



Himalayan Project

En Dansk NGO der yder egnsudviklingsstøtte i Nepal

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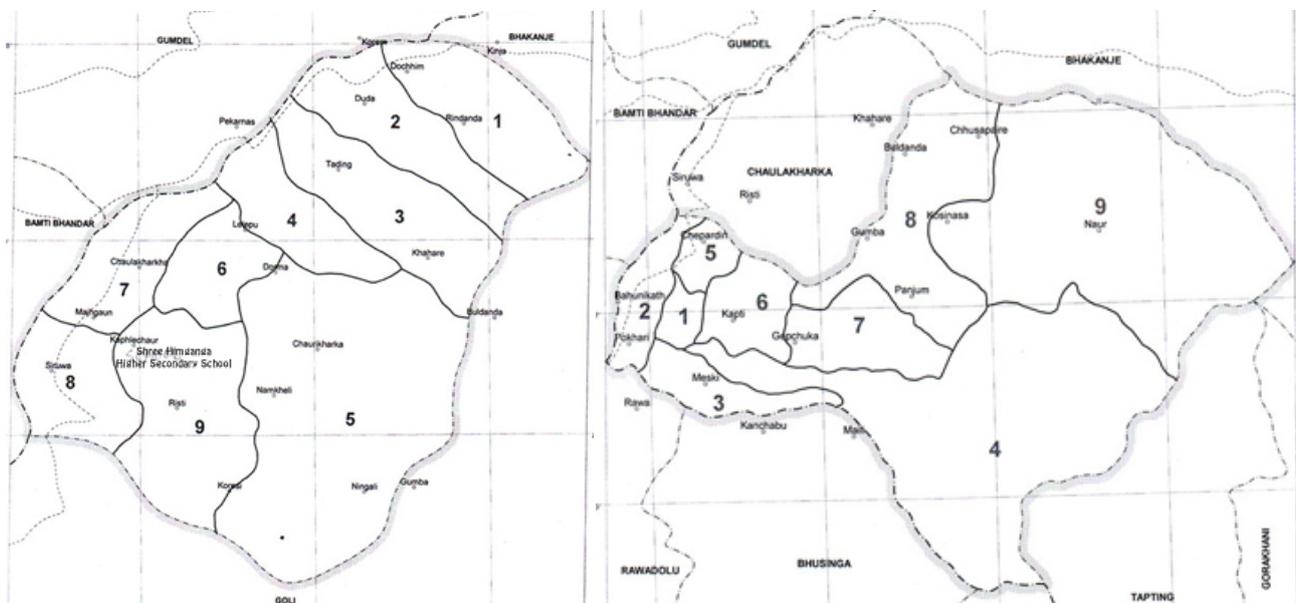
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ANALYSIS on LIST of STUDENTS
at
SHREE HIMGANGA HIGHER SECONDARY SCHOOL
per end of session in Chaitra 2070 (13. April 2014)
by
Kurt Lomborg
in December 2014

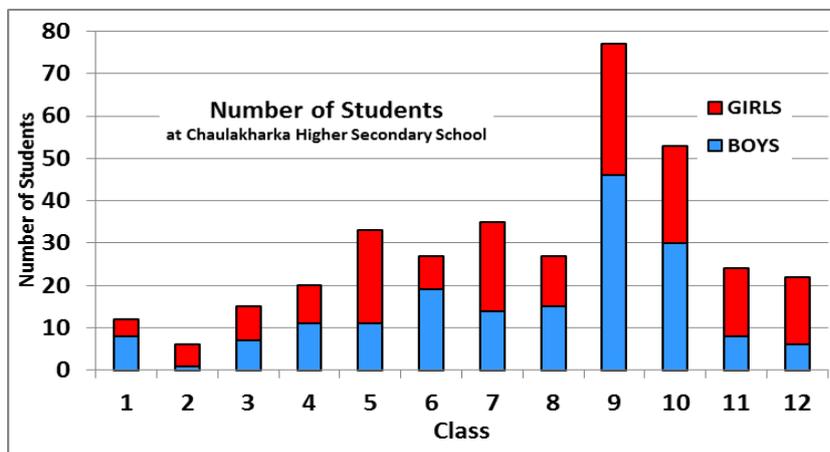
CHAULAKHARKA VDC
ward 9 - Kaphlechaur
SOLUKHUMBU DISTRICT



