Report

6th STRC International Teachers Conference
3rd – 5th January 2010

“Bringing Peace, Respect, Access and Partnership in Nepali Education”

Saraswati Teachers Training, Research and Resource Center
Shuvatara School
Sanepa, Lalitpur
Acknowledgement

The Executive Committee of the STRC would like to sincerely acknowledge all the people involved in the smooth functioning of the 6th STRC International Education Conference held in Shuvatara School from the 3rd to 5th January 2010. Without their cooperation, the conference would never have been such a great success.

At the outset, we would like to thank our Chief Guest of the Opening and Closing Sessions Dr. Tirtha Khaniya, Honorable Member, NPC and Dr. Suresh Raj Sharma, Vice Chancellor, Kathmandu University. Dr. Khaniya’s comment on the need to first of all discover what is learning and that too in Nepal’s context of conflict and the need to find peace and development within that conflict was indeed thought provoking and set the serious tone of all the conference proceedings.

We would like to thank the international presenters from Australia headed by Dr Richard Johnson for his thought provoking Keynote address, and workshop on "Bringing Respect into Pedagogy".

Ms Jenny Green and Ms. Sue Lees must be thanked for painstakingly giving three workshops each and Ms. Kath Maltzahn for imparting her important views about the need to keep girls in school.

Dr. Nandini Mundkur from the Center of Child Development and Disabilities, CCDD, also took the trouble to present on all three days, giving us valuable insight and knowledge about these important topics.

Locally, the dynamism of the presenters impressed the audience, especially Dr. Chintamani’s plenary on the last day on "Character Building through Peace Education". His workshop on the same topic was an important blend of modern and ancient knowledge, mixing examples in English, Nepali and Sanskrit, with a good deal of humour, satire, ancient wisdom and common sense of an experienced teacher.

Guru Karma Yogi of Boudha, equally enthralled his plenary audience on the second day, and took the participants on a meditative journey to find peace within themselves.

Mr Chintamani Yogi, yoga exponent and teacher, gave a succinct account of what yoga can teach one about human values and peaceful attitude to life and work.
Ms Joanne Koirala's presentation on the ways youth can be trained to become change-makers for the world was convincing and useful, as was Ms Christine Stone’s practical tips on how lessons though good value-based stories can teach values and good attitudes in children.

Mr. Raman Bhattarai, as a life-skills coach was extremely lucid in his presentation on a new way of teaching and learning through proactive and fun ways steeped with value education, a mixture of philosophy and fun which kids AND adults would enjoy in pedagogy today.

Dr. Mahabir Pun was amazing with his account of how, through his wireless technology and quiet ways, he is impacting the lives of children and people in remote villages, and inspiring them to work for the future learning, unlearning, cooperating and dreaming together.

Mr Maharjan of the Lalitpur District Education Office must be thanked for the presentation on public private partnership and the eye-opening comparison he draws up about the realities and facilities of private schools against those of public schools.

Ms. Kakshapati’s presentation on the Sister School project of Shuvatara School was another eye opener of how private and public schools could work together to develop and sustain each other in a spirit of corporate social responsibility and sister school relations.

Dr Ananda Poudyal of CDC and Mr. Raj Kumar Dhunghana of Save the Children presented workshops on the implementation of a peace curriculum in schools and the inculcation of a peace curriculum in the classroom setup. Teachers were knowledgeable about what constitutes a peace curriculum and the mind set one requires to implement such a peace curriculum. 

Mr Rajendra Mulmi of Search for Common Ground spared his valuable time to give teachers tips on how to practice negotiation skills in the classroom and deal with conflicting situations in their lives.

Lastly, Ms. Rashmi Kafle and Ms Sunita Shrestha both teachers of the Stepping Stones Children Home and school, presented a very educative workshop on the value of teaching children about water conservation, and the head, heart, and spirit component of a truly effective education to make the happy and balanced child and youth, not just to make education a process of passing exams and preparation for jobs.
The guests and participants who attended must be acknowledged for attending, because without them, the conference would not have been possible. The Dais, Didis, Staff and teachers of Shuvatara School must be acknowledged for working hard though the bitter winter days to make the conference possible.

Ms Loonibha Tuladhar, Drama personality and her troupe of “Young Yatris” must be commended specially for the forum theater presentation, depicting school bullying and uncaring teachers and Heads of schools.

The dancers, singers, musicians, artists, sound managers, all must be acknowledged, for they added the spice and entertainment to the conference, which was a delight, especially for our visiting friends.

Finally, all members of the press who came and reported must be thanked for coming in the first place and taking trouble to report so positively about the important issues raised by the conference.

The conference presented 37 elective sessions on very pertinent topics for educators, especially in these troubled times, when values have flown out of the windows, and peace and respect is hard to come by for all concerned.
Preface

In general, the educational system aims at producing citizen who is honest, knowledgeable, competent and willing to contribute towards nation building. The Nepalese Education System, also, has been developed as a means to achieve the end of national development and the process of education is expressed in the form of a national school curriculum. Nepal’s School Curriculum has been occasionally improved to suit the changing needs of the country and the teachers are trained to enable them to translate the curriculum objectives in the classroom teaching-learning process.

One of the problems of the fixed national curriculum in Nepal is that it cannot introduce or integrate new emergency issues in the school teaching and school curriculum as and when they arise. Similarly, the national system faces difficulty to sensitize the vast number of teachers in the emerging problems and issues which demand immediate discussion and deliberations in the school classrooms. This is particularly true in Nepal during the past two decades when the country has faced tremendous upheaval in the socio-political arena raising several important educational issues.

The government curriculum and training departments bring about minor revisions in curriculum to update facts. But, they do not address the issues which demand immediate attention of the teachers and students. Some such issues are: (i) the problem of value education. The old social values are eroding and new values have not been duly identified for replacement; (ii) Peace of life has almost disappeared in the Nepalese social-life (iii) Gradual environmental degradation has made visible negative impact and the school curriculum has remained incompetent to teach the new generation of their decisive role in the future of Nepalese life.

Education sector itself has presented a dichotomy which is hardly understood and appreciated by the concerned agencies and individuals. The government concentrates on the public school system but fails to achieve expected growth in student achievement whereas the private schools have demonstrated that they can deliver education at least to satisfy the stakeholders.

Saraswati Teachers Training, Research and Resource Center (STRC) has been making modest effort to sensitize concerned agencies including school Principals and Teachers in the emerging issues in school education during the past few years. Actually, it creates a forum for Educators, Teachers and Social Workers where they are exposed to burning issues in education which are not adequately dealt with in the classroom. STRC has recently conducted a three day national
workshop entitled "Bringing Peace, Respect, Access and Partnership in Nepali Education", in which representative groups of Educators, School Principals and Teachers have taken part. Educators from Australia and India presented papers on themes of the seminar. Participants took part in group meetings and prepared recommendations on Value Education, Peace Education, Environmental Education and partnerships between schools to share and learn to grow together in education. These issues have been deliberated extensively.

STRC has been honored by the participants who made valuable contribution to the workshop. STRC has plans to continue follow-up activities to ensure that the workshops can make some impact in classroom teaching of government and private schools that are keen to make a difference in their pedagogy and practices.

Lastly, STRC would like to thank the government agencies like Ministry of Education, National Centre for Educational Development, Curriculum Development Centre, Regional Education Directorate and District Education Office, presenters from Australia and India, participants and all concerned stakeholders for their valuable support for the success of the conference.

**Dr. Kedar Nath Shrestha**
President STRC
Saraswati Teachers Training, Resource and Research Center
Sanepa, Lalitpur.
Table of Contents

1. STRC Introduction, Activities and Scope ........................................... 1-4
2. Rationale and Expected Outcome of the Conference............................ 5-8
3. Program Outline ............................................................................. 9-15
4. Presenters Profile ........................................................................... 16-17
5. Keynote Address by Dr. Richard Johnson........................................ 18-29
6. Notes on Presentations .................................................................... 30-48
7. Outcomes of Group Discussion....................................................... 49-52
8. Final Recommendations of the Conference....................................... 53
9. Future Activities of the STRC.......................................................... 54
10. Final Expected Outcome................................................................. 55
Annex
   A. Participating Schools List
   B. STRC Executive Members 2010-2012
1. STRC Introduction, Activities and Scope

Introduction

The Saraswati Teachers Training, Research and Resource Centre (STRC) was initiated by educators from Nepal and Australia in 1993 is a non-partisan organization for training and developing the skills of teachers in Nepal. The Centre is located at Shuvatara School, Sanepa, Lalitpur.

Mission

"To develop human resources through training and exposure of teachers to meet the requirements for quality education in Nepal"

Goals

- To train teachers and give them useful professional exposure.
- To hold seminars, workshops, trainings to benefit all stakeholders in education including parents and policy makers.
- To disseminate the views, needs, problems of the teachers in the classrooms to the decision makers through reports, round tables and seminars.
- To disseminate policy matters, decisions, materials, resource with schools and teachers through interactions, workshops, print and online communication.
- To reduce the gap that exists with private and government schools and bring better cooperation and sharing among them through joint projects like adopting sister schools, medical and spiritual camps, trainings, cultural and sports programme.
- To reduce the gaps in understanding that exists even among private sector school and policy makers, media, civil society and organizations by showcasing positive and successful joint ventures, collaborative information sharing and learning etc.
- To promote the welfare of our students under our care, whether they are in government, private or community schools because children are our future and they must be taught with hope, courage, values and skills to cope with life in challenging situations, not just taught to pass exams and find a job.

Activities and Research

Action research activities will explore the existing teaching and learning practices, school curriculum, teacher involvement, effective textbooks, evaluation practices, etc.

Resource Centre

The Resource Centre has periodicals, research materials on various curricular areas, reference materials, accounts of teaching methods/techniques, a compendium of resource persons/experts, workshop reports, educational publications, current trends in education
in the international community, collection of teaching aids and educational videos and movies. Help on the use of teaching materials and teaching aids will be provided.

**Training**

Local and foreign resource persons and trainers will conduct workshops and seminars on a regular basis. Trainers and Master Trainers will be selected through the workshops conducted and they will further train other teachers in their own and other schools.

**Information Dissemination through the Centre's Publication**

The Centre's web site and newspaper gives information regarding its activities and the policies and programmes in the education sector.

**Consultancy**

The Centre will provide consultancy services to schools, teachers, individuals, parents, and students of different aspects of teaching/learning. Under the partnership concept, schools will present their experiences of adopting Government and Community schools, and the benefits of working together and learning to raise standards, build friendships, self confidence and skills.

**Implementation**

The Centre provides a professional platform for practicing teachers relevant to the needs of Nepali schools. Its advantages for educators would be that it has wide educational experience, strong access and networking, democratic principles, understands the needs of teachers and schools, and is helpful, credible and able.

**Running Of the Centre**

Sustainability
The Centre is financially supported through:
- Membership fees,
- Grants-in aid,
- Contributions in cash and kind,
- Workshop fees.
- Voluntary assistance in covering events on radio, TV, video and print media, rapporteuring, translations, report writing, printing and publication, public relations and organizing fund raising programs.

NB: Shuvatara School, The Rotary Foundation, The Rotary clubs of Sunshine and three other Clubs in District 9800, Australia, and Mrs. Kathleen Maltzahn, Melbourne, Australia, are Co-Founder and Co-ordinators. The Rotary Club of Kathmandu, Thapathali had initially sponsored the project in Nepal.
General Membership

Membership is open to-
- Concerned and active schools
- Concerned individuals
- Educationists
- Department heads
- Subjects heads
- Teacher setting questions papers and evaluating scripts
- Parents
- Students
- School administrators
- Community leaders and government officials

Founding Members

Founding Members are those who helped to steer the STRC through its establishment phases. They remain on the Board as Honorary themselves and are called to important meetings and sessions. Founding Members are required to pay Rs 500.00 membership fee per annum and are those who serve voluntarily for the welfare of the Centre and its members.

Life Members are those members who are ready to support the Centre by contributing Rs. 100000.00 in cash or kind and they must be approved by the Founding Committee.

General Membership

These members must be seconded by an Executive Committee member and approved by a two-third majority. General members are required to pay Rs. 500.00 per annum as membership fees and service charges as required.

Executive Membership

The executive members are nominated from the general members for a fixed term who directly supervise and monitor the daily affairs and programs of the STRC. They are required to pay Rs 500 per year.

Honorary Members

This membership is conferred to those who help the Centre in special ways, and is open to both national and international individuals. They can be nominated by the Executive Committee and approved by 2/3rd majority. The same rule applies to acceptance of life members also.
Monitoring and Evaluation

The member school management will be requested to furnish a report on the benefits of the training given to the schools through STRC. Individuals, teachers and schools will be given an evaluation form to complete and submit to the Centre. Individual supervision can be done on request. Detailed supervision can be done for sister schools of the STRC.

Location

The Centre is currently located in Shuvatara School Sanepa.

Meetings

The STRC Executive Members meet regularly every weekend or daily if necessary. Officially, there is one review meeting before the end of each financial year.

Term of Office

Normally, each term of office is for two years, with the possibility of extension up to three terms. Founding members and life members retain life long membership and have the right to vote on important matters for 2/3rd majority.

Address

STRC- Saraswati Teachers' Training, Research and Resource Centre
P. O. Box. 4384, Kathmandu, Nepal.
Phones: 5526783, 5520742, Fax: 5527865
E-mail: shuva@wlink.com.np
2. Rationale of the Conference

Background

Given the post conflict situation in Nepal, the Education sector is severely jeopardized, along with many other important aspects of life. Marginalized children and victims of conflict are at great risk of never being able to receive even basic education. The more privileged ones too are at risk of having their schools closed because of attacks from the reactionary wings of the conflict.

