थीहरुको हेलमेल प्रोत्साहित गर । विद्यार्थीको सिकने जाँगर र लगाव शिक्षक र विद्यार्थी कक्षाभित्र र बाहिर भएको हेलमेलले प्रभावित हुन्छ ।
२. विद्यार्थी-विद्यार्थीबीच आदानप्रदान र सहयोग प्रवर्द्धन गर । असल सिकाइ सहयोगात्मक र सामाजिक हुन्छ । यसले विचार र बुझाइ तिप्छ ।
३. सक्रिय सिकाइ प्रोत्साहन गर । तमासा हेरेर सिकाइ हुन्न । विद्यार्थी जे सिक्छन् त्यो उनीहरुको जीवनकै एक भाग हुनुपर्छ अर्थात् त्यो काम मन पराएर आफैले गर्नुपर्छ ।
४. तुरुन्त राम्रो नराम्रो भनि देउ । उपयुक्त पृष्ठपोषण बौद्धिक उन्नतिका लागि अत्यन्त जरुरी छ ।
५. समय देऊ । समय+चाख=सिकाइ हुन्छ ।
६. तिम्रो अपेक्षा उच्च छ भन्ने थाहा देऊ । तिम्रो अपेक्षा धेरै भएमा मात्र प्राप्ति धेरै हुन्छ ।
७. सिकने तरिका र प्रतिभाको विविधतालाई सम्मान गर । सिकने तरिका धेरै छन् । सिकाइने विविध औजारहरु जस्तै अभिनय, प्रस्तुति, समूह कार्य, छलफल वा वादविवाद, कथा खेलहरु प्रयोग गर जसमध्ये कुनैमा हरेकले आफ्नो प्रतिभा देखाउन अवसर पाउन् ।

मलाई लाग्छ यी सात सिद्धान्तहरु आदर्श शिक्षण विधिका भाग हुन् । प्रभावकारी शिक्षकहरुमा विद्यार्थीलाई पूर्णरूपमा सिकाइमा संलग्न गराउन विद्यार्थी, विषय र आफ्नो सम्बन्ध स्थापना गर्ने र सो अनुसार उपयुक्त सिद्धान्त र विधिहरु छान्ने क्षमता हुन्छ । विषयवस्तुसँग आफ्नो सम्बन्ध स्थापना गरेर तन मन लगाएमा विद्यार्थी सिक्छन् । यो कुरा स्पष्ट पार्न म परम्परागत शिक्षण शैली र विद्यार्थी केन्द्रित शिक्षण शैली तुलना गर्छु ।

परम्परागत शिक्षण शैलीको लक्ष्य सूचना 'शिक्षक विधि' प्रयोग गरेर शिक्षकदेखि विद्यार्थीसम्म पुऱ्याउनु हो । यो विधि शिक्षकको नियन्त्रण र विद्यार्थीको निष्क्रियतामा आधारित छ । कुरा सुने पनि विद्यार्थीको मन अन्तै हुन्छ र शिक्षकसँग हेलमेल पनि हुँदैन । यो विधिमा शिक्षक बोक्ने रूपमा प्रस्तुत हुन्छ । उसको पनि भित्री हृदय पूर्ण रूपमा पढाइमा हुँदैन ।

यसको विपरित विद्यार्थी केन्द्रित शिक्षण विधिले शिक्षक विद्यार्थी अन्तरक्रिया र विद्यार्थीको पूर्ण संलग्नतामा जोड दिन्छ । शिक्षकले मागदर्शन गर्छ र खाका प्रस्तुत गर्छ, सिकने जिम्मेवारी विद्यार्थीले लिन्छन् । यसले विद्यार्थी र शिक्षक, सहपाठीहरूमा परस्पर र सामूहिक रूपमा शिक्षक र विद्यार्थीबीच एउटा सम्बन्धको श्रृङ्खलामा गाँसिएर व्यक्तिगत विकास र सिकाइलाई प्रवर्द्धन गर्छ ।

मेरो विचारमा सम्बन्ध कुनै पनि क्षेत्रमा उच्च परिणाम निकाल्ने कडी हो चाहे त्यो पढाइ सिकाइमा होस्, उपचारमा होस्, घर, कार्यक्षेत्र वा कतैको अन्तरक्रियामा होस् या खेलमा किन नहोस् । विद्यार्थी केन्द्रित शिक्षणविधिमा शिक्षकको भित्री अनुहार प्रतिविम्बित हुन्छ । विद्यार्थी केन्द्रित शिक्षणविधि प्रत्यक्ष रूपमा नारीवादी शिक्षण विधिसँग सम्बन्धित छ जो सम्बन्धात्मक ज्ञानमा आधारित छ जहाँ हामी अनुभवजन्य र सम्बन्धात्मक वैचारिक प्रणालीमा आधारित हुन्छौं । सम्बन्धात्मक ज्ञान नारीवादी सिद्धान्तमा आधारित छ जुन कक्षा कोठामा निर्माण भएको बहुआयामिक र स्थानगत ज्ञानको आधार हो । नारीवादी दृष्टिकोण शिक्षण कार्य बुझ्ने उपयोगी तरिका हो । शिक्षण भनेको कक्षा व्यवस्थापन गर्ने र विद्यार्थीमा पाठ्यक्रम थोपरिदिने काम मात्र होइन । बरु आफ्नो पहिचान र अस्तित्वको सम्झौता गर्ने र व्यवस्था गर्ने काम हो । यसका लागि हामी परस्पर सहयोग गरेर गर्नुपर्ने शिक्षण विधिहरू प्रयोग गर्छौं । विद्यार्थी केन्द्रित शिक्षण विधि र नारीवादी दृष्टिकोणको मिश्रणले सक्रिय सिकाइका लागि अन्तरक्रियात्मक शिक्षण विधि प्रयोग गर्ने वैकल्पिक तरिका खोज्छ ।

सक्रिय सिकाइ पढाइका लागि अर्थपूर्ण विधिहरू छान्ने, शिक्षकहरूलाई सिकाइ प्रक्रियाको अवधारणा बनाउन सक्रिय-सिकाइ अवलोकन गर्नुपर्छ । तलको टेबलले सक्रिय शिक्षण विधिको बारेमा बताउने छः

