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Dolpo Tulku Charitable Foundation

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Skill Development Training for Primary Teachers DOLPO

The extreme remoteness of the Dolpo region makes it very difficult to deliver basic education. The existing schools are not equipped with modern teaching tools & facilities and well-trained teachers even though an NGO along with DTCF are working toward running these schools, which is up to 7th grade and later have to seek other alternatives for higher education.

Due to the education quality of this region, the students are having difficulty in getting enrolled for higher education in Kathmandu or other cities. It is also difficult for the parents to spend the high cost of hostel, school and additional school materials. Due to this fact, many parents are unable to send their children for further education. Although many young Dolpo people wish to return to their native villages after finishing their schooling to give back to their communities by working as teachers in the local schools but due to time and money constraint these novice teachers cannot get a lot of training and techniques before they start their jobs. Ultimately, these enthusiastic teachers face difficulties while teaching in Dolpo due to lack of experience, training and techniques though having local teachers ensures young children are taught in their native language and have teachers who understand their living conditions.

Due to the fact that all the schools of upper Dolpo are unequipped with modern teaching tools, facilities and untrained teachers and also non-existence of Higher Secondary School, Dolpo Tulku Rinpoche envisions establishing a Higher Secondary school in Sankhu, Kathmandu with necessary facilities for students coming from his native region. For this purpose, he has bought land close to Kathmandu, where 300 or more students can be accommodated to obtain an education until they receive their "School Leaving Certificate" (SLC). This school will provide all formal courses while incorporating curriculum about the Himalaya as well.

Rinpoche wants the children to obtain the best education with modern facilities, so they can be competitive in the mainstream education system in Nepal. Simultaneously, Rinpoche aspires to train the local teachers of Dolpo Schools along with providing necessary tools and facilities till the school project of Kathmandu completes which will gradually help to improve the education quality of Dolpo and also students who would join the school of Kathmandu in future.



Dolpo Teachers with RBF team and DTCF manager.

With the aim of developing trained teachers and sustains those teachers in Dolpo, the DTCF collaborated with the Rato Bangala Foundation to provide "Skill Development Training for a Primary Teachers" which has got 17 years of experience in this field and has successfully introduced its uniquely communal approach in over 700 schools in 22 districts of Nepal though it's their first time working with schools of Dolpa. Specifically, it collaborates closely with Bank Street College of Education in New York and Kathmandu University in Nepal to run an in-service Primary Teacher Training Program.

Although the initial plan was to include one teacher from each school of upper Dolpo (Sixteen schools in total) for the training later the DTCF assigned the responsibility of selecting the teacher to respective school coordinator as he/she knows who needs the training and would be beneficial for the school in the long run. After the announcement of notice about the training for Dolpo teachers, the DTCF got name list of only eight teachers from eight different schools who would like to take the whole one-month training of " Skill

Development Training for a Primary Teachers". Rest of eight teachers could not participate in the training because of their time constraint and other project related works which were already scheduled before.

The intention of providing this particular training, it focuses on exposing teachers the important aspects of Child-centered methodologies in today's world no matter where the schools exist. Moreover, this model consists of a one-month course which covered the following topics at the training Centre;

Education Philosophy

Language Arts

Mathematics

Science

Social Studies

Physical Education

Arts and Craft

Early Childhood Development

Parent Education

Leadership

Community Engagement

And followed by six to seven months in the field which is ideally suitable to implement in schools of Dolpo.

The one-month "Skill Development Training for a Primary Teachers" started on 5th January and ended on 5th February 2019.



Mr. Pemba Gyaltzen presenting his topic in the class



Teachers preparing their lesson plans during the training session.

What they say about the training-participants reviews of Skill Development Training

**Pemba Gyaltzen Gurung,
Shree Mukporong Himal Primary School, Vijer**

This one-month Training made me understand that the 'Education Triangle' is the make or break the relationship that exists between parents, teachers and students. This partnership must be strong, focused and positive to support student learning. And the teacher needs to keep the detail record of each student and should give attention as per the individual need of the student. Further, teachers have to emphasis the use of local resources or materials for teaching student in school.