The analysis is performed as a preparation of a major reconstruction project at Chaulakharka Higher Secondary School in Chaulakharka VDC, Solukhumbu District. The school is generally in a very miserable condition due to several period of mismanagement. Old and worn out buildings which are designed for lowland conditions instead of the temperate conditions around 1.600 moh. The most serious incident happened few years ago when the former headmaster and SMC chairman stole the DEO support to build toilets and a class room building. After that incident DEO has withheld the support except the basic salaries. Therefore the school is in a rather depressed mood which is shown clearly in this analysis. At least we can hope that this is the explanation on the rather depressing results of the analysis.

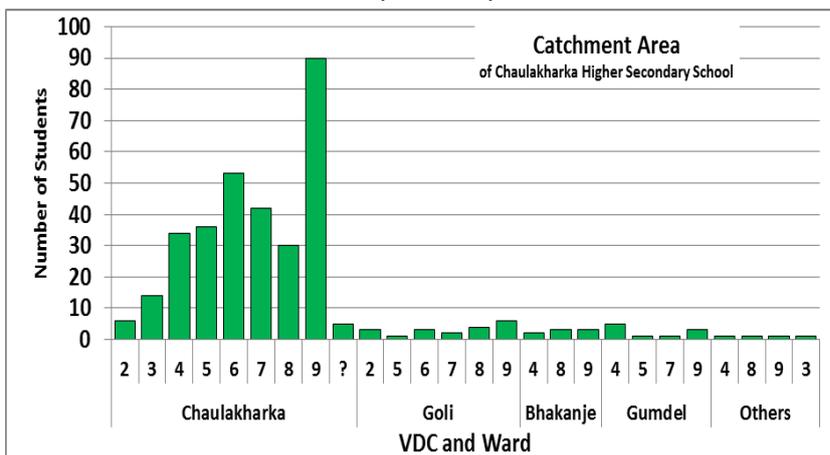
1. Number of students

By end of the school year 2070 (April 2014) **351 students** were active students. Regularly more students enroll by beginning of the school year leaving the school during the session. But in this survey only those students who were signed in for Final Exam is included. 28 students (8%) were anyhow absent on the examination day. It is



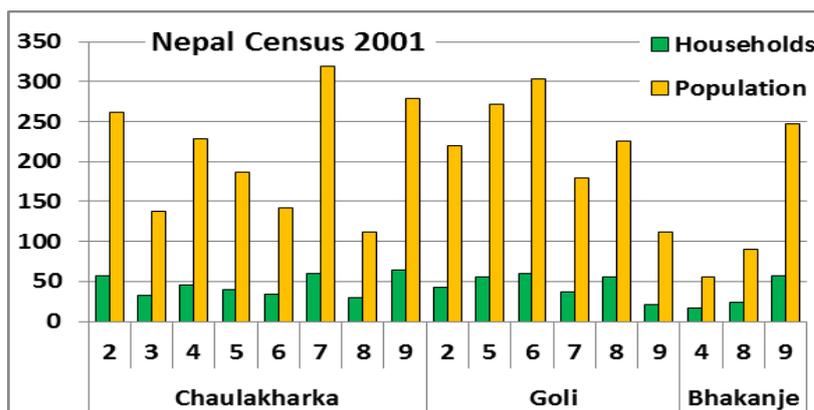
obvious that students of preprimary level (1-3) are coming from nearby the school, while primary level (4-5) are catching the students from a little wider area. The lower secondary level (6-8) is widening the area a little, but it is especially in the secondary level (9-10) that it is clear that students are coming from a much wider area. Interesting that boys are outnumbering the girls in this level, probably because of the longer distances and inconveniences for girls in the ages of puberty. In the higher secondary level (11-12 / intermediary / +2) the number is again decreasing. It could be because the students don't see the point in continuing schooling when results are low, but it could also be because they seek education other more expensive places like district