सक्रिय सिकाइको ढाँचा

अनुभव

अभ्यास

अवलोकन

संवाद

आफूसँग

अरूसँग

यो ढाँचामा अनुभव र संवाद मुख्य तत्वहरू छन् । अनुभव दुइ किसिमका छन् : अभ्यास र अवलोकन । अवलोकन त्यतिबेला हुन्छ जतिबेला हामी अरुको 'अभ्यास'लाई अवलोकन गर्ने परिस्थिति तयार गर्छौं । उदाहरणका लागि समाजसेवा विषयमा कक्षा कोठामा नै एक अर्काले गरेको अभिनय हेर्न सक्छन् या गरेको कामका बारेमा सुन्न सक्छन् । 'अभ्यास' त्यो स्थिति हो जतिबेला सिकारु आफैँ केही गर्छ । सिकारुले वास्तविक कामको बारेमा सुने वा देखेपछि उनीहरू पनि काम गर्छन् वा गरेको अभिनय गर्छन् । संवाद पनि दुइ किसिमको छ : आफूसँग र अरूसँग । उदाहरणका लागि आफूले अभिनय गरेपछि सिकारुहरू आफ्नो कामका बारेमा आफूसँग संवाद गर्छन् : अर्थात् आफूले गरेको विचारप्रति विचार गर्छन् । अनि अरूसँगको संवादमा उसले आफ्नो विचार अरूसँग जोड्छ : आफ्नो भन्दा अरुको के फरक, के लिन लायक छ, के छैन । मैले भनेको

नारीवादी शिक्षणपद्धति यहि हो जो ज्ञानमा अन्तरसम्बन्ध, अनुभवात्मक विधि र सम्बन्धात्मक ढाँचामा लिइने ज्ञानसँग सम्बन्धित छन् ।

अर्को सक्रिय सिकाइसँग जोडिएको असल शिक्षण प्रतिबिम्बित गर्ने द्विआयामिक लोम्यानको ढाँचा हो:

बौद्धिक कौतुहल	सम्बन्ध निर्माण
<ul style="list-style-type: none"> — विषयवस्तु र प्रस्तुतिको आकर्षक मिश्रणयुक्त पढाइ — विद्यार्थीहरूलाई अभिप्रेरित गर्ने, नयाँ तथ्य ज्ञान उत्सुकता जगाउने, विचार गर्न सिकाउने र आधिकारिक रुपममा प्रस्तुत हुने । 	<ul style="list-style-type: none"> — एउटा सहयोगात्मक प्रकृया जहाँ हरेक विद्यार्थी आफू आफूजस्तो हुँदा सुरक्षित महसुस गर्छ, सहकार्यको अवस्था सिर्जना हुन्छ र कक्षामा सिकाइ प्रवर्द्धन गर्छ ।

यो ढाँचामा पढाइ भनेको बौद्धिक कौतुहल र सम्बन्ध निर्माणको सम्मिश्रण हो । पहिलो पक्ष भनेको प्रस्तुति र विषयवस्तुको सम्मिश्रणबाट उत्पन्न गरिने कौतुहल हो । महान् शिक्षकहरू आफ्नो विद्यार्थीलाई उत्प्रेरित गर्न विषय र शैलीको सम्मिश्रण गर्छन्, खोजविन गर्ने जाँगर जगाउँछन्, कसरी विचार गर्ने रुपरेखा दिन्छन् आधिकारिक रुपमा प्रस्तुत हुन्छन् र सिकाइप्रति उत्कण्ठा प्रकट गर्छन् । शिक्षक र विद्यार्थीबीचको अन्तरकृया सिकाइ पढाइको महत्वपूर्ण भाग हो । अर्को पाटो सम्बन्ध निर्माण हो जुन सहयोगात्मक सिकाइ ढाँचामा आधारित हुन्छ । सकारात्मक सम्बन्धले आत्मविश्वास बढाउँछ । सक्रिय सिकाइ पढाइको प्रकृतिले नै शिक्षक विद्यार्थीबीचको सम्बन्ध घनिष्ठ हुन्छ । बौद्धिक कौतुहल र सम्बन्ध निर्माण, असल शिक्षण सिक्काका दुई पाटा हुन् । आवश्यक मात्रामा यी दुई पक्ष आत्मसात गरेको शिक्षकको पढाइ निकै प्रभावकारी हुन्छ ।

४. आखिरमा निस्कर्सका लागि म टीएच हाइट⁵ को निम्न उद्धरण पढ्छु :

‘उदास रहनुको असल पक्ष भनेको’ मर्लिनले भनिन् ‘केही कुरा सिक्नु हो । यो कुराले कहिल्यै विस्तुर खाँदैन । तिमी बुढो भएमा तिम्रा पार्टपुर्जा हल्लन थाल्लान्, आफ्ना नसाको गडबडी सुनेर तिमी रातभर अनिदो रहौला ... अथवा तिम्रो सम्मान जुत्ताको तलुवा मुनि परेको होला, शैतानले तिम्रा अगाडि तिम्रो विश्वनै तहस नहस पार्न लागेको देखौला । त्यतिबेला पनि एउटै चिज बाँकी रहन्छ त्यो हो निरन्तर सिकाइ । कुरा बुझ्नु दुनिया किन हल्लिन्छ र यसलाई कसले हल्लाउँछ । यति गर्दा कसैको दिमाग थोत्रिन्न । कोही एक्लिदैन, कहिले डर र अविश्वास कमीले पीडा हुन्न र पश्चाताम पनि हुन्न । तिमीलाई चाहिएको फगत सिकाइ हो ।

हामीले पढाउने विद्यार्थीहरूलाई रुपान्तरित गर्न सक्ने लागेका दृष्टिकोण, विधि, एवं ढाँचाहरू मैले पस्कें । एक शिक्षकका रुपमा हामीले पढाउने विषयवस्तुका सन्दर्भमा मात्र होइन हामी हाम्रा विद्यार्थीको सम्पूर्ण जीवन रुपान्तरित गर्न सघाउँछौं । जतिबेला हामी आफ्नो अन्तर्मन पढाइमा प्रतिबिम्बित गर्छौं, हामी उनीहरूलाई पनि आफ्नो अन्तर्मनको खोजमा निस्कन निम्त्याइरहेका हुन्छौं । मेरो लागि शिक्षणको सार भनेको यही हो : पढाउने भनेको हामीले गर्ने काम मात्र होइन; म को हुँ भनेर प्रस्तुत हुने पनि हो ।