A deepening divide exists between the role, responsibility and credibility of private schools, and Government schools that struggle to deliver quality education.

A common vision of quality, expectancy, and accountability needs to be developed without the stigma of commercialization, politicization or petty rivalry.

STRC was established seventeen years ago by Rani Gurung Kakshapati, Founder Director of Shuvatara School in Kathmandu and Kath Maltzahn, Founder Principal of Merrivale School in Melbourne; two educators from Nepal and Australia who have been committed to create a platform for pedagogical discourse and professional development through learning and sharing across borders.

STRC has held several effective workshops for over 500 teachers in Nepal. It is supported by a wide network of teachers, schools and educators in Nepal, Australia, India and the UK.

Given the burning need in today’s New Nepal of so many differences and conflicting situations, STRC would like to step forward to work towards bringing peace, respect and partnership into the process of teaching and learning in Nepal.

The theme of the 5th STRC International Teachers Conference to be held at Shuvatara School, Sanepa from 3rd to 5th January 2010 is “Peace, Respect, Access, and Partnership in Nepali Education”.

Conference Objectives

• To discuss the effect of conflict, violence, and impunity on children, schools and communities and how it severely impacts performance and induces a climate of disrespect, insecurity and poor morale.

• To discuss the dire need to put peace education on the priority list of educators, parent communities and leaders to build social and political will to improve education and not use it as a political tool.
• To deliberate on and outline a peace curriculum that would cut across grades, subjects and communities and enable students and communities to live a peaceful, non-violent, cooperative life with values of sharing, caring, tolerance and partnerships.

• To propose the resulting outline of a compulsory peace education curriculum to the Government suitable for all schools, government, private or community.

• To expose committed Nepali schools in village, city, community, government or private undertakings to qualitative teaching learning methods that can enhance the teaching of a peace curriculum, as well as general SLC and supplementary curriculum.

• To make a plea for non-commercialization and non-politicization of the schooling sector that is severally affecting the performance of the students, teachers and schools.

• To engage in team, trust building and problem solving activities through active workshops to encourage private, government and community schools to work together for common goals, attitudinal change and overall progress.

• To set up a network of educational links and monitoring channels for schools and educators through a multidimensional and multimedia approach through the STRC and its network organizations.

• To develop and encourage local as well as international exchange programs that work towards better understanding of other cultures and acceptance of differences through the exchange of project work in social studies, language arts, music, visual arts and other subjects.

• To motivate donor agencies who work in Nepal, educational institutions and the Nepali corporate sector to support the building of partnerships between private, government and community teachers and schools that will encourage them and provide opportunities to work together not only on a shared peace curriculum but to share, enhance performance, build confidence and grow together in a long term sustained manner through the development of our basic institutions – our schools.

**Conference Structure**

The Conference structure will be based on:

• Presentations based on real experiences with question and answer sessions.

• Round tables that will draw up action plans and recommendations
• Active workshops presented by practitioners
• Displays, exhibits, and sale of textbooks, and educational materials

**Expected Outcomes of the Conference**

• A shared vision of the needs and modalities of a creative, effective and realistic peace curriculum for private, government as well as community schools in Nepal

• A working outline of a peace curriculum that would cut across grades, subjects that encourages and enables schools, students and communities to live a peaceful, non-violent, cooperative life with values of sharing, caring tolerance and partnerships.

• Teaching materials, texts and activities that could supplement a peace curriculum that can be shared by schools

• A network of teachers and schools who are motivated to learn and grow together, improve teaching learning practices in their schools through active voluntary involvement that will call itself “Teachers Across Borders”.

• “Subject Clubs” for talented and committed teachers and educators from private, government and community schools, that will continue to share experiences, and contributing time and talent among villages and city schools to conduct Action Research on specific subjects, and provide input to the Government for curriculum and textbook development and reform.

• A website that archives conference presentations and outcomes including documentation of roundtables and the working peace curriculum that provides space for continued dialogue and brainstorming for teachers and educations and will act as a platform to share follow up activities and give and receive feedback.

• A structure to facilitate exchange programs between teachers, schools and students on a local level between private, government and community schools, as well as an international level between schools and educators in Australia, India, the UK and elsewhere who are part of the STRC network.

• Discourse in the local press on issues discussed in the conference courtesy articles by papers presenters and interested participants.
Participation

Teachers, principals, managers and other decision makers from private, government and community schools in and out of Kathmandu were invited to send motivated teachers and educators to the conference.

Concerned government authorities, non-government and donor organizations working in the education sector were invited to participate and observe.

Publishing houses and the media were invited.

A range of paper presentations and workshop facilitators from Australia, India and Nepal participated in the conference.
3. Program Outline

2nd Jan 2010  Pre Conference Briefing and Tea

4.00 pm  Press conference and participation briefing, Shuvatara School, Sanepa.
5.00 pm  Tea – Shuvatara School, Sanepa.

<table>
<thead>
<tr>
<th>Time</th>
<th>Room</th>
<th>Conference Topic</th>
<th>Presenters</th>
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<tbody>
<tr>
<td>3rd January 2010  Day One - Sunday</td>
<td>8.30 am to 9.30 am Registration and tea</td>
<td>Arrival of Chief Guest, Call to Dias, Lighting of Lamp, Gayatri Mantra and Welcome song by children, Introduction of presenters, Bouquets &amp; badge distribution</td>
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<td>10.00 to 10.30 pm</td>
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<tr>
<td>10.30 am to 10.45 am</td>
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<td>Welcome</td>
<td>Ms. Rani Gurung Kakshapati, Founder Principal/Director, Shuvatara School, Co Founder STRC, Founder Sister School Partnership Project Lamatar, Kathmandu, Nepal</td>
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<td>10:45 am to 11.00 am</td>
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<td>Keynote Address</td>
<td>Dr. Richard Johnson, Senior Educator and Trainer, Faculty of Art and Education, Deakin University, Melbourne, Australia</td>
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<td>11.00 am to 11.15 am</td>
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<td>Address</td>
<td>Mrs. Kath Maltzahn, Former Principal Merrivale School, Melbourne, Australia, Co-Founder STRC and Senior Advocate for raising the status of girls to empower society</td>
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<td>11.15 to 11.30 am</td>
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<td>Address</td>
<td>Dr. Nandini Mundkur, Founder Director, CCDD, Bangalore India</td>
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<td>11.30 am to 11.50 am</td>
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<td>Address</td>
<td>Mr. Rajendra Dahal, Editor of Shikshak Magazine</td>
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<td>11.50 am to 12.00 pm</td>
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<td>Address</td>
<td>Mr. Keshav Prasad Dahal, District Education Officer, Lalitpur</td>
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<td>Time</td>
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<tr>
<td>12.00 pm to 12.10 pm</td>
<td>Address Mr. Laxmi Prasad Khatry, Joint Secretary, Ministry of Education</td>
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<td>12.10 pm to 12.20 pm</td>
<td>Address Ms. Usha Nepal, Ex-Member of Election Commission Nepal</td>
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<td>12.20 pm to 12.30 pm</td>
<td>Address Dr. K.N. Shrestha, President STRC Senior Education Consultant, Trainer of Teachers.</td>
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<tr>
<td>12.30 pm to 12.45 pm</td>
<td>Address Chief Guest, Hon Prof. Tirtha Khaniya, Member NPC</td>
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<td>12.45 pm to 1.45 pm</td>
<td>Vote of Thanks Dr. Rajendra Kumar Rongong – Immediate Past President and Founding member STRC, Senior Education Consultant</td>
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<td>1.45 pm to 2.00 pm</td>
<td>Briefing by RGK in the tented area.</td>
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<td>2.00 pm to 2.30 pm</td>
<td>Plenary Session by Mr. Mahabir Pun.&quot; Linking Schools With Wireless In Myagdi District</td>
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<td>2.30 pm to 4.15 pm</td>
<td><strong>Afternoon Sessions Begin (1.45 hours)</strong></td>
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<td>A</td>
<td>Strategies for Gaining respect in the classroom Ms. Sue Lees, Senior Student Careers Counselor and Teacher, Melbourne, Australia</td>
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<td>B</td>
<td>Designing tasks for the Communicative Classroom Ms. Jenny Green, Senior Language Teacher and Multicultural Educator, University of Melbourne, New England, Australia</td>
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<td>C</td>
<td>Socio emotional learning for children Dr Nandini Mundkur, Founder Director, CCDD, Bangalore India</td>
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<td>4.00 to 5.00 pm</td>
<td>Tea, Shopping and Sight Seeing, Drop off to Hotels</td>
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<td>Time</td>
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<tr>
<td>8.30 am to 9.00 am</td>
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<td>Registration and Tea</td>
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<td>9.00 am to 9.30 am</td>
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<td>Plenary Session for all in the tent- briefings about the day by RGK</td>
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<td>9.30 am to 10.00 am</td>
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<td>Short Address by Guru Karma Yogi, Buddhist Philosopher, Teacher and Healer, Boudha</td>
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<td>10.00 am to 12.00 am</td>
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<td>Elective Sessions Begin (2 hours each)</td>
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<td></td>
<td>A</td>
<td>Crossing Borders and Bringing Respect Back to Pedagogy</td>
<td>Dr. Richard Johnson, Senior Educator and Trainer, Faculty of Art and Education, Deakin University, Melbourne, Australia</td>
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<td></td>
<td>B</td>
<td>Teaching Values of Peace, Tolerance and Compassion through Literature</td>
<td>Ms. Christine Stone, Senior Writer, Educator, Trainer and Resource Person, Kathmandu</td>
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<td></td>
<td>C</td>
<td>Looking Within for Peace and Compassion</td>
<td>Professor and Guru Karma Yogi, Buddhist Philosopher, Researcher and Healer, Boudha</td>
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<td>D</td>
<td>Peace Education for Children in Conflict</td>
<td>Mr. Ananda Poudyal, Curriculum Developer and Trainer for Peace Education, CDC, Sano Thimi, Bhaktapur, Nepal</td>
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<td>12.00 pm to 12.45 pm</td>
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<td>Lunch Break</td>
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<td>12.45 pm to 2.30 pm</td>
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<td>Second Session (1 hour 45 minutes each)</td>
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<td></td>
<td>A</td>
<td>The Power of Speech in &quot;Transformation of Self and Society&quot;</td>
<td>Mrs. Joanne Koirala, Curriculum Writer and Teacher Trainer at National Bahai Center, Kathmandu</td>
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<td></td>
<td>B</td>
<td>The Sister School project of Shuvatara School - A case for Social responsibility</td>
<td>Ms. Rani Gurung Kakshapati, Founder Principal/Director, Shuvatara School, Co Founder STRC, Founder Sister School</td>
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<td>Community schools</td>
<td>and public private partnership</td>
<td>Partnership Project Lamatar, Kathmandu, Nepal</td>
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<td>(Values )</td>
<td>C</td>
<td>The Water Education Project and its impact on teaching value education and Educare</td>
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<td>(Reading )</td>
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<td>Teaching Reading in Schools</td>
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<td>Dr. Nandini Mundkur, Founder Director, CCDD, Bangalore, India</td>
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**2.30 pm to 2.45 pm-----------Tea Break----------**

**2.45 pm to 4.15 pm Afternoon Sessions (2.00 hours each)**

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<tr>
<th>(English Language Teaching skills)</th>
<th>A</th>
<th>Designing tasks for the Communicative Classroom</th>
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<tr>
<td></td>
<td>Ms. Jenny Green, Senior Language Teacher and Multicultural Educator, University of Melbourne, New England</td>
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<tr>
<td>(Classroom mgt. with mutual respect &amp; order)</td>
<td>B</td>
<td>Strategies for teaching Respect in the Classroom</td>
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<td>Ms. Sue Lees, Senior Student Careers Counselor and Teacher, Melbourne, Australia</td>
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<tr>
<td>(How peace can be practiced in the classrooms )</td>
<td>C</td>
<td>Peace Education in Classroom Setting</td>
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<td></td>
<td>Mr. Raj Kumar Dhungana, Coordinator for Peace Education Program, Save the Children, Kathmandu, Nepal</td>
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<td>IT for development</td>
<td>D</td>
<td>Increasing Access to Technology and Education Through “Collaborative Development Model”</td>
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<td></td>
<td>Ravi Bhattarai, IT, NLP and QMS Consultant, SQC-QUEST, Nepal</td>
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**4.15 pm to 5.00 pm Tea and Short Cultural Program**

**5.15 pm to 6.00 pm Sight seeing / Shopping for Visitors / Drop off to hotels**
### 5th January 2010 Day Three - Tuesday

