

# FINAL REPORT

## A study on Effectiveness of Primary Teacher Training in Nepal

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## **CONCLUSIONS AND RECOMMENDATIONS**

Nepal government has been investing significant amount of money in education. The government has given preference to quality service delivery in education. Therefore, it has been investing big amount of money in teachers training from last five decades. The budget allocated for teachers' training in 2062/63 is Rs.345 million (ref: NCED). There are 9 primary teachers training centers (ETC) and 25 secondary teachers training centers (ETCB) allocated around the country.

Teacher training is getting high preference from the government as well as from donor agencies. However, effectiveness of teacher training is always in question. Last three national

achievement assessment study of teacher training could not show the positive relationship between children achievement and teacher training. Similarly, it has been mentioned about low transfer of training by different study. (Ref: Dr. Min Bahadur Bista, *Effectiveness of Teacher Training*, Education for Development, CERID, 2002).

This study is one more attempt to identify effectiveness of primary teacher training after three years (there was a study: *Effectiveness Study of Teacher Training*, 2003). Study detail is already discussed in preceding chapters. There were ten different questionnaires, checklists, and interview guidelines used by the research team. All those research outcomes are compiled, analyzed and discussed in-depth in chapter two. On the basis of finding mentioned in chapter two, the research team draws following conclusions and recommendations.

#### **4.1 CONCLUSIONS**

- The transfer rate of primary teacher training is 50%.
- Training can only solve the problem of lack of knowledge, skill and attitude. Only these three components are not enough to perform better. Basically, a trained teacher needs support from management to deliver quality service.
- The primary teacher training has a standard curriculum. It is structured and helps trainers to conduct training effectively. However, Nepal is a diversified country. The training curriculum does not address this situation. Many teachers said that they have problem in teaching because of different mother tongue of students. There is only one type of curriculum for primary teacher training for the entire country. The curriculum has overlooked the different working conditions, available resources and environment in different places.
- Trainers' performance in education training centre (ETC) was found only at moderate level. They are competent in handling trainees, communicating information, and managing classroom environment. Major problems in those trainers were found in using training resources and using evaluation tools and techniques. The study team got the impression that those trainers' classes were more theoretical rather than practical.
- Trainers, Trainees and Head teachers perform most of their roles during the training. Major problems lie in before- and after-training activities. Trainees do not perform before training activities and trainers less perform after the training activities. Head teachers' role is not

prominent before, during and after the training. This is one of the major problems in the transfer of training.

- Overall impression of classroom observation of trained teacher is just moderate. That is teachers are following criteria as mentioned in the evaluation sheet. However, there are rooms for improvement in many criteria. Trained teachers' performance is better than that of untrained teachers (see the bar **graph 1**).
- As trainers are not effective and efficient in using resources, teachers are also less competent in this area. Most of them did not show creativity in using teaching aids.
- The content of primary teacher training is found relevant. However, there are room for improvement.
- Students are happy with their teachers and they express their satisfaction to their teachers' performance. Corporal punishment still exists in school which is not encouraging children to come to school.
- All the teachers preferred face to face training rather than distance learning.
- Parents and SMCs are happy with trained teachers.
- The concept behind extending primary education from 1-5 to 1-8 is reasonably good. However, in context of Nepal, it requires enough exercises to materialize in relation to infrastructure, human resources and financial supports.

## **4.2 RECOMMENDATIONS**

On the basis of discussion in previous chapters, the research team came to following recommendation:

### **Training Management**

- School management needs to be committed to increase transfer of training.
- Teacher training should be integrated with total human resource management of teachers.
- Training policy should promote concept of clinical supervision.
- Curriculum needs to include existing diverse context of Nepal as well as school environment and use of local resources.

- CDC and NCED need to work together to design curriculum, trainers' guide, teaching material as well as training program to upsurge effectiveness of training.