सन्दर्भ:

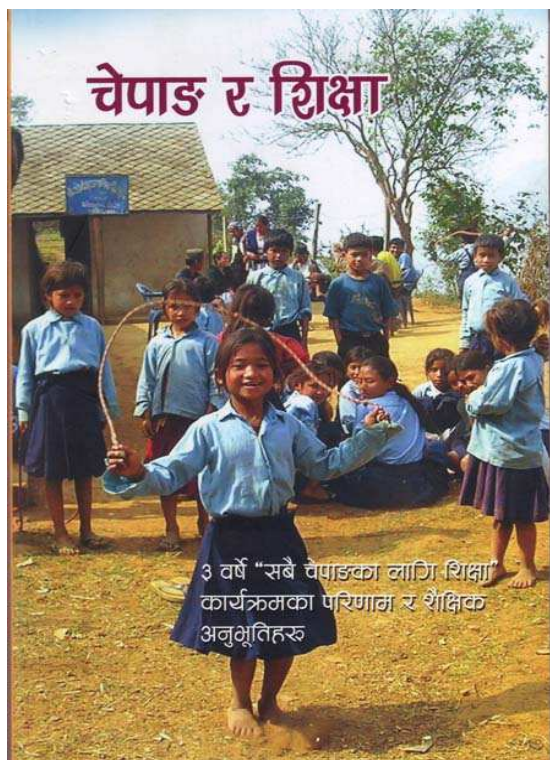
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Appendix C: Conclusive Report from CEPP's Predecessor



Centre for Agro-Ecology and Development (CAED)
School of Ecology, Agriculture and Community Works (SEACOW)



Conclusive Report on Education for All Chepangs Program (Chepang Interest Program)

Report # 36

January to December 2009

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Abbreviations

CAED	Center for Agro-Ecology and Development
CEPP	Center for Education Policy and Practices
DDC	District Development Committee
DEO	District Education Office
EFACH	Education for All Chepangs Program
KCC	Kandrang Chepang Community
NCA	Nepal Chepang Association
NLFS	Nepal Little Flower Society
NPS	National Primary School
PTA	Parent Teacher Association
PS	Primary School
SEACOW	School of Ecology, Agriculture and Community Works
SMC	School Management Committee
VDC	Village Development Committee

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Executive Summary

Education for All Chepangs (EFACH) was started in 2004 under Chepang Mainstreaming Project run by Nepal Chepang Association (NCA) as an action-research programme. This covered 19 primary schools (PSs) and their catchment more intensely in. School of Ecology, Agriculture and Community Works (Seacow), had taken up to take this program to the next phase as it felt that some push can give big returns when the community, educational motivators is trained. Basically, programs were confined to schools in the second phase. Trainings to teachers and School Management Committees (SMCs), student centred activities such as life skills, extra-curricular activities aimed at re-enforcing Chepang identity and their empowerment as well as advocacy related activities were continued. With active cooperation from teachers, SMC and the parents, a child friendly environment is created which was the prime objective of the project. This has come to an end by the end of 2009. Details of these activities are incorporated in a book Chepang and Education. This document itself is an achievement which it is hoped will function as a guideline for NCA, Seacow, the government or anyone concerned with the education of Chepangs. Program run under Nepal Little Flower Society is considered as the continuation of EFACH's second phase in Makwanpur. This will continue under Seacow's technical support for some time under the financing of Fastenopfer, a Swiss INGO another longtime funding partner of CAED.

This also marks the end of Seacow's 18 years of involvement with Chepangs that started in 1991 with resource and awareness enhancement program. A sense of pride (or at least shedding off their internalized inferior identity) generated amongst Chepang indicated by a vibrant NCA probably is the major achievement of the whole effort. With such a strong NCA, Seacow did not feel the need for externals doing similar work any longer. We wish to share this joy of achievement with two of our collaborators Belgium-based Eco-Nepal and the Netherlands-based Eco-School who provided longstanding financial flow through Seacow. We may venture into new era of cooperation now on.

1. Introduction

In the year 2009, Seacow implemented EFACH program with 4 PSs - Orbang (Dhading), Adhamara, Chandibhanjyang (Chitwan), Lothar (Chitwan) and Baradanda (Gorkha). Although the project was implemented in collaboration with the NCA and the Kandrang Chepang Community (KCC), the project was implemented directly by Seacow as it required intense technical support to teaching and learning aspect in the schools. A program run under Nepal Little Flower Society is considered as the continuation of EFACH's second phase in Makwanpur. This report covers all the activities undertaken in 2009.

2. Objectives and Expected Outcome

Objectives

- Increase access, quality and relevance of education by enhancing participation and interest in schools, and,
- Make the schools responsive to the needs and expectations of children.

Expected Outcome

- Schools will be Chepang-children friendly
- School enrolment will increase
- Parents will be active and cooperative to improve schools
- SMCs will be informed and responsible
- Teachers will be positive and sensitive to the needs and inspirations of Chepang children.

Working Strategy

- NCA to lead advocacy and coordination aspect of the project
- Enhance the capacity of local stakeholders and Chepang activists
- Mobilize the community and locally available human resource
- Intensify educational activities in coordination with the stakeholders.

3. Coverage

Some 300 households in the catchments of two schools in Chitwan, 1 each in Dhading and Gorkha and some 200 households in Makwanpur under NLFS are directly addressed by this program. Detail is put in Annex 1.

4. Major Achievements

- Publication of action-research 'Chepang and Education' document that gives status of education amongst Chepangs, barriers and way forward
- Cooperation amongst SMCs, teachers and parents has increased : Parents are found supporting schools to realize the plan by the schools; they are monitoring student and teacher attendance in schools, helping repair school building, constructing latrines, doing plantation, helping to get/make teaching aides. This also has increased attendance of parents in SMC meetings.
- PTA Active: They are cooperating and some parents have taken specific responsibilities (See the case)
- Regular SMC meetings: They have been sitting once a month as it should be.
- All children are enrolled in schools. Everybody now is concerned on regularity of children and the quality of teaching rather than confining themselves in the enrolment.