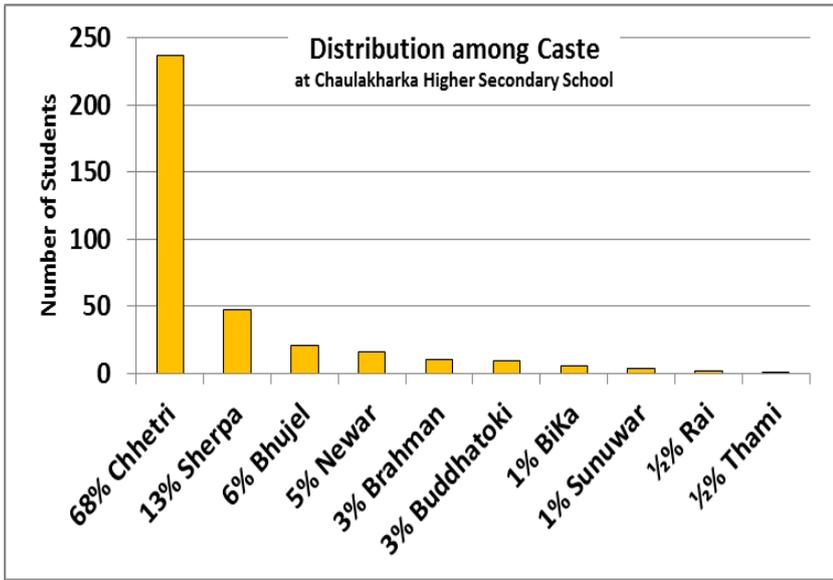
headquarter Salleri or in Kathmandu. The fact that girls are here outnumbering the boys could point in that direction. Families are more inclined to invest in boy's education than girl's leaving the girls back home. But anyhow it seems like students opt out the higher education at Chaulakharka.



2. Catchment Area

The school is the central school of Chaulakharka VDC. In Goli VDC there is no high school, so students from there have to choose the high school in Gorakhani or Chaulakharka. From Kenja in Bhakanje ward 9 the distance for Bhakanje Higher Secondary School (1-10) is almost the same as for Chaulakharka, and to some extent also from