<table>
<thead>
<tr>
<th>Time</th>
<th>Room</th>
<th>Conference Topic</th>
<th>Presenters</th>
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<tbody>
<tr>
<td><strong>8.30 am to 9.00 am</strong></td>
<td></td>
<td>Registrations and Tea</td>
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<tr>
<td>9.00 am to 9.30 am</td>
<td></td>
<td>Plenary session for all in the tent – Briefing about the day by RGK</td>
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<tr>
<td>9.30 am to 10.00 am</td>
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<td>Short Address by Prof. Dr Chintamani Yogi</td>
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<tr>
<td><strong>10.00 am to 12.00 pm</strong></td>
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<td>Elective Sessions Begin (Two hours each)</td>
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<tr>
<td>(Spiritual and value education through the Vedic way)</td>
<td>A</td>
<td>Character Building through Peace Education in Schools</td>
<td>Dr. Chintamani Yogi, Founder Principal Hindu Vidyapeeth, Senior Educator and Value Education Specialist, Kathmandu, Nepal</td>
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<tr>
<td>(Yoga /values)</td>
<td>B</td>
<td>Yoga for a Peaceful personality and character development in children</td>
<td>Mr. Chintamani Gautam, Yoga Teacher, Shuvatara School.</td>
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<tr>
<td>(Coping strategies for handling children's deep social &amp; emotional needs &amp; problems)</td>
<td>C</td>
<td>Socio Emotional Learning of Children in difficult circumstances.</td>
<td>Dr. Nandini Mundkur, Founder Director, Center for Child Development and Disabilities (CCDD), Bangalore India, Ashoka Awardee</td>
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<tr>
<td>(Teaches attitude and team building, thinking out of the box, problem solving, balanced personality development, and enhancing the positives in life.)</td>
<td>D</td>
<td>Teaching Values and Positive Attitudes through non -formal skills and activities.</td>
<td>Mr. Raman Bhattarai, Life Skills Coach, Founder and Trainer, NODAN Club, Peace Ambassador and Non-Former Education Activist</td>
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<tr>
<td><strong>12.00 pm to 12.45 pm</strong></td>
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<td>Lunch Break</td>
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<td>Time</td>
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<td>12.45 pm to 2.00 pm</td>
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<td><strong>Second Session</strong></td>
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<tr>
<td>12.45 pm to 2.00 pm</td>
<td>(Raising awareness of discrimination against girls and suggests ways to handle the problem)</td>
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<td><strong>A</strong></td>
<td>Keeping Girls in School</td>
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<td></td>
<td>Mrs. Kath Maltzahn, Principal of Merrivale School, Melbourne, Australia, Senior Advocate for raising the status of girls to empower society</td>
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<tr>
<td>(Gives experience sharing of how conflicting situations can be handled)</td>
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<td><strong>B</strong></td>
<td>Conflict Transformation Approach</td>
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<td></td>
<td>Mr. Rajendra Mulmi, Program Director of Search For Common Ground, former Director of SPW or Schools Partnerships Worldwide. One of the leading non formal initiators of the peace building process in Nepal.</td>
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<tr>
<td>(English Language teaching skills)</td>
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<td><strong>C</strong></td>
<td>Designing tasks for the Communicative Classroom</td>
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<td></td>
<td>Ms. Jenny Green, Senior Language Teacher and Multicultural Educator, University of Melbourne, and New England.</td>
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<td>(Classroom mgt. with mutual respect &amp; order)</td>
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<td><strong>D</strong></td>
<td>Strategies for teaching Respect in the Classroom</td>
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<td>Ms. Sue Lees, Senior Student Counselor, Melbourne</td>
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<tr>
<td>2.00 pm to 3.30 pm</td>
<td><strong>Closed Elective Plenary</strong></td>
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<td>Briefing First In The Tent By RGK</td>
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<td>1.45 pm to 2.45 pm</td>
<td>1.45 pm to 2.45 pm closed sessions in classrooms</td>
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<td></td>
<td>2.45 pm to 3.30 pm – presentation of findings in tented area</td>
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<tr>
<td>1.45 pm to 3.30 pm</td>
<td>CLOSED SESSIONS IN THE CLASSROOMS – Panelists prepare charts to depict collective views. Leader advocates in front of the large audience after discussions and interventions</td>
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Topics for discussion are

1. “Planning a national peace curriculum for Nepali schools” moderated by Dr. Anand Poudel, CDC, Ms Joanne Koirala, Mr Manan Raj Pokharel and Ms. Sunita Shrestha and Rashmi Kafle.

2. "Access to Remote Schools Through Public Private Partnership and IT" moderated by Mrs. Rani Gurung Kakshapati, Dr Vinod Shrestha, Mr. Ravi Bhattarai and Dr. Nandini Mundkur

3. "Respect for teaching and learning in Nepali Education" Moderated by Dr Richard Johnson, Dr. K. N. Shrestha . and chosen Ex students. Mr. Rajendra Mulmi.


5. "Keeping Violence out of Nepali Schools by making Schools and Children a Zone of Peace" – Moderated by Mr. Raj Kumar Dhungana –Representative Save The Children and Mr Raman Bhattarai, Dr. Mohun Man Sainju, Mr. Rajendra Dahal

Overall Moderator and Final Conference Manifesto Presenter Mr. Rajendra Mulmi, Director, Search for Common Ground

3.30 pm - 4.00 pm ------------------------ Tea Break -----------------------------

4.00 pm to 5.30 pm

Arrival of Chief Guest and other guests.
Short drama and Cultural program by students
Distribution of certificates and mementos to visitors
Few Words by the Chief Guest
Address by the participants – two or three
Address by the Chairperson Vote of thanks by Tea
Close of session

7.00 pm to 9.00 pm Dinner for Presenters and Guests
### 4. Presenters Profile

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Presenters</th>
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<tr>
<td>1</td>
<td>Mr. Mahabir Pun - Magsasay and Ashoka Award Winner, Founder of Wireless Education Project Myagdi, Nepal</td>
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<tr>
<td>2</td>
<td>Ms. Sue Lees, Senior Student Careers Counselor and Teacher, Melbourne, Australia</td>
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<tr>
<td>3</td>
<td>Ms. Jenny Green, Senior Language Teacher and Multicultural Educator, University of Melbourne, New England, Australia</td>
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<td>4</td>
<td>Dr. Nandini Mundkur, Founder Director, Center for Child Development and Disabilities (CCDD), Bangalore India, Ashoka Awardee</td>
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<td>5</td>
<td>Guru Karma Yogi, Buddhist Philosopher, Teacher and Healer, Boudha, Nepal</td>
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<tr>
<td>6</td>
<td>Dr. Richard Johnson, Senior Educator and Trainer, Faculty of Art and Education, Deakin University, Melbourne, Australia</td>
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<td>7</td>
<td>Ms. Christine Stone, Senior Writer, Educator, Trainer and Resource Person, Kathmandu, Nepal</td>
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<td>8</td>
<td>Mr. Chintamani Gautam, Yog Teacher, Shuvatara School.</td>
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<td>9</td>
<td>Mrs. Joanne Koirala, Curriculum Writer and Teacher Trainer at National Bahai Center, Kathmandu</td>
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<tr>
<td>10</td>
<td>Ms. Rani Gurung Kakshapati, Founder Principal/Director, Shuvatara School, Co Founder STRC, Founder Sister School Partnership Project Lamatar, Kathmandu, Nepal</td>
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<tr>
<td>12</td>
<td>Mr. Ananda Poudyal, Curriculum Developer and Trainer for Peace Education, CDC, Sano Thimi, Bhaktapur, Nepal</td>
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<td>13</td>
<td>Mr. Raj Kumar Dhungana</td>
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<td>14</td>
<td>Ms. Luniva Tuladhar</td>
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<td>15</td>
<td>Dr. Chintamani Yogi</td>
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<td>16</td>
<td>Mr. Raman Bhattarai</td>
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<td>17</td>
<td>Mrs. Kath Maltzahn</td>
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<td>18</td>
<td>Mr. Rajendra Mulmi</td>
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<td>19</td>
<td>Ravi Bhattarai</td>
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</table>
5. Keynote Address

Crossing Borders and Returning to ‘The Pedagogy of Respect’

Dr Richard Johnson, Faculty of Arts & Education, Deakin University, Australia (rjj@deakin.edu.au)

Background

I was honoured to be invited to deliver a keynote address at the Saraswati Training & Resource Centre. I was on the founding committee and to be reconnected with the Centre is a thrill. In an effort to address issues that may be of relevance to you, I responded to two questions I imagined being asked by a member of the Saraswati Teachers Centre who had not met me before: Where have you come from? From your experience of working overseas, what messages have you that you can pass on to us? This presentation is my response to these two questions.

In 1969 I stepped out of India into a new culture in Australia and into a new role as a professional teacher and subsequently as a university lecturer in teacher education. I have since had numerous opportunities to work in South Asia and more specifically in Kathmandu. I have used my experience of working in south Asia to filter my reflections so as to translate to the Kathmandu teaching context. My interests in pedagogy and research have been on intercultural teaching - on teaching across borders nationally and internationally. In doing so I have developed what I have called ‘the pedagogy of respect,’ which will be the cornerstone of my presentation.

I invite teachers to use the messages I offer in their own classroom practice. I will be conducting a workshop where I will explore some of these ideas by further discussing how they can be used in classrooms.

My story starts in Bodhgaya in India in 1946. It continues in Patna, Ranchi, Muzaffarpur and then from 1957 to 1963 to Goethals boarding school, Kurseong which is where my appreciation of Nepali culture began. Then I went back to my family’s home base of Kolkata for the Bachelor of Commerce and Bachelor of Teaching degrees at St. Xavier’s College.

My reflections of being prepared as a teacher in India are dominated by memories of ‘what to teach’ – the content. My fears were about not knowing what to teach and being able to answer students’ questions about what was being taught. The university examinations also focused on the academic content of the course. A little time was also given to the question of ‘how to teach’ but it was mostly about ‘how to teach the content’.

I paid my way through university by giving private tuition. I learnt a lot about teaching through that experience. While the focus was on content – I became increasingly aware that I was tutoring students to learn the content in order to pass the examinations. That teaching was done in an intense, one-on-one environment. I clearly remember wrestling with the question: Why can’t classroom teaching be like this? This was also the time when I was teaching at St. Mary’s Orphanage in Dum
Dum, so I could draw on comparative learning environments. Tutoring planted the seed about the need to cater for the individual learner.

I also found it important to consider the learning environment, a consideration that I would revisit more explicitly many years later\(^1\). I remember noting that children were clearly so much more comfortable in the environment of their own home. It was a loving environment with those comfort facilities of home. I also learned the importance of developing a relationship with the children and adults of the family – as young as I was, they respected me as the teacher of their children, they handed me the tuition fees with respect and thanks. I was part of the family. I learned that I needed to work with parents especially as we did share the same goals for their child.

I now know that I had notions of all of this then but that was submerged below the importance of the dominant consciousness of the importance of teaching content.

Then came the remarkable transition of completing my teacher education degree, getting married and leaving for Melbourne, Australia all within a few months. So, I went from teaching at St. Mary’s Orphanage in Dum Dum to Flemington High School in Melbourne within a few months. From an environment where if a book fell the student would respectfully pick it up and touch his head, I went to a place where books were thrown and used as footballs.

In my second week in Australia, I was teaching in a secondary Government school. In the staffroom I was greeted with openness and collegiality and the willingness to help, with a refreshing directness and with a great sense of mischievous humour. The school was located in a tough working class area with the students ready to put me and any beginning teacher to the test. I interpreted their message as ‘…if you want to teach us you have to step up to the plate…’, ‘show us what you’ve got…’ You had to earn respect. That was the deal for all beginning teachers, except, for me it was more than a transition to teaching, it was also a transition to a different culture.

I went through the stages of arriving in ‘the promised land’- how wonderful, how big, how clean, what a lot of space, how affordable! But all I could observe were the differences to everything that I was used to. Positive as these changes were, they still represented change and called for big adjustments to be made. My first significant ‘conversion’ was as the result of being taken to a game of Australian Rules Football. I had been brought up on a strict diet of hockey, soccer and cricket in India, but my first look at the Australian brand of football led to another adoption.

I then got to the stage where I was looking for any suggestion of footprints of India in Australia. I was looking for the familiar. I was a secondary school teacher and all the resources at my disposal seemed to suggest that I was the first Indian in Australia. I certainly felt that way until I read *The Tyranny of Distance* (Blainey, 1966).

Blainey's reference to India in *The Tyranny of Distance* initiated my interest in researching the bridge between India and Australia in the nineteenth century. While Blainey made several references to India in the early development of colonial Australia, other historians did not develop that connection. I started my research with Blainey's lead that there were some years in the nineteenth century when Australia seemed to be a satellite of India as well as a colony of England and that cargoes from
Bengal fed and equipped the Australian colony. It seemed so obvious that the two ‘neighbouring’ British colonies had contact with each other and as Blainey pointed out, Australia was so far from England, and communication between the two was so irregular, that Sydney slowly drifted into Asia’s net of commerce. However there is a marked silence with regard to Australia’s connections with India in history texts. As a result I went on to explore the relationship between India and Australia, 1788 to 1850 in a Masters thesis (Johnson, 1987).

Discovering early links between Australia and India was an important piece of research for me because it enabled me to appreciate the contribution of migrant cultures in Australia. It also enabled me to ask what was to become a significant question in my teaching: How can such a significant impact go unrepresented? I began to understand the enormous contribution made by many cultures to the great country of Australia that I was to call home. In fact, I was a migrant like most others around me, except for indigenous Australians. But my ‘land of milk and honey’ had muted most of the cultural stories along the way. More significantly, I found that the stories of the original inhabitants of the land were excluded from Australian textbooks. As teachers we cannot assume an equal representation of stories in our classroom; the teachers’ role is powerful and much depends on their direction, teaching style and interpretation of the curriculum, to enable and encourage more culturally diverse stories to be told.

1st Message: Speak up

I learned the importance of being able to speak up and I gradually developed the confidence to express myself. I was in a land where polite nods were ignored and if you had something to say and were able to say it, you were respected. In this presentation I generalise this learning to be my main message – speak up. I believe it is important to find your voice and speak up as teachers and as learners and there is a need to encourage and enable our students to speak up and develop a voice too. While there is a growing trend for students from South Asia to study overseas and a national need for countries to participate in growing global markets, I don’t see the education curriculum and the preparation of students and teachers in South Asia to have changed much from the time when I was at school or preparing to be a teacher.