- Teacher presence has gone over 80% percent. This shows they are getting a bit more interested in teaching. (It's a crucial point to determine which has more impact on this: training teachers or the pressure from SMCs and parents).
- Regularity of grade two children has increased by 7% and average attendance has increased from 68 to 75%
- School record is being fairly updated. School Improvement Plan (a requirement from the government to secure funds) is prepared in mutual consultation amongst teachers, parents and SMCs and many schools have adopted annual 'social auditing'.
- NCA has involved more on educational issues and striving to make education Chepang-friendly. More Chepang teachers are being employed. Five casual (called relief) teachers and 3 temporary teachers have been appointed in this period.
- Enrolment campaign has been an annual feature of most SMCs. They give orientation to parents after enrolment, discuss with parents for children's regularity, and work with teachers to help them. Participation of parents in the meetings is also noteworthy.

5. Activities

Activities – trainings, interactions, study tours, life skills and extra curricular activities – conducted this year are presented below.

5.1. Trainings

5.1.a. School Management Training to SMCs

School management orientation training was conducted with a view to help the members of SMCs to understand the rights and responsibilities of an SMC in Manahari of Makwanpur for 4 days where 9 women and 6 men took part. The training was conducted in collaboration with EFACH and NLFS. Details of the contents and the participants can be found in Annex I & II.

Active women SMC members

Jagmaya, Gaumaya and Mangalimaya have been able to claim a grant of Rs.10,000 from DDC for their school-Adhamara Primary School in Chandibhanjyang VDC. They decided to repair a trail from school to village with that money. However, it cost them 30,000. They approached the parents and harnessed labour from the parents.

Behind this motif lies the understanding that many children were forced to dropout of school due to this bad trail. The women trio undertook this responsibility with the inspiration from a training provided to SMC members by EFACH.

Jagmaya's confidence soared up and she stood for the post of SMC chair of the school but she was defeated. Still her self confidence has not gone down.

SMC member of Bardanda Primary School, Bimala Chepang has taken initiative to hold discussion for the improvement of the school. She called a mass meeting of the parents and asked what they could do to improve it. She led plantation and fencing of the school compound.

The head teacher of the school said "Bimala has given a new life to SMC that was going into hibernation for sometime".



Discussion brought forward problems such as the shortage of teachers, absence of teachers, shortage of classrooms, and absence of drinking water facility. Other issues discussed included proper record keeping particularly that of indigenous students, stipend, teachers' facilities and leaves. Many were attentive when it was mentioned that money received in the schools is much more than what they get to run a village government. They were also alarmed that on average 5 out

of 30 children in grade one in a school makes to grade two. At the end of the program, participants have drawn an action plan that addresses at least one of the problems mentioned/discussed there.

Back at school, the trainees have been found active in school activities. Especially, confidence of women members of SMCs is found enhanced. They are engaged around school problems and plans and enrolled more parents to seek support. They have also approached government authorities for solutions. In this regard, meeting of SMC members of nearby schools has also helped to find solution to some problems.

5.1.b. Child-centered Teaching Learning

Seven-day training on Child-centered Teaching-Learning was organized with a view to promote knowledge, skills and attitude amongst teachers where 9 female and 10 male teachers attended. The training was conducted in collaboration with EFACH and NLFS. Details of the contents and the participants can be found in Annex III & IV.

The training kicked off by posing question: what children do expect from school? In order to make children regularly attending the school, it was stressed that learning has to be fun and engaging more children to learn than giving input. For this, creativity and hard work from the teachers was underlined. Major topics covered were: subject-wise teaching activities, material development, review of learning achievements, making weekly, monthly and yearly plans.

Since the training was towards the end of on-going session, teachers made their plans for the next session. Participants were both first and second time comers to this training and there was some peer teaching involved. At the end of the training teachers were provided with basic stationary to implement the skills that they had learnt in the training. They had to demonstrate it right there!



5.1.c. Support of Educational and Reading Material

In order to help teachers to implement what they had learnt, relevant teaching and reading material was provided to each of the schools (those which sent their teachers to attend the training mentioned above. This also has helped schools what to purchase when they have resources. Materials included additional reading material for teachers and children, posters and pictures and educational statistics. Also provided were some playing material for children.

5.1.d. Study Tour

A study tour to schools where there is child-centered learning was organized for four schools that included four members of SMCs and seven teachers, was organized. List of participants can be found in Annex V. The participants visited one school in Rupandehi and two schools in Bardiya that have been practicing child-



centered method of learning for last five years following a training. In this two-day tour the participants interacted with the host teachers and the host SMC and the parents on their experiences since they adopted this method. They program with a day of review and action plan on how to adopt what was observed.

It gave a sense of inspiration to the participants to improve physical, financial and educational situations in their respective schools. The main idea they seem to get that it is not just the classroom one can make child centered but the

whole school involving teachers, SMC and the parents. They had promised themselves that they will put classroom management, teaching methodology, teaching aides, finances and annual calendar visibly and transparently in school walls. They will also put attendance register class wise and put some signs in Chepang. They intend to intensify implementation of the skills they have learnt.

5.1.e. Life Skills for Adolescents

Three day training on life skills for adolescents was organized in Charaundi of Dhading in the auspices of NCA Dhading. Fourteen girls and four boys took part detail of which can be found in Annex VI. Objective of the course was to help Chepang adolescents to learn skills to make use of existing opportunities, facing risks and challenges to life. Topics included were: self-awareness, decision making, problem solving, creative and critical thinking, effective communication, interpersonal relationship, emotion management, stress management, body and reproductive health, gender and setting your life goals. Technical expertise was extended by the Youth Initiative and Samir Neupane of CAED led the discussion on reproductive health. Obviously, there was some hesitation while discussing the issue of reproductive rights. Participants (note higher no of female participants) were enthusiastic to discuss gender roles. Training had concluded each of the participants setting their goals for life.

It is learnt that some of the participants have gone back to school although follow up by NCA does not seem to have taken place. It is learnt that this one shot training is not effective. Refreshing it twice a year up to two years can bring much desired results.