3. Caste distribution

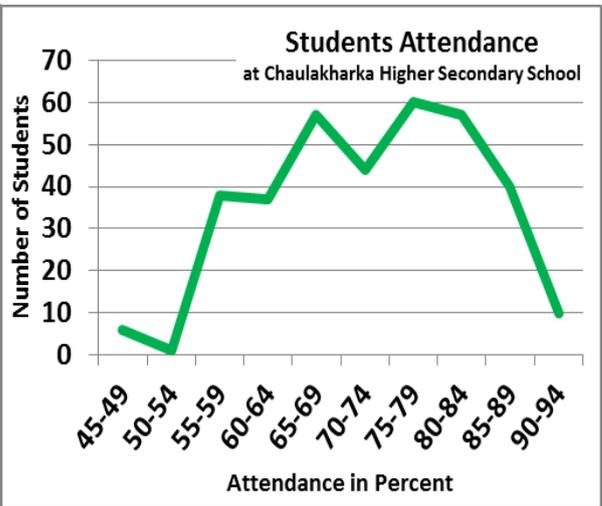
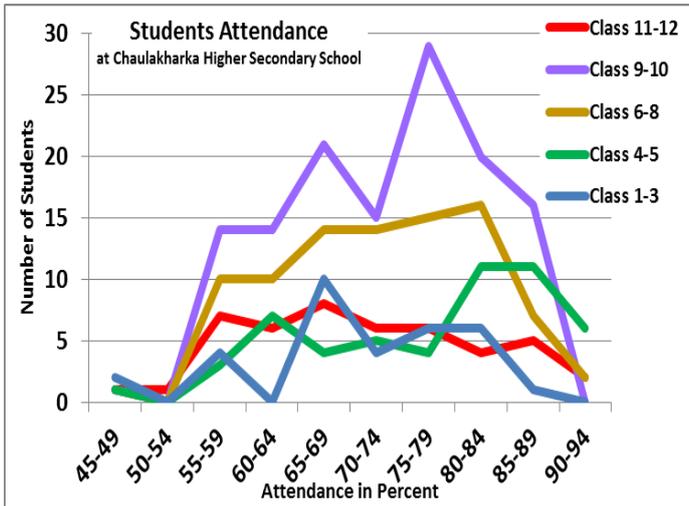
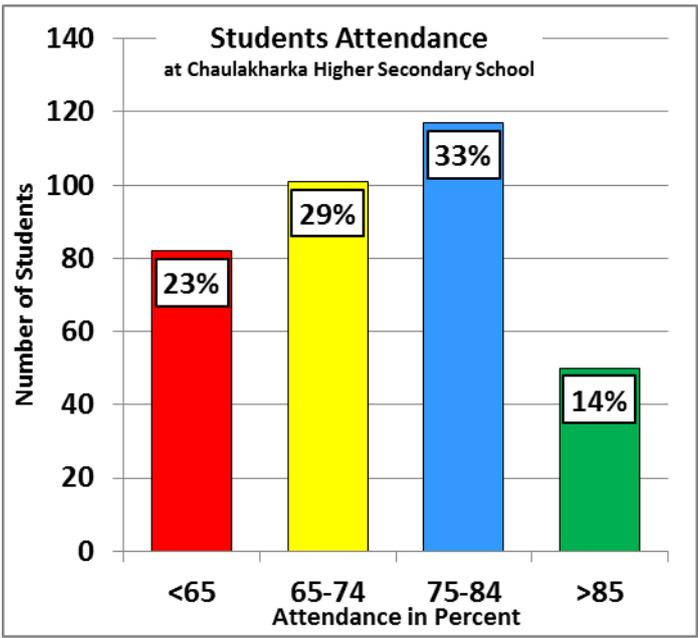
The far dominant caste of Chaulakharka VDC is Chhetri. But also most of the 14% Newari, Bhujel and Buddhatoki are from that VDC. The majority of the Sherpa are from Goli with quite less other castes coming from there. From Gumdel, Kubu Kas Thali, Chuchure and Sunrapani is mostly Chhetris as students from those more distant places are living with family in Chaulakharka. With an upgrade of the school it can be expected

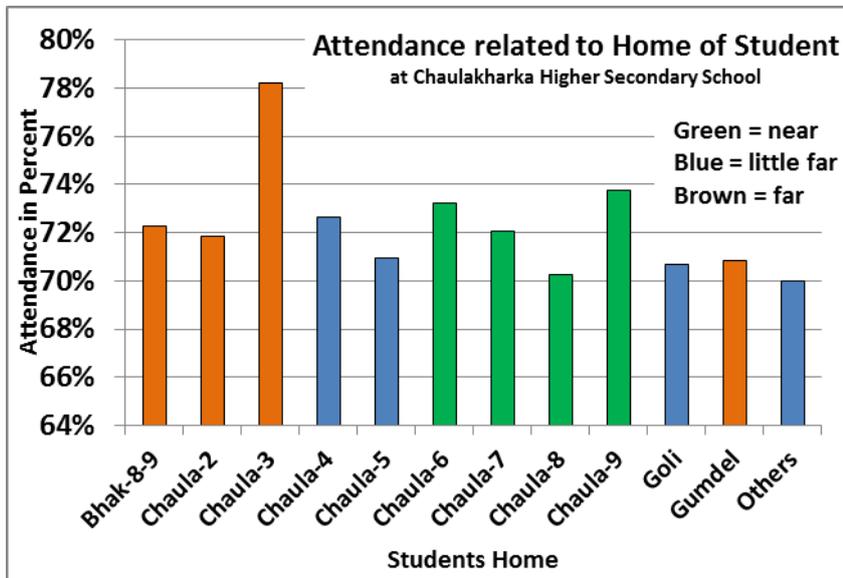
that more students from Goli will seek this school, as well as students from Bhakanje will come here if the higher Secondary level will run with several lines. This will lead to more diversity among castes and especially Sherpa will increase.