**Pema Lhamo,
Karang Gangjong Rikshung Primary School, Karang**

This was my first time participating in training and it helped me to develop my self-confidence and also improve public speaking skills through practical and interactive training session of one month. Through this training, I became fully aware that outside education through the field visit, involving students in other activities bring natural learning and growing environment along with textbook knowledge.



Teachers preparing different study materials from used materials.

**Tsering Dharkey,
Shree Siddhartha Kula Primary School, Tinje**

After participating in this training, I came to know that child-centered education enables the optimal development of a child's personality and competencies in line with his/her individual needs and requirements. Based on the inquisitiveness of the child, and his/her interests, learning should support the self-educational process of the child, particularly by supporting his/her own senses of self-organization and responsibility. The teacher should focus more on interactive classes, group activities and maximum involvement of students rather than the teacher leading the classroom and sharing his/her knowledge or information to the students. In addition to the above, I am amazed by the Education Philosophy which focuses on " what students are interested in and want to learn according to their age and growth.

Pema Wangyal,

Shree Shelri Drugdra Lower Secondary School, Saldang

I have 8 years of teaching experience in the school of Dolpo but during this one-month training, I realized that our teaching methods were more of teacher-centered rather than child-centered. It was the teacher who always shares the knowledge and information with a minimum participation of students in the classroom. In this training, I learnt that student-centered education is the need of today's learners which enables lifelong learning and independent problem-solving. Teachers should act as a guide in the classroom involving students in group activities, pair review, opinion sharing and most importantly welcoming to student knowledge and information of topic in beginning before going into textbooks. And another lesson is for the overall growth of the school there should be equal and mutual participation from the school management committee, teachers, parent and student representatives which does not exist in schools of Dolpo.



Mr. Pemba Gyaltzen receiving certificate of training from director of RBF, Miss. Esha Thapa

Nyima Gyaltzen Baijee

Tapriza school, Phoksundo

Through this training I learnt several helpful teaching methods and techniques such as class participation, demonstration, recitation, memorization, or combinations of these etc. with the help of many teaching items. But other than above, I was really touched by the idea of involving parent and community in the overall development of school which generate a feeling of togetherness and belonging. And assessing students as per the individual interest and capacity rather than through common grading practices.

Bishnu Prasad,

Shree Tsering Dolma Primary School, Shemen

I have been a teacher for a long time but after participating in this training I realized that how a teacher can teach students in more efficient, effective, enjoyable and simplified ways with the use of various local materials and also felt that we have been teaching students without using techniques and methods which are very simple and practical.

In addition to the above, the other important lesson that I learnt through this training was how the teacher/school of Dolpo could reuse & recycle the used study materials in making new study materials and playing items for playgroup students.



Teachers of Dolpo and Mustang with Rato Bangala Foundation team

**Pema Tsering,
Tashi Samduk School, Ku**

I have attended several teacher-training in past but this training is comparatively more relevant and useful in the context of Dolpo. The teaching methods and techniques that we learnt through this training are far simpler and practical to implement in the classrooms of Dolpo Schools. For example: Involving local people in sharing their life stories and other skills with students in case delayed in delivering schools materials due to transportation difficulties. And also participating students in various community work would develop the students more socially conscious.

**Phurwa Gyalsten,
Crystal Mountain School, Tarap**

This training made me realize that the small & basic requirement in the classroom plays very significant roles to have an interactive & interesting class and also to make students understand. Moreover, I came to know about many teaching techniques which are very powerful yet very simple; encouraging the elementary student to make DEAR time a part of their daily schedule at home. DEAR is an acronym that stands for Drop Everything and Read! And other techniques such as BEAT TIME, Long & Short-term Investigation in science, social interaction session in society. Ultimately, this training made all of us to fully realize that we need to slightly change the techniques of teaching and should focus more on the needs of today's students.



Dolpo Tulku Rinpoche congratulated Dolpo teachers after their successful completion of training.