5.2. Interactions and Meetings

5.2.a. Interschool SMC Meetings

In order to share experiences, a meeting of SMC members was organized three times in April, August 2009 and in February 2010. There were 21 participants (6 females) in these one day meetings. They shared what has been improved and what problems are still persisting since they met last. Improvements included regular meetings of SMC, transparent accounts, enhanced confidence of teachers, mobilization of additional resources, harnessing parents' support for trail and toilet construction, mobilization of women's group for school support and enrolment of all children to school. Improvement in teachers' absence was one of the highlighted achievements by all. They also appreciated rotational system of holding SMC meetings in a different school every time. Schools also imitated positive actions: plantation around school compounds, social auditing of school accounts and activities, fixing swing in school compounds, drawing school improvement plan (SIP), updating of school records.



A Swing Swarms Children

It was cold winter day in December.

I got to orbang school. Two teachers were having hard time to keep situation under control with children. The two busy teachers did not even look at me. I approached them after most children were gone home. The head teacher was obviously tired but happy said "Had I known earlier, I would have fixed this stupid swing ages ago, how many things I did try to bring children to school ! after this swing was fixed children come even before two hours- sometime even without food".

Earlier the teachers always resisted the proposal of having some playing objects such as swing and sea-saw. They used to say who will be responsible if children fall off the swing ? Further, villagers vandalize them and take pieces away !

We had proposed to install it once and see how it goes, and the responsibility was given to SMC to decide. SMC agreed to try out and there they were with a crowd of students. 15 students from Pangerjip village did not turn up to school after enrolment until there was this swing.

Sabita Pandhak, Education activist

When problems were presented, they advised one another on how to solve them. They opined that if the teachers attend schools in turn, they should also pay them accordingly. Although student attendance had improved, they discussed on learning outcomes which they thought was important. When there was a question of embezzlement of grant, they underlined that they need to find the letter that comes with the grant. Also discussed was barbed-wiring of school compound that invited fierce arguments. Other infrastructural issues such as drinking water, toilet and library are perennial topics that schools face all the time.

5.2.b. Interschool Teachers Meetings

Teachers who received child-centered learning/teaching formed a network to continue sharing experiences. In the period of reporting three teachers' meetings were held in Charaundi and Chandibhanjyang. Nine teachers



(5 female) took part in the meeting. This meeting was also attended by SMC members of host schools. A detail on the attendance is presented in Annex VIII. As in the case of SMCs, they also presented the changes taken place and the problems they are facing in respective schools. After the initiation of child-centered activities were put in practice children looked happy and they were regular - they shared. Apart from similar experiences that of SMC members, pedagogical aspects discussed were: making few rules and drawing them with the students was effective, informal chats with students helped them to get closer to children, using multiple ways and materials for one lesson was felt to be effective. Also

considered effective was allocation of certain kind of extra-curricular activities to a teacher and teaching children who have attended pre-school. They also mentioned that they were appreciated for the material they made with parents by educational authorities and parents appreciated fear-free teaching!

They also discussed the limitations to implement child-centered teaching which included the lack of physical facilities at school – particularly lack of maintenance of classrooms, small and dark rooms, inadequate number of teachers, and irregular, non-punctual and hungry children, aggressive and less-cooperative SMC. They felt hard to teach mathematics, English and music. They, however, also sought for ways to reward 'good SMCs'. They raised the division of SMCs along political line as an important aspect for non-execution of decisions. They express the confidences that if teachers, SMC and parents are at one side, one can make a school as you like it to be!

Following were some of the ways collectively suggest resolving problems pertaining to teachers:

- Approach DEO for class teachers
- Run extra-curricular activities once a week
- Present student progress monthly
- Teach children how to make school bags out of big sacks (e.g. manure, rice)
- Plant saplings around school compound
- Hold parents gathering often
- Approach appropriate agencies for midday tiffin
- Demand higher engagement of NCA in school activities
- Wealth rank the settlements and run awareness program in impoverished clusters
- Update school records

"we female teachers have all the challenges. if there is a delay to do something or something goes wrong, people say, this is what happens when teachers are women"

We may not have been able to do as much as other men teachers may have done, but I felt we have done something when the School Resource Person said " Go to see Ganga Madam's school to see child centred-learning environment"!

Ganga Ghimire
Head teacher

Prajabasti Primary School Bardanda, Gorkha

5.2. c. SMC meetings

For a couple of years, a meeting is held once every month on an average. Most of the decisions made are implemented. SMC campaigns for enrolment and regularity of children to school. They also hold interaction with parents and orient them about school provisions. Finances take up most of the time in SMC meetings.

Some stern actions taken include preventing teachers to make attendance signature when they are absent, prohibiting a teacher who comes drunk to teach. Some times, they also invite parents whose children are not yet enrolled in school in the meetings. Some schools have also bestowed individuals with some specific responsibility such ensuring a child's attendance to school. Other issues of discussion of SMC meetings included: preparation of SIP, making local curricula, electrification of school, and proper maintenance of school records. After SMC members realize their roles, they also are found to be positive towards teachers.

5.2. d. Enrolment Campaigns and Parent Orientation Meetings

In all the catchment areas of schools, teachers, SMC members and the members of Parents Teachers Association (PTA) paid door to door visit before the beginning of academic year. After this, parents mostly with their children were invited for an orientation to school. Main objective of the orientation was to explain how the school is organized, what is expected of them and the benefits of making extra efforts of sending their children regularly to school. The orientation was interactive. Some of the common points of discussion were: children not making to school despite leaving from home to school, sneaking out at tiffin time even if they made to school, sending one child a day to the school if the household has more than one child, not sending a child to school if there is work to be done at home, marrying off particularly girls at an early age (in the beginning of teenage), coming school untidy and lack of drinking water in schools. Parents had expressed they always could not afford tiffin and uniforms to their children and requested for assistance.

Discussion also dealt on the issues that needs care but not always money directly. A code of conduct for the parent was agreed upon:

- Each of the parents shall send their children to school everyday
- Parents pay a visit to school at least once a week and enquire about their children's status
- Parents to arrange stationary required at school for their children
- Ask children to do their home work everyday
- Feed their children at home in time and send them to school in time
- Parents to arrange tiffin for their children

It was also agreed upon to investigate about the children who don't make to school after leaving from home.