I have learned a lot about finding a voice since I left India. When I reflect now on what I left with, I remember being overly deferential. I was brought up in an educational culture that encouraged regurgitation of what someone else had written. The closer the regurgitation, the greater was the reward. For instance, I was schooled in an area of sheer mountainous beauty, in Kurseong and yet I studied the contours of the Rhine valley; learned more of Shakespeare than Tagore. I am heartened to see that Basant Lama (2008) who was in school with me in Kurseong ‘speaks up’ in his book ‘The Story of Darjeeling: The Land of the Indian Gorkha’. It is an excellent example of the need to tell and document the local story and in his book he refers to the cost of privileging foreign stories. I think my schooling contributed to a sense of cultural hierarchy that was based largely on colour – white was on top of the list. My haste to leave India bears that out in many ways and I found myself doing what came ‘naturally’ – deferring in a white culture. I gradually learned that that was not the preferred way in Australia.
In Australia I learned that teaching and learning needs to be more direct and clear in its intent than I realised in India. Students need to be engaged and part of an active learning process. Accordingly, questioning is an important skill and discussion and critique needs to be part of the learning process. This is an important part of what makes the influence of the teacher such an important part of the learning process.

The expression of the teachers’ voice and the encouragement for students to speak up and tell their stories led me to the realisation that as a teacher I had the opportunity to enact intercultural education in my own teaching, curriculum and classroom. I needed to ‘value-add’ to what I regarded as the most significant aspect of teaching: to know the individual student. I needed to give each student the opportunity to find their voice and speak up and tell their story in a learning environment that is safe, supportive, inclusive, challenging and engaging. I believe that this is a key attribute of a teacher and is a significant factor in that teacher being legitimately regarded as an ‘intercultural teacher’. We need intercultural teachers to speak up and tell their cultural stories and encourage their students to do the same in an inclusive classroom environment.

2nd Message: Speaking up through Intercultural Teaching

My understanding of an intercultural teacher is one who is able to negotiate between cultures. This is a significant pedagogical shift and one that goes beyond merely showing that there is more than one culture. Good teachers need to enable students to access a range of cultures including those of their colleagues. Le Roux (2002 p.41) sees this capacity as the ability to think, feel and also to act in ways that acknowledge, respect and also build ethnic, cultural and linguistic diversity. Le Roux (2002) goes on to propose that such cultural diversity presents a tremendous challenge to teachers. Stoer & Cortesao (2000) suggest that what society needs is for mono-cultural teachers to become transformed into intercultural teachers in order to develop the capacity to cross cultural borders and teach effectively in increasingly heterogeneous schools.

While there are plenty of opportunities to experience intercultural education in Melbourne, I was interested in broadening the horizons of our teacher education students through a teaching practicum in India. Here is an overview of the project that I implemented with indications of what my students regard as the attributes of an intercultural teacher.

In 2008 I took a group of thirteen teacher education students on a three-week practicum to Mumbai, India. The research question for the project was: In what ways has the Mumbai Global Experience enabled the development of attributes of an intercultural teacher?

In summary, the students nominated the following as attributes of an intercultural teacher:

- passion for other people
- ability to interact with other cultures
- open-minded - being able to step outside yourself - look outside the square
- tolerance
- respect for other cultures
- the ability to be a realist and optimist at the same time
• an understanding of others’ values
• patience
• flexibility

It is acknowledged that communication skills are important in intercultural teaching but I found that the specific point that DuPraw and Axner (1997) and Amobi (2004, p. 170) make relating to cultural boundaries being delineated by differences in communication style (among other things) as being very helpful in the discussion about intercultural communication. It is important to acknowledge and recognise differences in communication styles. Frequently the Australian students would see chaos when they were observing different styles of communication. The talking over, raising of voices, negotiating loudly in groups, being animated was seen as confusion by the Australian students – sometimes it was – often it was not. One Australian student teacher saw it this way when she recalled her time in an Indian classroom.

... It seems to me that the school is suffering from a chronic case of miscommunication. The right hand never seems to know what the left is doing, not only in relation to us but just about everything that I have seen. The blame for this I believe is an unwillingness for people to assume overall control and with it overall responsibility.

The pupils were very understanding and we had some great laughs at the way we sometimes spoke, but I realise that this may not always happen and therefore there is a need to be sensitive to pupils coming from other cultures that they may not have the confidence to ask when they don’t understand, or become frustrated if I don’t understand them. To me it is very important to realise that I need to remain open and friendly in teaching all pupils.

Although I did realise that although we both spoke English, accents could be difficult to always understand what each other was saying, so I had to ensure I often let the pupils know that accents can make understanding difficult, therefore they needed to realise that I may also not always understand them and ask them to repeat their question.

I expected different things - I said ‘Please don’t talk over me, there’s language barriers here...you have really great points to make and if you scream out I can’t hear what you’re saying. And likewise, if you can’t understand me then ask me to slow down.’ And they were putting up their hand by the end of it...

The school seems to be very disorganised compared to back home...

These cultural nuances in communication needed to be identified, observed again, discussed and contextualised for the student teachers – a process that takes time. However, awareness of different styles in communication is an important attribute for the intercultural teacher. It may be better understood when seen through the lens of communication styles.

Some of the more positive ideas expressed by this student teacher is very much a summary of the attributes of an intercultural teacher I mentioned before - an intercultural teacher needs to understand and be able to function within the cultural context in which they are working with flexibility, patience and respect.

The Mumbai practicum was also the basis of a research study investigating what teacher education students from Australia could learn about intercultural education through teaching in Mumbai. The success of the investigation depended significantly
on the Australian teacher education students sharing their point of view on intercultural education. This marks another significant lesson learned which I believe is worth passing on. It is the ability to critique. It does not come automatically and it cannot be taken for granted but it is something I learned to do and witness more in Australia than I did in India.

My understanding of critique is that it is a reflective examination or a critical review which may require analysis of reading, identification of ones’ personal reaction to it and developing a socio-political explanation to support your reaction. Again, this is related to speaking up and expressing oneself. Through my critical review of intercultural education in the context of teaching in Mumbai and my students’ critique of their experience, I concluded that the Mumbai practicum was a rich learning experience (Johnson, 2009).

3rd Message: Discuss your Learning

With regard to my next message, one of my grandsons (ten years old) and I were recently watching a television show about a species of snakes that lived under water. He asked: “Pa, how can things breathe under water?” To my utter embarrassment, I could not answer his question. I remember regurgitating that information in my school days for an examination but I could not recall the detail. Understanding did not seem to be a high priority in the school curriculum that I experienced, or maybe it was assumed that good test scores implied understanding. In those days I did not have to discuss what I had learned. So, I asked a colleague who has a background in the sciences. He explained it to me in plain English and without jargon and with examples that a ten year old could understand and relate to. My grandson and I both understood it and the relevance of the explanation made it seem simple and that was proven by how we were able to later discuss the topic with some confidence.

Similarly, I recently showed my final year (fourth year undergraduates) teacher education students the brilliant video clip of Pink Floyd singing ‘Learning to Fly’ (http://www.youtube.com/watch?v=xb-Nacm-pKc). They thoroughly enjoyed the song. Then, I asked them to discuss Pink Floyd’s view of learning represented in that song and film. Typically, they responded with silence. I had earlier asked them to write an essay about learning, constructivism and Vygotsky (Constructivist Theory) and they were in their element as they discussed the zone of proximal development and metacognition (Livingston, 1997). However when they were asked to discuss Pink Floyd’s view of learning I could almost feel them thinking: “… do you have to spoil a good song with discussions of learning?” I see a lot greater effort being made to encourage students to discuss critique and question in Australia than I ever did as a student and teacher in India. We need to focus on promoting discussion and debate and critique as part of our pedagogy of respect as we attend to bridging the gap between theory and practice at all levels of education.

By no means am I saying that in Australia we have all the answers and that you should be learning from us. We need to be learning together and in this presentation I am drawing on personal experiences and examples that highlight some of the genuine challenges we all face in our global community.

I have also learned that teachers can improve their practice by discussing their pedagogy – what they do in the classroom (Von Hoene).
An ongoing challenge that we face in teacher education is to link theory with practice in our work with teacher education students and also in our professional development work with school teachers. The following strategy known as ‘forum theatre’ is an approach I have recently developed to explore practical methods of classroom teaching in a hypothetical, staged environment at the university. This teaching strategy, which I believe represents an Australian approach, enables participants to experience through enactment a range of classroom scenarios.

I have been working with students in their fourth and last year of an undergraduate degree course that prepares them for the professional role of a primary or secondary teacher. As commonly cited in the literature (Groundwater-Smith et al., 2007; Marsh, 2004; Marland, 2007) my teacher education students expressed concerns about making the transition from being students at the university to being responsible for teaching in their own classroom. All agreed that they were concerned about ‘classroom management’. They felt they had the theory but lacked the practice. They also questioned whether they would even be able to draw on their knowledge of the theory when they were confronted with management issues that called for an immediate response. They went on to say that they had not encountered some of their ‘deepest fears’ in their practicum experiences because they tended to be with good classroom teachers and usually in teaching environments where their ‘deepest fears’ were not played out. There was agreement also that text book based scenarios on classroom management issues were not effective in preparing student teachers for the real situation. They did raise the issues but the element of enactment was lacking.

I started thinking about how a ‘simulated’ classroom could provide a safe, less confrontational space for teachers to implement new teaching strategies and techniques when I came across the practice of ‘forum theatre’. The project we planned would create such a space in a theatrical setting and analyse the ways in which a ‘simulated’ classroom might contribute to a more effective way to train both inexperienced and experienced teachers. The project would also create a forum for teachers to exchange views about various pedagogical and managerial issues.

The project would use student actors to generate a series of short scenarios that dramatise classroom problems. We saw the project as an exercise in innovation and learning since it employed the new methodologies of applied theatre in an educational setting. ‘Forum Theatre’ comes from within the broader subject of ‘Applied Drama’ which is used ‘to describe forms of dramatic activity that primarily exist outside conventional mainstream theatre institutions, and which are specifically intended to benefit individuals, communities and societies (Nicholson 2005 p. 2).

The aim of the project was to identify the most common problems faced by student teachers, and develop a set of strategies to deal with these problems using the techniques of forum theatre. We planned to use the findings of the research to develop a more sophisticated understanding of the problems and processes involved in teacher education and a new model of forum theatre practicum and to run a forum theatre performance for education students and academics.
I have consistently observed that teacher education students who do drama in their course tend to do better in their school-based teaching, yet I had never undertaken any formal reading or research in the area. However, through my recent interest in brain scan research on how people learn, I came across the notion of neuroplasticity, about the ability of the brain to rewire itself put by Norman Doidge (2008), a research psychiatrist and psychoanalyst at Columbia University and the University of Toronto. Doidge also writes about the advances in psychotherapy, child development and late life learning and discovered that certain thinking activities can turn genes on and off and that the effects are lasting. The very act of thinking about an activity, it turns out, can be almost as effective as doing the activity; visualisation and imagination become as important as action: ‘Everything our ‘immaterial’ mind imagines leaves material traces,’ he writes. ‘Each thought alters the physical state of your brain synapses at a microscopic level. Each time you imagine moving your fingers across the keys to play the piano, you alter the tendrils in your living brain.’ (Doidge, 2008) This influenced me as to the potential significance of theatrical simulations.

I was directed me to the work of Augusto Boal’s forum theatre techniques to generate a series of strategies for solving some of the most common problems faced by student teachers. I was interested to read about forum theatre, interactive form of performance that asks the audience to watch a short dramatic scene, which represents a specific problem, and then offer suggestions for how the scene’s problem might be resolved differently. Boal (2000) prefers to call the forum theatre audience ‘spect-actors’ because they have the power to change the outcome of a scene by giving actors new directions, or by participating in the scene themselves. Typically, a forum theatre scene is run several times with ‘spect-actor’ input. Ideally, the discussion generated by each scene provides the participants with a series of practical strategies for resolving the issues represented in the performance.

So, here is a teaching strategy that I have called ‘forum pedagogy’ through which we can enact and discuss appropriate responses to classroom behaviour. It is an example of discussing teaching practice taken from the Australian context which I have not see used in South Asia and I believe that it could be effectively used in Nepal. It gives teachers the opportunity to act out and voice their concerns and have discussions about how problems and issues may be solved. We are beginning to use this strategy effectively in teacher education (Johnson, 2008).

5th Message: demonstrate it with evidence

Over the years I have experienced the notion of performance and representation becoming more a part of the professional work of the teacher. Going into the classroom and writing copious notes on the chalkboard and demanding that students copy it, was never good teaching; now it is unacceptable. Reflecting global trends, teachers in Melbourne are now expected to have a range of teaching attributes (Victorian Institute of Teaching, 2009) which they are able to use in the classroom and show that they possess. Moreover, teachers’ work is now under a lot more scrutiny. In the final year teacher education unit that I am involved with we ask our students to prepare a ‘teaching portfolio’ where they represent the teaching attributes they claim to have with examples of proof so that prospective employers can see examples of what they are capable of doing as teachers. They are called to speak up,
represent themselves with evidence and demonstrate their teaching attributes. This seems a real contrast to my experiences of South Asian cultural practices.