4. Student Attendance

The attendance among students is very low. Only half of the students at the school attend more than three out of four school days, and one fourth attend less than two out of three school days. Only one out of seven students attends more than eight out of ten school days. Highest attendance at the school is 93% by a girl from ward 5 and only 10 students attend more than 90%, and 6 students attend less than 50%. This is a general attitude at the school and not specifically related to levels. Only in class 11-12 the tendency is towards the worse and in 9-10 it isn't much towards the better. That is remarkable as the students in those levels are close to their School Leaving Certificate (SLC). Only in class 4-5 the attendance is higher.

The chhetris of Chaulakharka are hardworking farmers with their fields spread over a wide range. They are





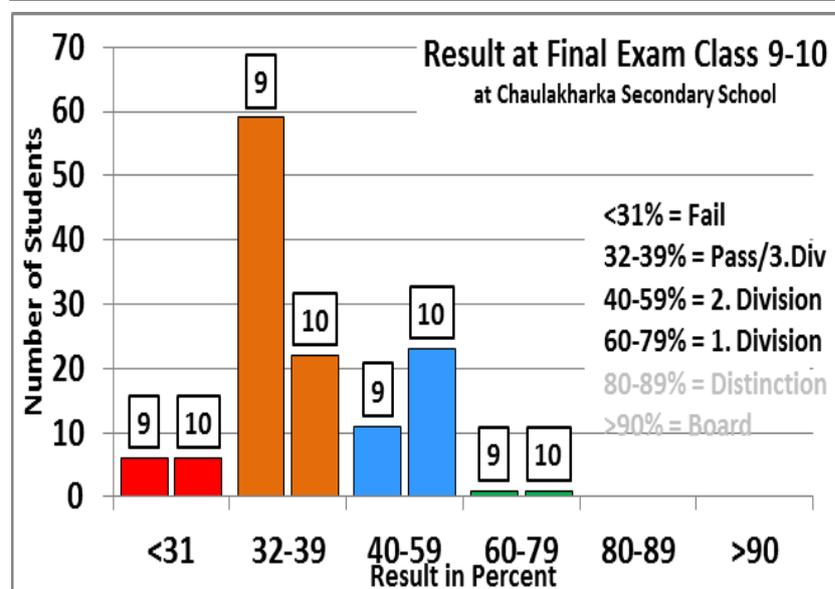
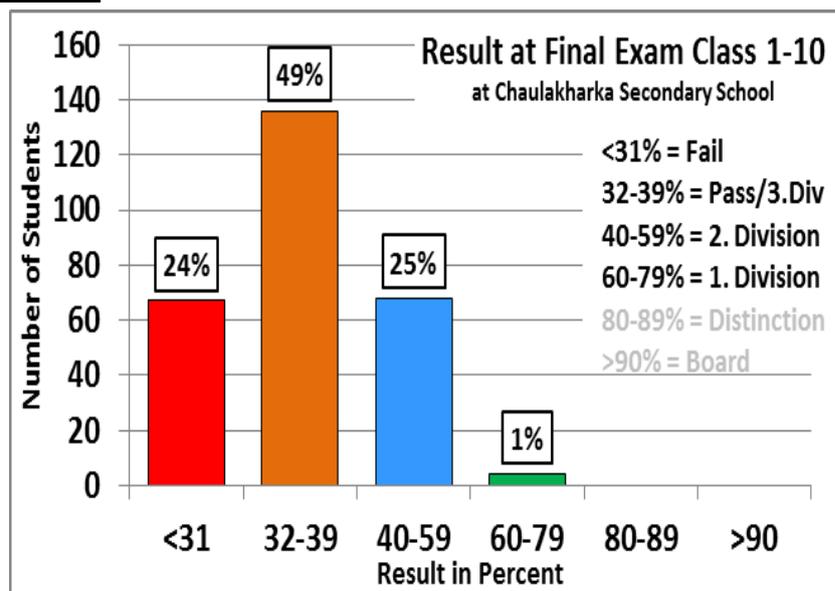
regularly demanding their children to stay home to help in the field work. It creates a cumulative effect when the learning process at the school is low, then no reason to let the children avoid the work, which again leads to a sense that school isn't important and leads to less results. And it can probably explain the pattern that 4-5 class students are strong enough to go to school but not of the highest value in the work, and that the elder