A separate discussion was held with the parents whose children had failed. Some were for repeating the grade while others were for liberal promotion. Children were in favor of promotion and working harder in the next grade.

5.3. Life Skills and Extra-curricular Activities



Additional life skills lessons were added in school teaching. Together with basic reading and writing, objective of this activity is to create an environment where children can learn skills useful to their everyday life and of their interest. This is particularly important as our schools are much bookish and not so flexible enough to address country's geo-cultural diversity. In these schools, agriculture, knitting and weaving, hygiene, music was taught.

In the knitting session, children learnt to make a small purse and hair band from woolen thread. With corn peel they have learnt to make mats, clay pots and pans and simple stitching and fixing buttons. There was some resentment from boys' side to do all this skills as they consider it to be the girl's business. They also cultivated vegetables in the school premises where it was possible. It should be noted that the schools have little or no land. So, is the scarcity of water. Keeping animals off from school premises to protect crops was another challenge. Neighbors in one or two cases have also offered to give a piece of land.

Friday is often a day of extra curricular activities. Effort was made to make its better use with creative and life skills activities. In addition to music and dancing, quiz, art gallery, drama and education tours were added. The primary school of Adhamara focused the day on Chepang language and culture. Teachers attempted speaking Chepang and encouraged children to collect Chepang artifacts.



5.4. Advocacy

In order to make the issue of Chepangs' education a matter of everybody's concern, draw the attention of the concerned, interactions were held and delegations paid visit to the authorities from these schools. Below is the summary of such activities.

5.4.a. Delegation to demand for teachers

Most schools in Chepang area have the position of two teachers. The government provision of 1:45 teacher pupil ratio is not practical for Chepang areas. Settlement is too sparse. Due to the shortage of teachers, children are deprived even basic learning opportunities. In this connection, a delegation comprised of NCA district branches, SMCs and teachers of concerned schools called on the DEOs of Gorkha, Dhading and Makwanpur to demand grade wise teachers. They also demanded that such a teacher be local if Chepang is not possible. DEOs are said to be positive to this demand. This effort has born fruit of the appointment of five Chepang teachers temporarily.

Another delegation approached DEO to make a specific complaint. The Head Teacher of Wasbang Primary School had gone on secondment to another school without the notice of the SMC. He did not return for two years and the school was depending on one teacher. They demanded a teacher for one grade, regular monitoring of teachers for their regularity. The school officially offers 1-5 grades.

Bill Bahadur, a EFACH Impact

Bill Bahadur Chepang is the newly appointed lower secondary teacher in Bijaya Bhawani High school. He is happy on his success. He was able to leave behind his competitors even with higher degrees than of him. He credits EFACH for his insight on education activist. "secret to my success is the training I received in child centred learning, the exposure I got on the logic behind mother tongue education and the opportunity to implement these ideas while working with EFACH" says confident Bill.

He is at the final year of his Bachelor of Education. He is also the Secretary of NCA- Gorkha. He intends to continue his teaching while pursuing further studies.

A teacher is still missing !

Wasbang primary school offers upto 4th grade. There are three teachers positions: 2 permanent and 1 temporary (called relief quota for being provided as a relief to school as the enrollment went up). For months nobody saw the third teacher; neither anybody bothered about him. SMC had no idea why the third teacher was missing, practically since when.

Then there was a training for SMC members. They started enquiring about him after the training. They asked the head teacher to begin with. he had no idea. SMC went to the DEO in Chitwan. They did not get a response where the teacher actually was from DEO either.

"earlier" adding to frustration a parent says " our application to send a teacher was torn off by DEO stating that SMC should know where their teacher is.

" they did not attend school even upto 3 months where we were not aware. they produced one or another excuse: leave, training of one or another kind. we were not aware how long a teacher can have leave in a year, nor how to find if a teacher actually has gone for training. now I refer " education by-laws" says Ram kumar chepang, chair of SMC.

the teacher is still missing. however, since previously indifferent SMC whether teacher was present or not, started enquiring SMC teacher overheard teachers to ask for transfer as teaching no longer was an easy employment.

5.5. Publication of 'Chepang and Education'

A book documenting the three years of EFACH Action Research program was published. The document is authored by the program team and the members of NCA covers Education in Chepangs' perspective, describes the findings and the research and quantitative glimpse of Chepangs' education.

The book was officially released by the Chair of NCA and the Member of Constitutional Assembly Gobinda Chepang in March 2010. Professor of Education from Tribhuvan University Dr Bidyanath Koirala, Amrit Yonzon, Multi-Lingual Expert from Department of Education and Education Officer of USAID commented on the book. They opined that it holds significant more than a fact as it has been scribed by the Chepangs themselves mostly. Louding the efforts other speakers underlined that this can be an exemplary effort for other indigenous groups to follow: "It not only presents problems and challenges but it also charts out how they can be solved and how they tried to solve." Chepang authors responded that they feel proud for appreciative remarks by the scholars and educationists which they did not expect while writing. They expressed that they had never thought they could be authors too.



Seacow made a handing over note of all the programs related to Chepangs to NCA for the day of inauguration of the book 'Chepang and Education'. An understanding was made with NCA that they will continue the work Seacow had been undertaking for Chepangs.

5.6. Impact Assesement of SEACOW and its Next Avatar

It is about two decades since SEACOW was started it's with the Chepang Community in Kandrang Valley of Lothar VDC in northern Chitwan. It objective was to enhance natural resources and self-awareness. The program has stepped on with different twists and turns considered grossly positive. However, it is not known how the impact is felt in this stretch of time in the area. A follow up household survey is conducted to size up the changes in the valley. There was a baseline survey in 1992 followed up in five years. This survey will follow up from then on – in an interval of 10 years.

SEACOW has considered this as a concluding activity of its engagement with Chepangs as a handover note to NCA in light of its emergence as a capable institution to promote Chepangs' interest and their development. This should also give a meaningful picture for their support to such long term program. The key supporter to this initiative EcoNepal is closed since the last year. A group of development workers both engaged in Seacow and external will give an analytical look at the outcome of the survey and put into context.

Educational engagement of SEACOW-CAED now is to be inherited by a new institution Centre for Educational Policies and Practices (CEPP) as SEACOW and its education version EFACH Action Research come to a conclusion.