My current work is to prepare teachers and therefore I need to enable teacher education students to develop the attributes of teachers required by professional teaching authorities, in our case it is the Victorian Institute of Teachers. Our fourth year undergraduate teachers are required to demonstrate their teaching attributes in a portfolio. The portfolio is a personal statement demonstrating their knowledge and experiences in specific teaching attributes. They are encouraged and guided to develop a strong voice and say, “This is what I know and this is what I can do”. The message they get is that it is not enough to say, for example, “I am a good communicator” or “I understand how children learn”, it is necessary to then demonstrate with evidence in a portfolio the communication skills or understandings of how children learn that are claimed,

‘Representation’ is a key word in this discussion. How do you represent yourself as a professional teacher? The answer to this question will shape your portfolio, which is a representation of your attributes as a teacher. It is your voice saying ‘this is me, as a teacher’. If you see yourself as an intercultural teacher, as one who can teach across boarders, one who can teach across cultures, as one who is a global teacher, then, say that and demonstrate that with evidence. That is the challenge we put to our teacher education students and I believe that that is the challenge that teachers face in Australia, in the UK and in the US and it is worth adopting in Nepal. In my own practice, that is the challenge I believe I have had to respond to. As a teacher, that is the greatest lesson I have learned in Australia.

**Conclusion: Returning to the ‘Pedagogy of Respect’**

One of the units I taught has as its underpinning assumption that it is crucial for trainee teachers to examine the lens they typically use in terms of their commonsense understandings of children and adolescents. The unit points to the eighteenth century western enlightenment period as the particular source of this thinking. I argued that it was important to be aware of other enlightenment periods that had shaped the traditions of students in our multicultural mix. In my interpretation of the unit I explored the writings of the Mahabharata and other early Indian texts to see how they had influenced ways of thinking about childhood and adolescence. For this approach I drew on materials, student responses, translations of early Indian texts and popular stories depicting childhood and adolescence. I wrote a paper (Johnson, 2006) on this approach and developed multimedia resources to go with it that could be used by teachers and students. I concluded the paper with what I wish to share with you as the cornerstone of this presentation.

I recommended that teachers develop what I have conceptualised as the ‘pedagogy of respect’ which:

- Is respectful, particularly to the original owners of the land;
- Is inclusive, allowing all students a welcoming gateway where they see evidence of multi, cross and transcultural approaches to learning and teaching expressed through teaching methods and resources;
- Promotes discussion and debate;
- Values the skill of listening;
Is not ageist – valuing age and experience;
Promotes reflectivity – values serenity and contemplation;
Respects the whole person – body mind and spirit and caters for the health and wellbeing of all three domains;
Promotes a holistic appreciation of the environment;
Is not culturally hierarchical.

I believe that this is the pedagogy of an intercultural teacher – a teacher who can teach across borders and cultures and that it can be used internationally. It represents some of what I took to Australia and what I learned from Australia. It is a pedagogy that can represent the focus that I see coming through the agenda of this conference – ‘peace studies’.

The reason why I chose the focus of this paper is because I can relate to the questions “What’s happening overseas?” and “What can I learn from what’s happening overseas?” I am also claiming that because I have done the ‘boomerang’ and come back to where I have had previous experience, my message may have some credibility.

I was here in Kathmandu in 1993 and 1994 and at Tribhuvan University (Research Centre for Educational Innovation and Development) for some four months in 1996. These trips were significant learning experiences for me and I did see expressions of encouragement for students to tell their stories bilingually and celebrate their culture. Such as the commendable children’s picture story book, ‘Rainbow Stories’ by Rupy Singh (1980) and through the publications of the Himal Association (http://www.himalassociation.org/).

To conclude, I think it may be time to revisit my initiative of 1994, the Sagarmatha-Eyre Newsletter\textsuperscript{viii}, an opportunity to tell and listen to each others’ stories from Nepal and Australia. It is a time when we can jointly contribute to the international call for peace and partnerships. We need to find a voice in the global call for environmental sustainability and intercultural understandings which may be enriched through national and international partnerships. Initiatives ought to be implemented to give all students a strong and confident voice to speak up and tell stories from Nepal. I believe the voice of Nepal needs to have the confidence to maintain its local languages and dialects but if it is to be told in an intercultural global context, it needs also to be told in English. At all levels and in all locations, opportunities need to be built into the curriculum and teachers need to model this confidence in telling their stories in a clear and unequivocal manner. This need not be an initiative that is costly and requires help from outside, it can be an initiative generated and sustained from within and grown in a global environment with partners and critical friends.

Finally, I wish to thank the Saraswati Training & Resource Centre, Mrs Rani Gurung and Mrs Kath Maltzahn for inviting me to deliver this keynote address. I wish you well in your endeavours to achieve Peace, Respect, Access and Partnership in Nepali Education.

Acknowledgement: Thanks to my wife Dr Evelyn Johnson for her help in the development of my presentation and for sharing the love we have for being here in Kathmandu.
References


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i I use the word ‘pedagogy’ to mean everything that goes into learning and teaching.

ii I currently teach a Unit called ‘Creating Effective Learning Environments’ which is based on the principles that effective learning environments need to be: safe, supportive, inclusive, challenging and engaging.

iii I will discuss this at the workshop that follows this presentation.

iv As part of their four year teaching degree (Bachelor of Education) all students are required to successfully complete a minimum of eighty days practicum or school experience under the guidance of a qualified supervising teacher.

v Examples of this strategy will be demonstrated in the workshop to follow.

vi Examples of this strategy will be demonstrated in the workshop to follow.

vii To be discussed in the workshop to follow…

viii The Sagarmatha Eyre Network was initiated by me after a workshop at Shuvatara on September 29, 1994. Two newsletters were published. Lake Eyre is a shallow lake (3,439 square miles) in South Australia. It is 39 feet below sea level.
6. Notes on Presentations

1. Strategies for Gaining Respect in the Classroom

Presenter: Ms. Sue Lees, Senior Student Career Counselor and Teacher, Melbourne, Australia

Discussion:

- **A Culture of Respect**: Such a culture is important for teaching because it creates a respectful environment for learning and teaching both. And a respectful environment is a good place to begin learning.

- **Student Teacher Relationship**: It also allows better relationships between students and teachers. Ms. Lees talked about how her own relationship with her students and how it was a constant source of hope and encouragement for her to see such leadership and strength in them.

- **Creating a culture of respect**: It is very important to create an environment in the classroom, through pedagogy that earns a teacher the respect that is necessary for him/her to teach students in today’s classroom. You cannot ask for this type of respect but only earn it through time.

- **Making classroom teaching relevant to students**: A lot of the time, as is the case in Nepal, teachers are so bent on completing the curriculum on time that they forget to do anything but that. This often leads to a stifling environment in the classroom which is not beneficial for both parties – the students or the teachers. Linking classroom teaching to subjects that students can relate better with is a great way to encourage discussions in class and allow students to participate more.

- **Following up on progress**: It is imperative that a teacher follow up on the progress of students as closely as he/she can. Equally important however is reviewing and giving feedback on the student’s work from time to time, providing help where necessary and sitting back and allowing the student to learn on his/her own at other times.

- **Teaching strategies – Active learning**: Using varied means of teaching such as group work and using quicker students as mentors, the teacher can make learning a fun thing, make it more informal. Group work also teaches students to work in a team, a great life skill.

- **Being non prejudiced and participative**: The teacher has to make sure that he/she is not prejudiced against anyone and has to be willing to participate in the activities he/she has designed for the class. When your students see how engaged you are with teaching them, they will respond better.

- **Extra Curricular Activities**: Participating in extra-curricular activities designed to build self respect and develop leadership skills helps a student greatly in implementing his/her knowledge in real life situations. It empowers the students to take decisions on his/her own and stand by it.

- **A Culture of Respect tackles discipline**: Through educational conversations and students solving own problems, it instills a discipline in the student over time.
Importance of self respect: Self respect leads to increased interest in education as well as career. It develops a sense of ambition in the student’s mind which is a powerful motivator to learn and achieve in class.

A Culture of Respect endorses Peaceful Resolution: Problems are solved by means of talking and negotiating as opposed to violence in the classroom when there is a culture of respect. Along with this, problem solving can be developed as a skill.

Creating a culture of respect for the school: It is equally important to earn the respect from parents of your students. Teachers should feel that they are respected in what they are trying to do in their classrooms. Parents and teachers both have to understand that a school is a part of the community and the kind of environment you have in the school greatly affects the kind of community that will be shaped by these students.

2. Session: Designing Tasks for the Communicative Classroom

Presenter: Ms. Jenny Green, Senior Language Teacher and Multicultural Educator, University of Melbourne, New England

Discussion:

- Working with written text and using strategies that use all four skills: Ms Green focused her interactive discussions on using the medium of listening, speaking, reading and writing to make learning in the classroom more fun and more effective as opposed to rote learning.
- Her discussions also brought to light the ESA model of teaching: ESA stands for Engage, Study and Activate. She talked about how it was important to get the attention of students by helping them relate to the material. This can be done by relating the subject to be learnt that day with something that is popular with the students such as a cartoon character for young ones or sports games with older students.
- Once the teacher has the students’ attention, he/she can then delve into the main study material. To activate the students into participating in classroom discussions, activities such as role play, drawing and quizzes are great ideas that help the student remember what he/she learnt better.
- Brainstorming: Allowing student participation in the classroom is very important. The exchange of ideas should be two way to have a healthy learning environment.
- Writing new vocabulary on the board is a great way for students to learn new words and their meanings.
- When answering students’ queries, focus on the positive/correct part first before correcting him/her. Starting with criticism will only make students hesitate in sharing with the teacher.
Making close activity: Such activity encourages participation as well as to identify strengths and weaknesses of the student in terms of vocabulary and sentence building. This can be a fun way to learn a story and to improve on students’ grammar skills.

Encouraging student participation to “give it a try”. Mistakes are a necessary part of learning. Most teachers do not do enough of this and hurry off with the answers themselves. It is very important that the student makes an effort in class to learn something.

Internalize and remember new language by using it for a real purpose. Rote learning is soon forgotten. When students learn to apply their knowledge, it encourages them to inquire and learn more.

Feedback:

- I would like to implement the techniques such as dictation, close activity and brainstorming in my classroom. I felt happy and more equipped after I attended the session. - Bhakti Ram Khatiwada, Shuvatara International School

- I am totally committed towards second language learners and strictly follow the four skills of teaching language. I will try my best to enhance these skills for myself to be able to help my students. - Prapti Thapa, Birendra Sainik Awasiya Mahavidyalaya

3. Session: Social and Emotional Learning (SEL)

Presenters: Dr. Nandini Mundkur, Founder Director, Center for Child Development and Disabilities (CCDD), Bangalore, India

Discussion:

- Social and Emotional Learning (SEL) is the process of developing social and emotional skills in a safe and engaging learning environments. It includes recognizing and managing emotions, caring for and respecting others, developing positive relationships, making good decisions and behaving responsibly and ethically.

- The concept of SEL addresses issues such as self awareness, self management and decision making. Dr. Mundkur discussed in her session about how human emotions affect learning abilities and learning environment. It is paramount that both teacher and student are comfortable when in the classroom or in any learning environment. SEL has a positive impact on academic performance.

- Behavioral problems: Almost 20% percent children suffer from some kind of behavioral problem which interferes with their learning abilities. A lot of these times, these problems go undiagnosed causing even more problems for the child later. Besides this, students also fail to adapt at school due to emotional disturbances, school imbalances, neuro-developmental dysfunctions and socio cultural influences.
It is the duty of teachers to be aware of any such problems the students might be facing to help create a better learning environment for the student.

- **Social Importance of School years:** School years are very pivotal for a child’s social involvement and acceptance. The kind of environment the students get at school and the degree of involvement and acceptance into friendships and other social circles greatly molds the student’s personality. Children with positive relationships give and receive positive attention and perform well academically while those who do not have such support are prone to perform poorly.

- **Need of the hour:** Dr. Mundkur drew special attention to the need for balancing materialistic progress with a sense of responsibility that comes from our spiritual inner growth. Another need of the hour is to prevent large scale human tragedies. Social intelligence or understanding negative emotions and dealing with them are important life skills.

- Evidence shows that SEL leads to improvements in attitudes, behavior and performance. When people have a degree of socio emotional knowledge, they tend to adjust their behavior accordingly. SEL students demonstrate a stronger sense of community, better academic motivation, and understanding of consequences of their behavior leading to his/her wholesome growth as an individual.

- It is better to build strong children and young people today than to repair broken adults tomorrow.

**Feedback:**

- I will start socio-emotional development of children in my school by caring and sharing more with teachers and students. – Narbada Pokharel, Janakalyan H.S. School, Bouddha

- The session was an eye opener and has made me think about being more compassionate towards my students than I was before. I now have some idea about dealing with children’s emotions and also a good idea on how to save myself from becoming a “broken adult”. – Prerana Dhungana, Prerana Boarding High School

**4. Session: Why is Wireless important for Rural Nepal?**

**Presenter:** Mr. Mahabir Pun - Magsasay and Ashoka Award Winner, Founder of Wireless Education Project Myagdi, Nepal

**Discussion:**

- Mr. Mahabir Pun is active in work such as school building projects, nature and environmental conservation, income generating projects, healthcare, wireless programs besides others. He talked of the following benefits of the Nepal Wireless Networking Project:
Tele-education/ Training: A huge percentile of the country’s population falls under rural areas. A lot of these areas are not even connected by motor-able roads. In such cases, tele-education and training of all different kinds makes sense.

Tele-medicine: Due to wireless networks in the villages, many rural area hospitals (Makwanpur, Dolkha, Myagdi, Jomsom) are now connected to those in Kathmandu and Pokhara.