students are in higher demand in the fields. That the work at home is the major factor of lack of attendance is indicated by the lack of difference between the attendance of students having long way to walk and those living nearby. Students from Bhakanje for instance have 1½ to 2 hours walk. The slightly higher attendance of Chaulakharka ward 3 is probably due to six girls in the class 5 who probably have a group feeling to go to school.

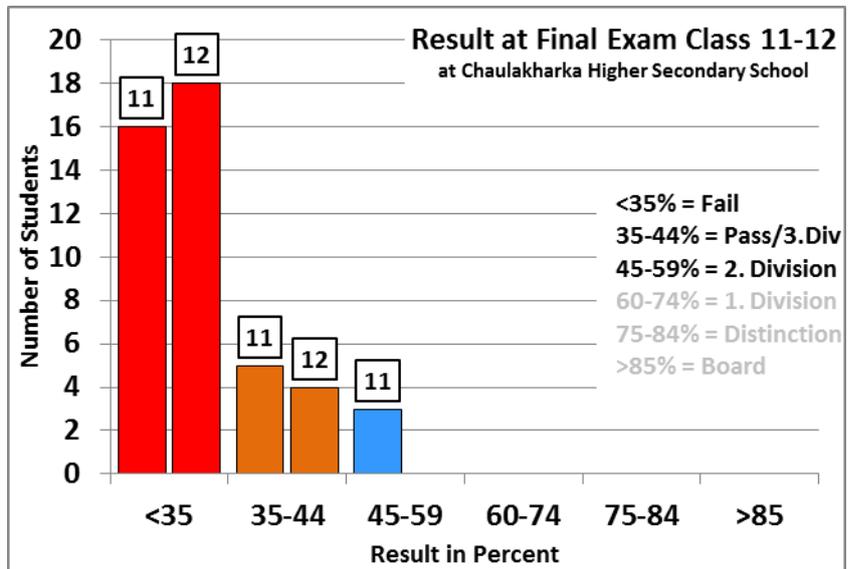
5. Results at Final Examination April 2014

Also quite a depressing result. In the primary and secondary level one out of four students failed at the final examination, while half of students only could display a pass or third division. Such results make it almost meaningless to waste time going to school for three out of four students. Only 1½% (4 out of 275) was capable to present a first division and none were higher than 61%.