6. Management

6.1. Appointment

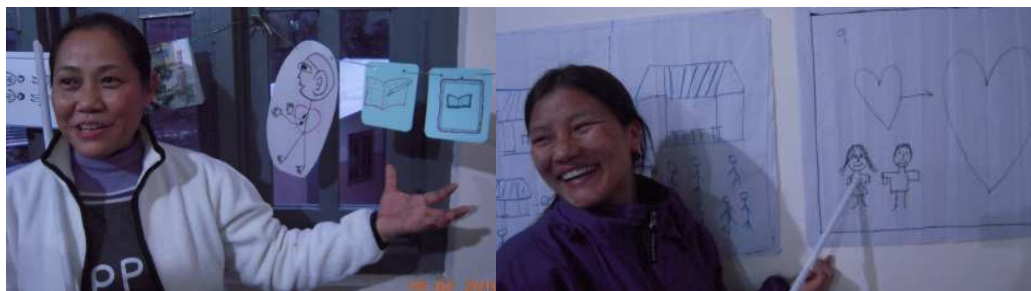
Sabita Pandhak was appointed as part time education worker for this last leg of the continuation of EFACH. She was working as Education Activist in EFACH previously.

6.2. Staff Meeting

Annual All Staff Meeting of CAED was held in Barhbise of Sindhupalchok in February 2010. Staff presented activities, achievements and learning of their respective programs. EFACH was considered to have presented the best pedagogical presentation. In order to make monitoring effective and records, a framework for reporting was agreed upon (this reporting is in the agreed format). Then the meeting moved to the issues of management raised by the staff and the management.

6.3. Staff Training

Following the staff meeting (above), four-day training of trainers on facilitation skills, two-day training on self-management and team building was organized where both Bijaya Subba and Sabita Pandhak took part. Bijaya also participated a day training Reading and Writing for Critical Thinking organized by Alliance for Social Dialogue.



Bijaya Subba
Education Program Coordinator

Sabita Pandhak
Education Activist

7. Problems and Challenges

- It is a big challenge to clear the bush of mistrust amongst teachers, SMC and parents.
- Lessons on life-skills were resisted by teachers as an additional burden and unnecessary activity. Parents also thought school is the place where children should just learn to read and write, not 'work'. Male teachers were less interested in knitting and needle works. Agricultural activities needed to catch right time for seasonal crops.
- It was hard to follow up the adolescents after the training as it was given as one-shot training.

8. Learning

- Life skills for children should begin from the areas where teachers have skills and positive attitude towards particular skill. And this should be interwoven with school annual program and plan in the beginning of academic year more systematically. A thorough discussion with SMC and parents is also required.
- Discussion on reproductive health is necessary with children as many children are over aged. Many elope or married off before they complete primary years.
- Not just the training but opportunity to tell others how they have applied the training gives confidence e provided such an opportunity. Quality of teaching will only increase when teachers have positive outlook themselves and their trade.
- One-shot training to adolescent on life skills is not effective. It has to be modular with a couple of series or at least there should be opportunity to meet and exchange experience at least once a year for regular counseling. This series should have built in counseling and consultation in the second meetings. It is effective it such a training is run in affiliation with a youth group or even a school if teachers are interested.

ANNEXES

Annex 1: Area covered by Education for All Chepangs Program

District	VDC	School	Total Households in the VDC					Target households catchment area					School
			Total	Chepang	Other Indigenous	Dalit	Others	Total	Chepang	Other Indigenous	Dalit	Others	
Chitwan	Lothar	NPS Wasbang	664	516	135	7	5	49	46	0	3	0	
	Chandi Vanghang	NPS Aadhamara	813	239	515	11	48	40	40	0	0	0	
Dhading	Benighat	Obarng	1573	100	402	300	771	119	74	15	0	30	
Gorkha	Makaisingh	Prajabasti PS	419	100	209	38	73	89	80	8	0	1	
Total			3469	955	1261	356	897	297	240	23	3	31	
Percentage				28	36	10	26		81	8	1	10	

Annex 2. Basic Training for the School Management Committee

S.N	District	School	Name of the participants	Remarks				
1	Chitwan	NPS Aadhamara, Chandivanjyang	Gaumaya Chepang					
2			Mangalimaya Chepang					
3			Aaitimaya Chepang					
4		NPS Wasbang, Lothar	Ramkumar Chepang					
5			Sanolal Chepang					
6			Ramchandra Chepang					
7			Patimaya Chepang					
8			Durgamaya Chepang					
9			Santamaya Chepang					
10			Aturam Chepang					
11			Malati Chepang					
12	Dhading	Orbang PS Orbang, Benighat	Subba Silwal					
13			Manilal Lohani					
14			Krishnamaya Chepang					
15	Gorkha	Prajabasti PS Baradada, Makaisingh	Bimalamaya Chepang					
Total participants			Chepang		Non- Chepang			
F	M	Total	F	M	Total	F	M	Total
9	6	15	9	4	13	0	2	2

Annex 3. Content on Orientation Training for School Management Committee, Manahari, Makwanpur

Objective

- To help analyze the condition of education
- To discuss role and importance of educational stakeholders
- To be clear on the role of SMC

Contents

- School Mapping
- What is the Education?
- Social structure and education status of Chepang
- Education Rights (Indigenous, Child Rights)
- Punishment/harassment given in school
- Multilingual Education
- Role and importance of the educational stakeholders
- Role and responsibility of SMC
- Educational rules and regulations for the school managements

Annex 4. Content of Child Centered learning: training for primary school teachers

First Day

- Introduction
- Training schedule and work division
- Analysis on a present condition of school
- Collection of the expectation
- Introduction and objectives of the program
- child centered school and child centered education
- Structure and management of class room
- lesson learnt
- Home work

Second Day:

- Child friendly school and child centered learning method
- Structure and management of class room
- Expectation of student and teacher
- Regular activities of class room
- Attraction games
- Knowing the letter through names gamed
- Find it fast
- ladder of letter
- print rich classroom
- Bingo
- letter/word covering game

Third Day:

- Morning Sessions
- Class regular activities
- Run to the board
- Letter inside the letter

Fifth Day:

- Introduction (name, father, mother, brother, sister)
- Regular activities of the class
- Learning of children and participation of parents
- My family (structure of family)
- Where am I from?(Home to school)
- Managing the turn game
- Window activities (friends, materials of house, materials of school, wild animals, festivals and foods, work in my house)
- Distributed activities living, non living and domestic
- Good person good talks
- My Daily life
- Sanitation Game

Sixth Day

- Morning activities
- Students attendance board
- Regular classroom activities
- Child learning and involvement of parents
- Yearly educational planning

- Cover the letter
- Bingo
- Print rich activities
- Window activities
- Memory game
- Dictionary making
- Labeling game
- Concentration game
- Flash card game
- Out door activities
- Hang man game
- Word ladder

Fourth Day:

- Construction of base ten block
- Salute Game
- Meeting of ten
- Game of Fifteen
- Game of guess, number learning, addition and subtraction of numbers
- construction of multiply table
- How much the rent was?
- How much the rent is?
- Mutual war
- Don't say twenty one
- How much in left hand?
- Run of dais
- Finding of the size
- Mapping diagram

- Improved class room time schedule
- Weekly time schedule
- Monthly educational planning

Seventh Day:

- Monthly lesson plan
- Message Writing
- Child friendly materials
- Evaluation of the training
- Closing

Annex 5: Child Centered Learning: training for primary teacher, Manhari, Makwanpur

S.N.	District	School	Participant name	Remarks
1	Chitwan	NPS Wasbang, Lothar	Bindu Gurung	
2			Man Bahadur Chepang	
3		Drungbang PS Shyamrang, Lothar	Aatibal Chepang	
4	Dhading	Orbang PS, Benighat	Ram Maya Magar	
5		Bhumisthan PS Orbang, Benighat	Shanti Shrestha	
6	Gorkha	Prajabasti PS Bardada, Makaishing	Ganga Ghimire	
7			Subarna Ghimire	
8			Yan Maya Chepang	

Annex V: Participants of Educational tour

S.N.	Districts	Schools	Participant name	Remarks
1	Chitwan	NPS Wasbang, Lothar	Bindu Gurung	Teacher
2			Ram Kumar Chepang	SMC
3		NPS Aadhamara, Chandibhanjyang	Santosh Ghimire	Teacher
4			Laxman Chepang	SMC
5	Dhading	Orbang PS, Benighat	Ram Maya Magar	Teacher
6			Srijana Shrestha	Teacher
7			Anita Gurung	Teacher
8			Navraj Pandey	Teacher
9	Gorkha	Prajabasti PS Bardada, Makaishing	Ganga Ghimire	Teacher
10			Bimala Chepang	SMC
11			Bhakta Bahadur Chepang	SMC
12		CAED	Sabita Padhank	Staff
13			Bijaya Subba	Staff

Annex 6. Participants of the life skill training for adolescents

S.N	Name	Address	S.N	name	Address
1	Samir Chepang	Dhading	10	Bhagwati Chepang	Gorkha
2	Sandhya Chepang	Dhading	11	Sushila Chepang	Gorkha
3	Sarita Chepang	Dhading	12	Sita Chepang	Gorkha
4	Man Kumari Chepang	Dhading	13	Ramrita Chepang	Gorkha
5	Kusum Chepang	Dhading	14	Juna Chepang	Gorkha
6	Sukraraj Chepang	Dhading	15	Chitra Maya Chepang	Gorkha
7	Dejraj chepang	Dhading	16	Bil bahardur Chepang	Gorkha
8	Sarmila Chepang	Dhading	17	Sabita Chepang	Chitwan
9	Samjhana Chepang	Dhading	18	Saraswati Chepang	Makawanpur

Annex 7. Participants of Inter-School Management Committee Meeting

School	Participants	Remarks
Orbarng PS, Benighat	Ram Babu Chepang	SMC
	Krishna Maya Chepang	SMC
	Subba Silwal	SMC
	Manilal Lohani	SMC
	Sanumaya Chepang	SMC
NPS Wasbang, Lothar	Diplal Chepang	SMC
	Ram Kumar Chepang	SMC
	Man Bahadur Chepang	SMC
	Sanulal Chepang	SMC
NPS Aadhamara, Chandibhanjyang	Aaita Maya Chepang	SMC
	Mana Bahadur Chepang	SMC
	Mangal Bahadur Chepang	SMC
	Mangal Man Chepang	SMC
	Jaga Maya Chepang	SMC
	Gau Maya Chepang	SMC
Prajabasti PS, Bardada, Makaisingh	Hom Bahadur Chepang	SMC
	Guman singh chepang	SMC
	Bimala Chepang	SMC
	Som Bahadur Chepang	SMC
	Nawaraj Pandey	Head teacher, Orbang Primay School
	Basanta silwal	Resource person
Total Participant		
Chepang		
Non- Chepang		
Female	Male	Total
6	15	21
Female	Male	Total
6	11	17
Female	Male	Total
0	4	4

Annex 8: Participants of Inter-School Teachers Meeting

School	Name of teachers	Remarks
Orbarng PS, Benighat	Ram Maya Magar	
	Anita Gurung	
	Sajuna Shrestha	
NPS Wasbang, Lothar	Pramod Shah	
	Bindu Gurung	
Prajabasti PS, Bardada, Makaisingh	Ganga Ghimire	
	Suwarna Ghimire	
NPS Aadhamara, Chandibhanjyang	Santosh Ghimire	
	Sanjiv Ghimire	
Total participants		Indigenous
Chepang		
Female	Male	Total
Female	Male	Total
Female	Male	Total

5	4	9	0	0	0	4	0	4
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Annex 9. Enrollment Campaign: Participants in Parents Orientation

Participants of the parents orientation												
S.N	School	Chepang Participants			NonChepang Participants			Total Participants			Household	
1	NPS Aadhamara, Chandibhanjyang	43	37	80	0	0	0	43	37	80	27	
2	NPS Wasbang, Lothar	50	40	90	0	0	0	50	40	90	30	
3	Orbarng PS, Benighat	16	2	38	29	18	47	45	40	85	28	
4	Prajabasti PS, Bardada, Makaisingh	54	40	94	0	0	0	54	40	94	31	
	Total											
Total Households											297	
											% 44	