Communication: The entry of the internet in the villages has ushered in services such as email, web browsing, internet phone calls and the like to the people there. It has helped in some ways to open up the world for the villages and also vice versa.

E-business: Villagers are now putting up local produce such as honey and jam online with an intention to sell locally. Such ideas have caught up the imagination of the locals and new ideas are always coming up.

Training locals: Villagers have been trained at assembling computers themselves and troubleshooting minor problems. The concept that they will somehow damage the computer has been replaced with one that allows them to meddle with it continually in order to learn more about it.

Main source of funds donors who are impressed with what has been achieved as well as villages who are interested in wireless services. Mr. Pun claims to have never asked anyone for funds for his projects. Most times villages raise funds and find donors who match with their own.

Possible working relation between STRC and Mr. Mahabir Pun for Tele-education/Training was also discussed where classes could be conducted from Kathmandu for schools in rural areas of Nepal.

5. Session: Teaching Values of Peace, Tolerance and Compassion through Literature

Presenter: Ms. Christine Stone, Senior Writer, Educator, Trainer and Resource Person, Kathmandu, Nepal

Discussion:

- **Imagination is better than knowledge:** Ms. Stone has years of experience in teaching story writing to children. It is no wonder then that her session was one of the more informal ones, with her interacting with the crowd and getting feedback from them rather than just talk to the audience. And through such discussions and with the help of simple stories, she proved her point that allowing students to imagine things is far superior to having them learn things from text books.

- **Importance of reading:** Reading good novels is a way of becoming more human. Ms. Stone also stressed greatly on the need to read more with the class and not at the class. Children are notorious for naturally not wanting to listen to authoritative figures.
• **Story-telling and questioning students:** When telling stories in a classroom, have a purpose at the end of it. The story does not just have to about the moral at the end of it. Talk about the characters, the moral values, what the students learnt from it, which character they identified with and so on. And when they answer these questions, prod them for reasons to their answers. This practice makes for a great way to learn values through talking about it amongst themselves and not by hearing about it from a stranger.

• **Making a story interesting:** The session also discussed ideas on what made a story interesting. Some of the ideas that came up were richness of character, the plot, having the ability to engage the listeners and the tension in the story - the element that keeps the reader to keep turning pages.

• **Teacher’s best tool:** The session also had interactive discussions on what a teacher’s best tool was. Some of the ideas that came up were body language, voice and ability to engage students. But all agreed when Ms. Stone put up the tool of “a good question”, which has the ability to engage students by asking them right questions.

• **Weekly class discussions:** Start weekly discussions in the classroom and allow children to talk about morals and good qualities. Interesting revelations often come up with such discussions.

**Feedback:**

- I felt refreshed after attending Ms. Stone’s session. Storytelling could indeed be a great tool to teach students various lessons and encourage them to participate more in the classroom. — Surina S. Gurung, Galaxy P. School

- Attended Christine Stone’s terrific workshop on the usage of stories to help start conversations with students in the classroom. The workshop was very lively and interactive. She had some very insightful methods for allowing everyone in the audience to participate. Great session! — Utsav Shakya, Copy Editor, Travel Times

**6. Looking Within for Peace and Compassion**

**Presenter:** Prof. Guru Karma Yogi, Buddhist Philosopher, Teacher and Healer, Boudha, Nepal

**Discussions:**

- **Illusion of emotions:** Emotions like love, hatred, anger are all illusions. Allowing them to lead how we feel can be harmful for both the teacher as well as the student. It is very important that people rid themselves of any such illusion when going into the class room.

- **Positive mind:** There are no Hindu, Christian and Buddhist minds. There is only one “positive mind”. Such a mind is one that thinks positive thoughts and is able to assess information properly.
Changing education patterns: There is a need to change education patterns in classrooms today. The current pattern of rote learning as well as the loss in interest in learning has made students/people acquire a negative mind.

Understanding the student: Teachers should understand the students’ minds and strive to be best friends, best guides and best guardians to students. It is easier for students to relate, listen to and learn from people that they like.

Failure of religion: Religions around the world failed because they did not look within themselves and only strived to compare. People should instead strive for spirituality. Only spirituality will help clear the mind and set people on the right path.

Benefit of Spirituality: Spirituality breeds love and compassion and compassion in turn breeds the wisdom to realize the self. This kind of wisdom is what is more important than the lessons we learn in school, for this wisdom is useful in every avenue of our lives.

The Beautiful Mind: The one who follows love and compassion acquires a beautiful mind. A beautiful mind is a peaceful mind. And only a peaceful mind is capable of teaching and learning and interacting effectively with society.

7. Peace Education for Children in Conflict

Presenter: Dr. Anand Poudel, Curriculum Developer and Trainer for Peace Education, CDC, Sano Thimi, Bhaktapur, Nepal

Discussion:

Peace education: It is the “process of promoting the knowledge, skills, attitudes, and values needed to bring about behavior changes”. Behavioral changes or change in attitude is obviously the need of the hour in all levels of Nepali society at the moment. These changes enable children, youth, and adults to prevent conflict and violence. Such a frame of mind, if instilled in children from a young age would be very instrumental in the kind of society that we will have when these children grow up.

Benefits of Peace Education:

- Communication Skills: Helps children develop skills regarding communication, problem-solving and orientation. These skills besides conventional skills that are taught in the classroom are starting to become even more relevant and necessary for today’s children and the youth. Having the skill to communicate one’s ideas clearly and to solve problems with a clear head is certainly beneficial for anyone.

- Positive Attitudes: Huge numbers of children have been affected by the conflict in the country. Their right to an education has been taken away from them, also snatchings away from them a bright future, one where they can think for themselves and make informed choices. For these children, who have clearly been disillusioned by the war, developing a positive attitude is very important. Such an
attitude helps these children develop a good idea about justice, respect and democracy.

- **Outcomes of peace education:**
  - An effective peace education has been seen to improve academic achievement, help develop positive attitudes toward school as well as qualities such as assertiveness, cooperative, good communication skills and the ability to build healthy interpersonal/intergroup relations.
  - Also a decrease in aggressiveness, discipline referrals, dropout rates, social withdrawal, suspension rates, victimized behavior and violence has been noticed as a result of peace education.

- **Conflict Resolution Education (CRE):** CRE is a spectrum of processes that utilize communication skills and creative and analytic thinking to prevent, manage, and peacefully resolve conflict.

- **Positive impacts of conflict:** Although ideally an absence of obviously preferred in society, we cannot argue over the idea that conflict is a natural part of a democracy. A degree of conflict is even necessary to keep things in check. An armed conflict on the other hand is certainly not the way to resolve problems. Even so, conflict can also have positive impacts such as the promotion of new ideas, the strengthening of relationships as well as encouraging interpersonal communication.

- **The Right Focus:** It is important that we learn to focus on the problem and not hold grievances against the person by focusing on him/her. Also the right way is to focus on requirements and not positions as is case in the country today. When attention is on the problems and what is required to solve them, a healthy problem solving environment is developed.

- **Dimensions of conflict:** What a lot of people do not realize is that conflict cannot exclusively affect people who are at conflict. In any given conflict, especially those that are of a prolonged and armed nature, there are repercussions in the fields of education, society, culture, politics and on the environment. This fact often escapes the minds of people who are engaged in the conflict.

- **Adverse effects of conflict on children:** Conflict affects children and their education by the closure of schools and even exploitation and abuse during the conflict. In Nepal’s problematic past and present, as a result of conflict, access to education for girls has become even more of a problem.

**Feedback:**

- It felt good to realize that the concept of conflict can be explained to the teachers and students in language that is both comprehensible and useful for them, and that it can help reduce conflicts in the classroom and in schools in general.
  - *I. Chemjong, BSAMV, Bhaktapur*

- This is indeed a very interesting and relevant topic for all of us teachers. I felt like I learnt a valuable lesson here and gained sound knowledge from this session.
  - *Prakash Giri, Madan Smarak H.S. School*
8. The Power of Speech in “Transformation of Self and Society”

Presenter: Mrs. Joanne Koirala, Curriculum Writer and Teacher Trainer at National Bahai Center, Kathmandu

Discussion:

➢ “A society that fails to connect its young to solid personal and moral foundations is failing to provide them with much needed direction in life.”

➢ Attachment of youth to people and society: Young people are designed to form close attachments to their mothers, fathers, and other relatives and, through all of these, to the broader community. The power of communication skills therefore is of utmost importance in forming these relationships that last a life time and beyond.

➢ Who are the Junior Youth? Junior Youth are members of our community between the ages of 10 and 15 years old.

- This age group is a fundamental age group during which concepts of individual-self and collective-society life are formulated. It is during this time that a child’s personality is greatly moulded as well as affected by different factors in society.

➢ Age of maturity: The age of maturity is considered to be at 15 years, at which time a person’s spiritual and moral obligations become binding. These values that the individual has adopted are likely to stay with him/her for a long time.

➢ Objectives of the Junior Youth (JY) Programs

- Become active and effective participants in the construction of a new world order: Such an objective also instills in these young people a sense of purpose in their community as well a sense of ownership, both of which are essential qualities for the betterment of the society as a whole.

- Discover and develop spiritual qualities: These qualities are essential in today’s materialistic times and will take a society far.

- Discover and develop intellectual capabilities: Intellectual capabilities will ultimately in effective collaboration with spirituality drive communities and societies forward.

➢ Basic Curriculum for Junior Youth: The basic curriculum is designed to strengthen literacy skills, help children in articulating ideas and prepares children for higher level education, which is very important for the overall growth of an individual.

Presenter: Mrs. Rani Gurung Kakshapati, Founder Principal/Director, Shuvatara School, Co Founder STRC, Founder Sister School Partnership Project Lamatar, Kathmandu, Nepal

Discussion:

- **History:** Shuvatara School has taken the initiative to help government schools by providing sister schools with financial, technical and educational support for 7 years as well as help with activities to help make sister schools self sufficient. It is hoped that similar efforts will be undertaken by other private schools too. Government should look into and support community schools. It was expressed that the presentation had opened up possibilities of some big private schools helping other schools who needed help.

- **Main objective:** Shuvatara’s main objective has been to promote “sharing, caring and learning”. It is not enough in today’s time to think of only the individual but we also have to think in terms of society and be able to see the bigger picture.

- **Instilling Values:** The sister school project also makes an important lesson out of instilling values in students that we have a moral obligation to contribute towards the country’s development.

- **Problems and Possibilities:** An interactive discussion was held about the problems and possibilities regarding private public partnership in the education sector.
  
  - Private public partnership might create over- dependence among the receiving schools.
  - Duration of the stipends and help should have a time limit, in order to provide similar support to other schools.
  - Some groups felt that providing such support continually might prove to be a financial burden on the partner private schools.
  - Help provided to the sister school should be consistent and not dependent on the partner school’s own time and resources.
  - The Sister schools major concerns were financial problems, a lack of trained teachers, and lack of necessary infrastructure.

- **Violence against student:** The problem of hitting children was expressed, a factor that could lead to children not attending classes and dropping out. Most schools adopt corporal punishment to control the children and this practice should be strictly banned.

- **Values of caring and sharing:** The sharing between the two kinds of schools opened up values of caring and sharing in the partner schools, and they learnt to appreciate how the sister school teachers could work on better ways of teaching and working hard even without the same facilities available in bigger school. Such sharing and acceptance by the private school has given the sister school the means to pay their teachers on time, afford extra-curricular events like sports, school plays, quizzes,
singing, dancing, educational trips and project work. This has effectively nurtured the talent and confidence level of the students.

- **Beneficial to all associated with the sister school:** Not only the students, but the teachers, parents, management committee members and community benefited in that they felt more confident, inspired to do better and looked forward to more cooperation and progress. Such a partnership had led to the schools making much progress in every way - physically, reputation-wise and result-wise. The three schools had grown from lower to higher levels, i.e. they had become high schools from primary schools, and higher secondary from high school level. An additional vocational school after class eight had been built in Shringery School so that students could get employment after their schooling to get out of their poverty levels.

- **Understanding created:** There was friendship, cooperation, understanding and tolerance developed between the four sister schools and Shuvatara School - the major partnering private school because of the cordial relations maintained and shared on account of the Sister School project’s goals and activities.

### Feedback:

- Sit together, share together, plan together, implement together and contribute together to create peace culture in the school. - *Dr. Ananda Poudel*

- Life without education is a hopeless end but life with education is an endless hope. – *Devashish Sharma, Ex-Student, Shuvatara School*

- If we want to make Nepal and Nepali students capable of competing globally in the 21st century, then public-private partnership is very important to share and learn together and develop personally and nationally. – *Narbada Pokheral, H.T. Jana Kalyan, H.S.S.*

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10. **Water Education Project and its Impact on Teaching Value**

**Education and Educare**

**Presenters:** Ms. Rashmi Kafle and Mrs. Sunita Shrestha, Co Founders – *Stepping Stones Project, Kathmandu, and Water Education Project, Kathmandu, Nepal*

### Discussion:

- **Present day’s educational goals limited:** Nepalese education today has been reduced to earning good grades, learning whatever is in the text books and rote learning. Such an education feels very incomplete and does not at all help with a wholesome growth of the student.

- “**Educating the mind without educating the heart is no education at all**”: Sadly, this is exactly what is happening in most classrooms across the country today.
Curriculums are set keeping only textbooks in mind leaving no time for extra-curricular activities.

- **Universal Values**: Human values are universal and span across cultures, religions, nationalities and classes. Such values should be taught in the classroom either by the inclusion of such in material taught or through extra-curricular activities held in or outside the classroom.