### **Training Delivery of Trainers**

- Conduct separate short-term training for trainers in developing training delivery resources.
- Include enough exercises in TDC (Training Development Course) developed by NCED for trainers so that the training brings change in behavior in trainers.
- Conduct separate short-term refresher training for trainers in evaluation.
- Emphasize oral questioning as a strong teaching method in TOT of trainers as well as in primary teacher training.
- Provide enough practice time to trainees to learn a skill, knowledge and attitude in training.
- Trainers need to be creative to provide noble ideas on the topic.
- A trainer must be a role model for trainees.

### **Transfer of Training**

#### *Suggestions for head teacher*

- It is believed that, who is ready to learn, learns quickly. Therefore, before coming into training, trainees need to be oriented on training. A head teacher needs to perform following activities to make a teacher ready to take primary teacher training.
  - Build transfer of training into supervisory performance standards
  - Arrange meetings with previous trainees
  - Collect baseline performance data
  - Provide a positive environment (timing, location, facilities)
  - Involve in needs analysis
  - Encourage trainee to attend all sessions
  - Involve trainees in program planning
  - Develop a supervisor-trainee contract
  - Brief trainees about the importance of the training and its application
  - Select trainees carefully
  - Be familiar with training contents
- Head teacher plays the vital role in school to transfer knowledge, skill and attitude from a training center to a school. Without the support from school management, a teacher will not be able to transfer training in to a skill. Here are the points a head teacher needs to follow to support trained teachers.
  - Plan trainee's re-entry
  - Psychologically support transfer of training
  - Provide a 'reality check'
  - Provide opportunities to practice new skills
  - Have trainees participate in transfer-related decisions
  - Reduce job pressures initially

- Give feedback to the trainer
- Give positive reinforcement
- Provide role models
- Schedule trainee briefings for the co-workers
- Set mutual expectations for improvements
- Arrange practice (refresher) sessions
- Provide and support the use of job aids
- Support trainee reunions
- Publicize successes
- Give promotional preferences
- Some other responsibilities of head teacher to increase transfer of training
  - Use own training skills to enrich teachers' professional development.
  - Utilize trained teachers' skills for school effectiveness.
  - Involve trained teachers in SIP.
  - Receive support from trained teachers in identifying and mobilizing local resources.
  - Conduct professional meeting of trained teachers to improve educational management.

#### *Suggestions to trainers*

- Trainers need to play vital role during training. Specially, trainers need to help trainees to prepare action plan to implement learned skill and knowledge in school. Trainers need to make sure that they do following activities.
  - Develop application-oriented objectives
  - Manage the unlearning process
  - Answer the 'What Is In It For Me (WIIFM)' questions
  - Provide realistic work-related tasks
  - Provide visualization experiences
  - Give individualized feedback
  - Provide job performance aids
  - Provide 'Ideas and Applications' notebooks
  - Create opportunities for support groups
  - Help trainees prepare group action plans
  - Have trainees create individual action plans
  - Design and conduct relapse prevention sessions
  - Help trainees negotiate a contract for change with their supervisors
- Involve trainers in to follow-up activities of a training program. Trainers need to give on the job feedback to trained teachers.

### *Suggestions to trainees*

- Involve trainees in following training preparation activities.
  - Provide inputs to the ETC chief for training planning
  - Assist ETC to explore alternative training activities.
  - Participate in managing training activities.
- Emphasize and reinforce following activity to trainees.
  - Practice self-management
  - Review training content and learned skills
  - Develop a mentoring relationship
  - Maintain contact with training buddies
  - Use provided training resources material.

### **Trained Teachers**

- Provide teaching material development training to teachers separately as refresher training program.
- Make lesson plan obligatory to teachers for both practical and theoretical classes.
- School needs to adopt clinical supervision to support teacher in quality service delivery.
- Teachers need to realize his/her professional ethics and perform a job creatively as well as enthusiastically.
- Teachers need to use varieties of teaching method that match with classroom objective.
- Strictly prohibit corporal punishment to students.
- Teachers need to plan for individual guidance to needy students.
- Organize parental education in school to educate parents on learning at home and how to nourish them in healthy environment.
- Orient SMCs in school activities and involve them in school development as well.
- Teachers need to be a role model for students.