- **Building character at 3 levels**: The three levels involve Thinking with the Head, Deciding with the Heart and finally working with the Hands. Such a model helps students develop gut instinct and self respect by coming up with choices and hence consequences that they are directly responsible for.

- **Human values - Psychological oxygen**: Instilling good values in a student allows him/her a frame of mind that makes informed decision. These values act like a filter for the hundreds of negative thoughts that arise in the mind and allow the individual to think with a clear, positive mind. Values must be integrated with extra-curricular activities besides regular classroom learning with activities such as debates, dramas, sports and community work. Effectively instillation of these values is based on the school management’s behavior as well as how much the teacher believes in this concept.

- **Golden Rule**: Teacher has to be a role model and set an example. If the students don’t see a personality that they can emulate in the teacher then chances are that students will not pay attention. The teacher has to rise to the occasion and be exemplary so that students can follow suit.

- **Human value based water, sanitation and hygiene education**:
  
  - Lot of drinkable water being wasted which can be quite easily avoided by changing small things in our households and more importantly in our behavior regarding the water crisis.
  - Need to recycle water: There is an urgent need for the concept of recycling water to be taken up by people in urban parts of the country, especially in the capital.

### 11. Teaching Reading in Schools

**Presenter**: Dr. Nandini Mundkur, Founder Director, Center for Child Development and Disabilities (CCDD), Bangalore India, Ashoka Awardee

**Discussion**:

- **Learning Disabilities**: Learning disabilities such as Dyslexia which are defects in the central nervous system. Such defects make it hard for affected people to process the information and therefore have problems learning in the same way that others can.

- **Large numbers affected**: 15-20% of school age children have reading disability. More cases of boys being affected. These are huge numbers indeed and the case for
concern is that there are schools all over the country where there is absolutely no mechanism for diagnosing the symptoms for such disabilities.

- Such disabilities include people who are less receptive, less expressive, lack physical coordination and orientation and also have behavioral problems.

- **Classification of Learning Disability:**
  - Problem in Word recognition and Spelling: This is one of the most common and also the easiest symptom to recognize in young people.
  - Difficulty in Comprehension: Means taking time than usual to process information that is being delivered and make sense of it.
  - Lack of Fluency: Means that the affected person has a problem with communicating thoughts and ideas to another. Even though the idea might be clear in his/her mind, the person might not be able to effectively explain it to another.
  - Reading problems are only the tip of the problem of such disability. But it also another very easily symptom that can be noticed easily by a teacher or a parent early on with the child.

- **Care in diagnosing disability:** Learning disorders can be diagnosed as early as in pre-school but at least 2 years of schooling is necessary to confirm it. In a lot of cases, students “blossom” late and then have no problems grasping concepts and ideas that they had problems with before. Therefore, caution is necessary before labeling someone as having a learning disability.

- **Dealing with Disabilities:** There are many ways to deal with attention deficit and memory failures. It is very important that the most suitable approach is taken to treat every case individually.

12. **Peace Education in a Classroom Setting**

**Presenter:** Mr. Raj Kumar Dhungana, Coordinator for Peace Education Program, Save the Children, Kathmandu, Nepal

**Discussion:**

- **Searching for peace in a classroom:** It is not a good idea to homogenize a diverse community, which is almost always the case in a normal Nepali classroom which has people from all kinds of social background. It is very important therefore to understand individual needs and treat them separately and uniquely.

- **Valuing Peace:** It is important to value peace by demonstrating non violent ways of resolving conflict in the classroom. These models are very important in instilling values of peace and how essential they are in sustaining peace in the community.
Practicing Peace: There are lots of creative ways to teach the important of peace to children in the classroom. Some of these ways are by using activities such as song, dance, dramas, arts and games.

Enjoying Peace: Along with searching for and valuing peace, it is equally important to enjoy peace by helping children understand symbols of peace, why it is necessary and how easily it can be destroyed. It is important for these lessons in peace to be relevant for the children. The same concepts have to be explained to children in language they can relate to and understand clearly.

“Crops cannot be grown on the blackboard and certificates cannot be eaten.”

Goals of Peace Education: The short term goals of peace education are to turn things around for children and make their lives more stable in terms of education, career-wise and level of maturity. Similarly, the long terms goals are to create in the human consciousness, concepts and beliefs that desire peaceful existence and hence transform human values to promote non violence.

13. Crossing Borders and Returning to ‘The Pedagogy of Respect’

Presenter: Dr. Richard Johnson, Senior Educator and Trainer, Faculty of Art and Education, Deakin University, Melbourne, Australia

Discussion:

One on one teaching: Dr Johnson talked about his own experiences of migrating to a foreign land and getting used to a totally different new method of learning and then teaching. Tutoring planted the seed about the need to cater for the individual learner. Dr. Johnson paid his way through university by giving private tuition and learnt a lot about teaching through that experience. Because that teaching was done in an intense, one-on-one environment, it proved quite effect making him think about why classroom teaching could not be like this.

Need to work together: Children are clearly so much more comfortable in the environment of their own home. Developing a relationship with the children and adults of the family is very important too. Treat people like you would like to be treated, with kindness and the respect they deserve. Become part of the family. We need to work with parents especially because we share the same goals for their child.

Earning Respect: Many schools are located in tough areas where students are always ready to put the teacher to the test. Interpreted their message as ‘…if you want to teach us you have to step up to the plate…’, ‘show us what you’ve got’. You have to earn respect.

Speak up: It is very important to learn to speak up. It is something that helps develop your own confidence too in expressing yourself as a person and not just as a teacher. If you have something to say and are able to say it, you will get the respect you deserve. It is important to find your voice and speak up as teachers and as learners and there is a need to encourage and enable our students to speak up and develop a
voice too. While there is a growing trend for students from South Asia to study overseas and a national need for countries to participate in growing global markets, the education curriculum and the preparation of students and teachers in South Asia have not changed much in a long time.

- **Speaking up through intercultural teaching:** of an intercultural teacher is one who is able to negotiate between cultures. This is a significant pedagogical shift and one that goes beyond merely showing that there is more than one culture. Good teachers need to enable students to access a range of cultures including those of their colleagues. In summary, the students nominated the following as attributes of an intercultural teacher:

  - passion for other people
  - ability to interact with other cultures
  - open-minded - being able to step outside yourself - look outside the square
  - tolerance
  - respect for other cultures
  - the ability to be a realist and optimist at the same time
  - an understanding of others’ values
  - patience
  - flexibility

- **Discuss your learning:** There has to enough discussion about the subject in a more informal way that leads to comfortable, better understanding of the material. Understanding still does not seem to be a high priority in the school curriculum here. Maybe it is assumed that good test scores imply understanding.

- **Discuss your teaching practice:** An ongoing challenge that we face in teacher education is to link theory with practice in our work with teacher education students and also in our professional development work with school teachers. The following strategy known as ‘forum theatre’ is an approach that Dr. Johnson has recently developed to explore practical methods of classroom teaching in a hypothetical, staged environment at the university. This teaching strategy represents an Australian approach and enables participants to experience through enactment a range of classroom scenarios. The strategy uses a ‘simulated’ classroom, providing a safer, less confrontational space for teachers to implement new teaching strategies and techniques with the use of a ‘forum theatre’. The project we planned would create such a space in a theatrical setting and analyze the ways in which a ‘simulated’ classroom might contribute to a more effective way to train both inexperienced and experienced teachers. The project would also create a forum for teachers to exchange views about various pedagogical and managerial issues.

- **Demonstrate it with evidence:** Over the years, the notion of performance and representation has become more a part of the professional work of the teacher. Going into the classroom and writing copious notes on the chalkboard and demanding that students copy it, was never good teaching; now it is unacceptable. Reflecting global trends, teachers in Melbourne are now expected to have a range of teaching attributes (Victorian Institute of Teaching, 2009) which they are able to use in the classroom and show that they possess. Teachers’ work is now under a lot more scrutiny. A
useful exercise is to try to create a portfolio of the teachers so that prospective employers can see examples of what they are capable of doing as teachers. They can be called to speak up, represent themselves with evidence and demonstrate their teaching attributes.

Feedback:

- Dr. Johnson’s session was fantastic. He should be invited again to Kathmandu to hold other similar workshops to reach more schools. His message of ‘put your money where your mouth is’ is indeed important for schools to learn today.
  
  – Hari Pd. Subedi, Birendra Sainik School, Bhaktapur

14. Increasing Access to Technology and Education through Collaborative Development Model

Presenter: Mr. Ravi Bhattarai, IT, NLP and QMS Consultant, SQC-QUEST, Nepal

Discussion:

- Information used to be an expensive commodity. The general conception was that knowledge should be available to only a few and that it was not something you shared with people.
- Free software (Swatantra Software 1983/1984 RMS) changed all that. It is software that respects our freedom, using which is a make a political and ethical choice asserting our rights to learn and to share what we learn with others. Free software has brought along many advantages. Anyone can benefit from such software.
- Anyone can make changes to the software provided he/she knows how to and use it for their particular need. Improving this free software can be thought of as a job with talented, ethical voluntary programmers spread out all over the world, working round the clock to make changes.
- The free software movement was started in 1984 by Richard M. Stallman; he launched a project called GNU which stands for “GNU’s Not Unix” to provide a replacement that would respect the freedoms of those using it. He followed this up in 1985, with the Free Software Foundation, a non-profit with the mission of advocating and educating on behalf of computer users around the world. Millions of people and governments even have now switched over to using free software on their computers.
  
  - A specific legal document called the GNU General Public License was developed which encourages people to learn and share. It is also called the “copy left” license, the opposite of copyright laws which take away most freedoms of a product.
15. **Yoga for a Peaceful Personality and Character Development in Children**

**Presenter:** *Mr. Chintamani Gautam, Yog Teacher, Shuvatara School*

**Discussion:**

- **Manu Stages of Yoga:** Mr Chintamani Gautam discussed the many stages of Yoga such as Yama (ethical/social discipline), Niyama (individual discipline), Asana (posture), Pranayam (breathing exercise), Pratyahara, Dharana, Dhyan, and Samadhi etc.

- **Advantage of Yoga:** Yoga as a lot of us might already know has many advantages. These might be physical, emotional, mental and social. Taking advantage of these factors is a good idea in your everyday life as well as for being in a good emotional space while teaching.

- **Wholesome education:** Practicing Yoga brings physical fitness, mental steadiness & spiritual progress in children. This helps young minds to become civilized, well cultured and responsible and helps in the overall development of a child’s character. Besides the education from text books, such wholesomeness is essential too.

- **A responsible, peaceful person:** A peaceful person with a good character is an invaluable asset for the society & the nation. Only such persons can be expected to make a worthwhile contribution to their community as they have a sense of responsibility in them. A violent person or a person who is not stable and his/her instable character will not contribute positively and will also affect society adversely. The practice of getting children involved in Yoga from a small age is beneficial for his/her wholesome development.
16. Negotiation Skills

Presenter: Mr. Rajendra Mulmi, Program Director, Search for Common Ground, Kathmandu, Nepal

Discussion:

- **Use of negotiation skills in everyday life:** Mr. Rajendra Mulmi talked about the use of negotiation skills that he uses in his line of work that can be applicable in the classroom or in general everyday situations.
- **Finding common ground:** Using a ladder model, he explained how interactions at a superficial level without knowing the details of the situation would surely lead to no negotiation at all. Instead what negotiators mostly do is to listen, inquire on the other person’s demands and ask questions that allow for a search for common ground. Once this common space is found, it is easier for negotiator to then put forward his reasoning. The theory though is not simple one and requires careful planning and execution.
- **Negotiation in the classroom and the school:** The same kind of negotiating skills can be used in the classroom to negotiate with the students or by teachers and management in the school. Most of the time, it is because of lack of such negotiating skills that small issues flare up into bigger, violent confrontations. Learning these skills can take a school and teachers a long way.
- **Interactive discussions:** Mr. Mulmi also asked volunteers from the audience to demonstrate their negotiating skills and then pointed out what they were doing wrong and why. This was a simple but very efficient way of letting the participants understand the concept of negotiation.

17. Teaching Values and Positive Attitudes through Non-Formal Skills and Activities

Presenter: Mr. Raman Bhattarai, Life Skills Coach, Founder and Trainer, NODAN Club, Peace Ambassador and Non-Former Education Activist

Discussion:

- **Starting your day with song and dance:** Mr. Raman’s Bhattarai session started out more interestingly than the rest. True to its title. Mr. Bhattarai involved all attendees in a dance/aerobics routine with some music to help loosen up so that people could be more attentive during the session. Such a routine could also be implemented in class. It would be much more fun to be to start a class by dancing and singing rather than the usual.
Meditation: A meditational exercise was then started where attendees were paired randomly and then made to hold each other’s hands and look into each other’s eyes for two minutes during which they had to try and convey messages to each other as well as understand what the other person was trying to convey. Most participants called it an amazing experience where they felt like they could actually hear what the other person was trying to say. Such a practice is useful in controlling levels of blood pressure, anger and energy too.

Problems in give and take of education: A ball passing exercise was then carried out which symbolizes the receiving and giving of education. The various problems of receiving a ball from the person near you or the problem of not being able to pass it well were all turned into analogies with education. The problems were then discussed where teachers raised important points such as the need for proper planning and coordination and understanding that students in the class could have different understanding levels.

Putting Mind, Body and Spirit together: The mind brings positive thoughts, the body puts these thoughts into action and the spirit generates positive feelings out of this work. Working like this is most beneficial to oneself and to others around you.

Self respect: Believing in yourself is the first thing you can do before getting respect from others, especially your students. If you do not believe that you will be able to perform in class, then you will have a hard time convincing students too. So start your day prepared, plan ahead and execute accordingly.

Raw material for success: A lot of people fear failure and end up not trying at all. This is a wrong approach. Failure is but raw material for success. So every time you fail, you learn a little about how to succeed. This ultimately gets you ready and on the right path, provided you learn from the mistakes.
7. Outcomes of Group Discussions

The last day's last session was divided into five groups with group leaders discussing five major themes of the conference. Their general recommendations were as below. Out of these, a Final Recommendations of Ten Points was made and submitted to the Closing Plenary Session Chaired by the Vice Chancellor of Kathmandu University, Dr Suresh Raj Sharma, and coordinated by Mr. Rajendra Mulmi, of Search for Common Ground.

THE GENERAL RECOMMENDATIONS WERE:

Group 1

"Planning a National Peace Curriculum for Nepali Schools"

Led by Dr. Ananda Poudel, CDC, Ms. Rashmi Kafle, Ms. Sunita Shrestha, and Mr. Manan Raj Pokhrel.

- Keeping the courses for Sanskrit and value based education (Naitik Shiksha) would help to implement peace education in schools. The removal of these important subjects, has devalued education about our society, family, community, and historical values. The teaching of our past is important to develop the sense of belonging, peace, respect and culture. An integrated education of modern and traditional values is required.

- A good curriculum has planned and uninterrupted education. Our educational plans and policies keep changing and there is no continuity of plans, therefore progress is affected.

- There should be emphasis on the teaching of Social Studies to raise civic awareness, citizenship and responsibility in the children and teachers.

- A feeling of Peace is a feeling of happiness but it also requires contentment and satisfaction, otherwise there will be unhappiness. Individual peace will lead to Universal peace.

- Certificate-based education should be replaced by character-based education.

- Schools are delivering examinations not education. Examinations if required should also test skills, attitudes, behaviors, and nationalism.

- Respect and love for family and society should be taught and the rights of parents, teachers, and helping hands like support staff should be taught to children along with education of their human rights.

- The fault of our education system lies in its non-implementation and poor supervision of plans and investments made. A workable supervision model can be developed if there is open communication among stakeholders, and conflicts are dealt with an open and broad minded approach.

- The practice of politics is limited and takes on a negative meaning for children, which is not right. Children should see positive role models in society which they can emulate.
• The changeable nature and short termed nature of our educational decisions affect the children in a negative way making their progress retarded, and making them loose faith in the system and in the country.

• Teachers must be taught to respect the rights of all in the classroom and rise above differences, making children feel secure even if they come form different backgrounds of gender, caste, class or belief. This will lead to unity in diversity which is much needed in the country.

• **Overall, the groups choose two recommendations as the most important ones -**
  That there should be Supervision for implementation of the plans of the curriculum, and that the content of teaching should be tested closely for gradual graded content. At present the subject matter jumps the levels, making it very difficult for children to follow in the class.

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**Group 2**

"Access to Remote Schools through Public Partnership & IT"

*Discussions led by Ms. Rani Gurung Kakshapati, Dr. Nandidni Mundkur, Dr. Vinod Shrestha, Mr. Ravi Bhattarai*

The group recommended that:

• Teachers should be selected locally as far as possible.
• The curriculum and teaching materials should be changed according to the changed needs of the times.
• Local teachers and Resource Persons should be involved in making of the curriculum.
• There should be sharing of teaching ideas and materials between schools.
• There should be exchange of teachers' skills between schools.
• There should be exchange of students between schools to share and gain knowledge and share resources.
• The radio should be used to help impart teaching learning.
• Overall, this group recommended two main points from their group discussions:
  • **20 percent of the curriculum should be based on local environment (language, culture, tradition etc) according to the change of time.**
  • **Interaction and cooperation among the public schools, private schools, resource persons, teachers and students for better understanding and dissemination of ideas and experiences.**
Group 3

"Respect for Teaching and Learning in Nepali Education"

Led by Dr Richard Johnson, Dr K. N. Shrestha, Mr. Rajendra Mulmi

The two main points that the group recommend are:

- **Teachers should understand the desires, values, interests of students and relate these with the contents of the syllabus.**
- **There should be flexibility (authority) for the teachers to change and design the curriculum to meet the needs and demands of the young generation for making teaching-learning effective and gaining respect.**
  
  Children will respect something that they like. If they like or respect a teacher or subject, they will learn better.

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Group 4

The STRC as a Forum for Forming "Teachers without Borders"

Led by Mrs. Kath Maltzahn, Ms. Jenny Green and Ms. Sue Lees

The group recommended that:

- Remote areas should get access by videos of Teacher's Training.
- There should be trainings for ECA teachers also not just for academic teachers.
- There should be workshops for artists.
- Development of means of communication so that we can get easy access to the remote areas for educating children there.

**The two main points that the group recommended were:**

- Workshop and trainings for teachers should be according to their subjects, and academics should be integrated with extra-curricular activities.
- **There should be workshops for children simultaneously with adults to find out their needs and viewpoints.**
Group 5

"Schools should be a Zone of Peace"

*Group Discussion led by Mr. Raj Kumar Dhungana, Mr. Rajendra Dhungana.*

Issues /problems being faced in schools were:

- "Bandhas" and strikes hampered students' classes and the running of schools.
- Politicization of education is hindered children learning and set negative examples to students who would also try to do the same activities as adults.
- Schools and students are being used as tools for politics by leaders and this should stop at once.
- Students are burdened by the pressures of a theory-and-rote-based evaluation system.
- Children are being abducted and killed and this is a crime and should stop.
- They are being abused and exploitation by vested interest groups and this is against Child Rights and should stop.

The two main suggestions made by this group were:

- **There should be strong political commitment to reform education and make it a Zone of Peace and organizations of student's parents, teachers and schools should be committed to manage and run schools as "A ZONE OF PEACE" and centralize their activities for educational development.**

- **Civil society and organizations related to children's welfare should play a vital role to hold dialogue and negotiation with the armed groups and stakeholders to make schools as “A ZONE OF PEACE”. Call political parties to the public forum, give public pressure to sign a Letter of Commitment and publicize this through the media.**
8. Final Recommendations of the Conference

1. That there should be Supervision for implementation of the plans of the curriculum.
2. The content of teaching should be tested closely for gradual graded content. At present the subject matter jumps the levels, making it very difficult for children to follow in the class.
3. 20% of the curriculum should be based on local the environment (language, culture, tradition etc) according to the change of time.
4. Interaction and cooperation must be there among the public schools, private schools, resource persons, teachers and students for better understanding and dissemination of ideas and experience.
5. Teachers should understand the desires, values, interests of students and relate these with the contents of the syllabus.
6. There should be flexibility and authority for the teachers to change and design the curriculum to meet the needs and demands of the young generation for making teaching- learning effective and gaining respect. Children will respect something that they like. If they like or respect a teacher or subject, they will learn better.
7. Workshop and trainings for teachers should be according to their subjects, and academics should be integrated with extra-curricular activities.
8. There should be workshops for children simultaneously with adults to find out their needs and viewpoints.
9. There should be strong political commitment to reform education and make it a Zone of Peace and organizations of student's parents, teachers and schools should be committed to manage and run schools as "A ZONE OF PEACE" and centralize their activities for educational development.
10. Civil society and organizations related to children's welfare should play a vital role to hold dialogue and negotiation with the armed groups and stakeholders to make schools as "A ZONE OF PEACE". Call political parties to the public forum, give public pressure to sign a Letter of Commitment and publicize this through the media.
9. Future Activities of the STRC

How will the STRC try to implement the motivational and training activities of government and community schools?

- This will be done through selection of schools who want to change and learn. Questionnaires will be given out to schools who become institutional members of the STRC.
- School visit programs will organize model lessons, observations, suggestions, help with preparation of lesson plans, teaching aids, organizing activities, preparations assessment questions, and marking them through objective tests.
- The schools will also be given text books, teaching aids; supplementary reading materials through raising funds from the students in private schools.
- Model lessons will be recorded by audio and video tapes, and these will be sold to schools who can pay. Schools, who cannot buy them, will receive subsidies to but these model lessons.
- Good teachers of any good school can be selected to present their lessons to serve as role models for other teachers. This will prove to be a big incentive for teachers who will start to work hard to be selected as a role model teacher.
- Model classes can be telecast through TV, Internet, videos, laptop pen drives, VCD's, DVDs and Teachers illustrated manuals will back up the model teaching on tapes. Successful classroom teaching practice will be distributed through publishers to different schools, and motivated for national level BEST TEACHER AWARDS through national level TV shows and professional development and social recognition, perks and schemes.
- These activities will be organized through the STRC and other member schools who will help the Government to monitor the progress of schools motivate the teachers to perform, and thereby, help the children learn better.
- Teachers Without Borders Program, as this program will be called, will take the help of talented "Model Teachers" in Nepal or abroad, which will be a non-political, non-partisan , professional body of concerned teachers , working together to share their knowledge with others.
- A website for STRC will be developed that will enable teachers to learn, teach, re-teach, communicate, and access relevant materials themselves, as well as make it possible to reach out to teachers and children in other schools that want to grow and change.
10. **The Final Expected Outcomes of the Conference**

*Rani Gurung Kakshapati, Co-Founder STRC*

Overall, the 6th STRC Conference created a stir in the education and social circles by raising timely issues that have been plaguing the education sector.

- It raised the issues of rampant politicization of schools, teachers and children and asked for this to be stopped by passing of laws to keep schools as a Zone of Peace.
- It gave the message of collaboration, partnering for a just cause, leaving aside differences, and take forward the concept of Public Private Partnership to try and bridge the gaps between private and public schools and raise the level of educational performance in the country.
- It is hoped that with the report of the conference, the hard work will pay off if the authorities will seriously consider the STRC proposals and implement them in the new curriculum, textbook, and assessments plans of the education system, and politics is left out of education so that children's rights to learn will be honored.
- Public private partnership should be implemented so that government teachers and schools will receive the direct benefits of a "sister school relationship" with an active private school partner. There should be a relationship of trust, friendship, sharing and partnership with government and private bodies for the benefit of the nation and national programs. This is the only way that the mistrust and gap between government and private schools can hope to be bridged.
- Information technology, mass media and satellite education through VSAT links should be implemented in a massive scale to reach the masses through formal and non-formal education, covering health; awareness, peace, and skill building programs that will help in poverty alleviation and national unity.
- Partnerships should be sought with local, international and SAARC countries to enhance the working of the pilot programs, like the DSH or Digital Study Hall programs of Lucknow, India, and other pilot projects, that will involve all stakeholders working for the benefit of the child and nation.
Annex
### A. Participating Schools List

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<tr>
<th>S.No.</th>
<th>School Names</th>
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<tbody>
<tr>
<td>1</td>
<td>Balbodh Shanti L. S. School</td>
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<td>2</td>
<td>Birendra Sainik Awasiya Vidyalaya</td>
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<td>3</td>
<td>Children’s Paradise School</td>
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<td>4</td>
<td>Darwin Academy</td>
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<td>5</td>
<td>Ever Vision School</td>
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<td>Future Stars High School</td>
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<td>Glen Buds S. School</td>
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<td>Janakalyan H. S. School</td>
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<td>Kitini Higher Secondary School</td>
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<td>12</td>
<td>Little Angels’ School</td>
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<td>Pinnacle Scholars’ Academy</td>
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<td>Radiant Readers’ Academy</td>
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<td>Shree Durga H. S. School</td>
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<td>Tika Vidyashram</td>
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<tr>
<td>29</td>
<td>Tilingator H. S. School</td>
</tr>
<tr>
<td>30</td>
<td>Tri-Padma H. S. School</td>
</tr>
</tbody>
</table>
B. STRC Executive Members 2010-2012

Immediate Past President: Dr. Rajendra Kumar Rongong
   Former Chief of Curriculum Development Centre
   Tribhuvan University, Kathmandu
   Mobile: 9851974715
   Phone: 5522178
   E-mail: rajendra@rong.wlink.com

President for 2010-2012 terms:
   Dr. Kedar Nath Shrestha
   Senior Education Consultant and Teacher Trainer
   Dean- Kathmandu University
   E-mail: kusoed@hotmail.com

1st Vice President: Mrs. Rani G. Kakshapati
   Founder/Director – Shuvatara School
   Phone: 9851058682
   E-mail: gurung.rani@gmail.com

2nd Vice President: Rtn. Amod Adhikari
   Past President Rotary Club of Thapathali
   Advisor to the PM on Technical Affairs
   Singha Durbar
   Mobile: 9851003470
   Ph: 4483868(R)

Secretary: Mr. B.N. Sharma
   Founder/Principal- Children’s Paradise School
   Mobile: 9741194041
   E-mail: cpsgodawari@wlink.com.np

Treasurer: Dr. Roshan Chitrakar
   Freelancer
   Mobile: 9851037009
   Email: roshan@shantimarg.org

Executive Members:
   Dr. Vinod Shrestha
   Advisor Shuvatara School
   Mobile: 9851093722

   Ms. Milan Lopchan
   Vice Principal
   Shuvatara School
   Mobile: 9851083548
Mrs. Kala Devi Bista
Senior Teacher- Shuvatara School
Mobile: 9841789236
Phone: 5526783

Advisor: International Patron
Mrs. Kathleen Maltzahn
Former Principal- Merrivale Independent Primary School, Melbourne
Australia- Fax: 00613- 98597062