### **4.3 ACTION STEPS FOR KEY ACTORS TO MAXIMISE THE EFFECT OF TRAINING IN CLASSROOM PRACTICE**

Transfer of training is not sole responsibility of any actor of training cycle. All the actors have their role to play to increase transfer of training rate. In primary teacher training context, the major actors of the program are as follows.

1. NCED
2. Trainers
3. Teachers

4. Head teacher
5. SMCs
6. Parents

#### **4.3.1 Action steps for NCED**

NCED is the apex body of Nepal Government to organise teacher training. Roles in transfer of training start from NCED. The study result reveals a big gap between training environment and school environment which has been hindering transfer of training. Following are the action steps to carry out by NCED to increase transfer of training.

- Re-visit training modality
  - Conduct school base training
  - Emphasize microelement of teaching in school. Specially, environmental aspects, socio-cultural aspects and economical aspects
- Introduce school base training internship to trainers.
- Place a trainer in school for a month per year. During his/her stay in school he/she need to do following activities,
  - Identify teachers' problems
  - Get school teaching experience
  - Provide on the job feedback to teachers
  - Follow-up of training implementation
  - Help management in school development
  - Create teachers forum (networking among teachers and trainers for learning purpose)

#### **4.3.2 Action steps for teachers**

Teachers are the major role player in transfer of training. Training can never be transferred without commitment of trained teachers. Here are the action steps supposed to be followed by teachers to increase transfer of training.

- Be honest to the profession.
- Adopt the existing condition of school.
- Share training experience with other teachers.
- Implement training skill whatever feasible in classroom.
- Identify and use local resources as much as possible.
- Organize professional meeting in close contact with head teacher.
- Organize peer group discussion and coaching
- Work as mentor for newly recruited teacher.
- Find ways for more pastoral care for needy students.
- Use provided material efficiently.



### **4.3.3 Action steps for head teachers**

Without the support of management, training can never likely be transferred. Head teachers' role in transfer of training starts from inception and goes up to the evaluation of the training. Here are the actions need to perform by head teacher to increase transfer of training.

- Prepare human resource management plan for school and reflect them in SIP.
- Be familiar with training provided to teachers, SMCs, PTA and management.
- Get teachers commitment before and after the training.
- Plan for orienting parents about school activities through PTA and SMCs.
- Encourage parents to visit trained teachers' class through PTA and SMCs.
- Focus on clinical supervision.
- Monitor training implementation and assess the gap in training skill and their implementation.
- Support teachers to use novel ideas in school through professional meeting.

### **4.3.4 Action steps for SMCs**

SMCs has vital role in school development as well as in management. SMCs support is also required to increase transfer of training. Here are the actions need to be perform by SMCs to increase transfer of training.

- Support head teacher to prepare human resource management as well as development plan.
- Be familiar with school activities including teachers training.
- Have interaction program with teachers, parents and community.
- Work as a liaison between teaches and ETS to manage follow-up support for trained teachers as part of teachers' professional development.
- Advocate the school in community.
- Bring issues of supporting trained teachers in SMC meetings for the implementation of their training skills.
- Establish direct link with ETC for further support to trained teacher.
- Include professional support activities for teacher in SIP.

### **4.3.5 Action steps for parents**

Parents also have role in transfer of training. Their supportive and safe guard role is required in transfer of training. Here are the actions need to be perform by parents to increase transfer of training.

- Take interest on child's learning.
- Visit school time to time.
- Get feedback from teachers about child and follow them.
- Support in school activities.
- Organize parents through PTA.
- Support PTA by providing children's information about their learning.

- Suggest remedial ways to minimise learning difficulties of their children.
- Involve oneself in SIP through PTA.
- Report SMC of any grievances of the school through PTA