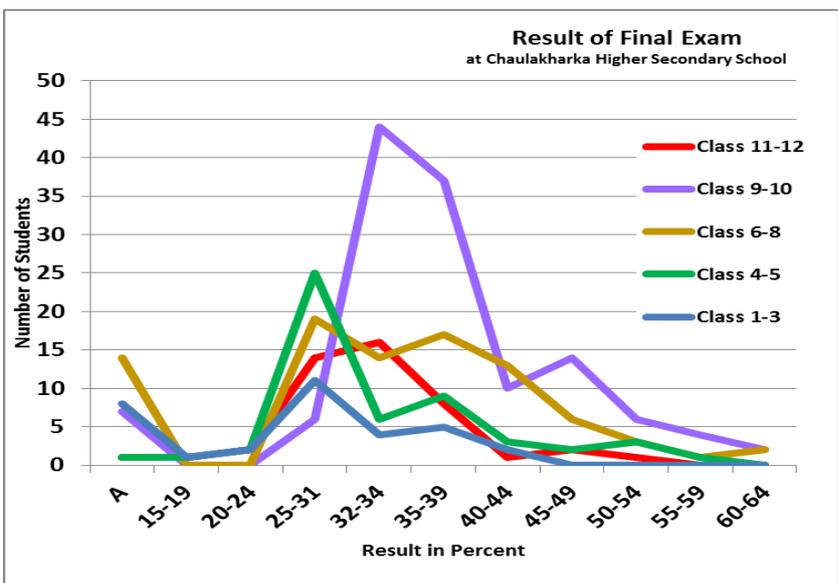
In the graduating classes they seem to make some effort. At least only 8% in class 11 are failing and 12% in class 12. But in class 11 three out of four (77%) are having third division which is equal to quite a low level of knowledge. This has improved in class 10 where 44% obtained second division. But only 1-2% could show off with a first position. It should not be a comfort for the self-esteem that several other schools in Solukhumbu can't show off with better results. It must be possible to produce better results.



The results are no better when it comes to the higher secondary classes. Here the demands are a little more tough than in secondary level, but anyhow in class 11 two out of three (67%) failed and in class 12 it was even four out of five (82%). While 3 (13%) in class 11 could show off with a second division not even one could in class 12. There can be only two explanations to this poor result. The educational level isn't good

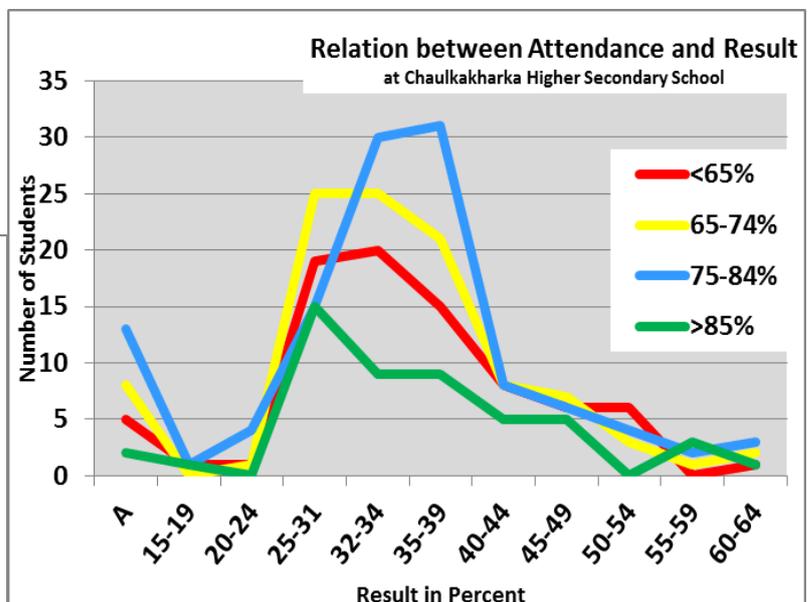
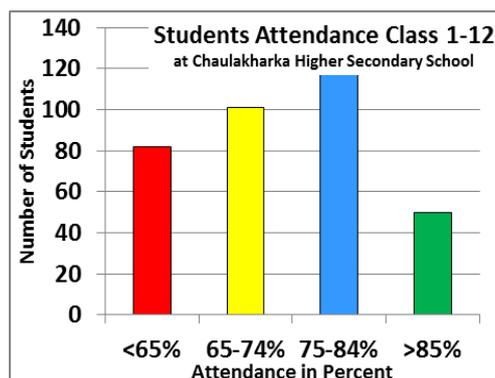


enough or the interest and perception of the students isn't good enough. In last chapter it was shown that students of class 4-5 were attending more than others. In the results the students of class 6-8 are relatively better. Maybe this could suggest that efforts given in lower classes will show off later. And the poor result among elder students could be due to more work at home. But the differences among groups are too meager to give basis for secure conclusions.

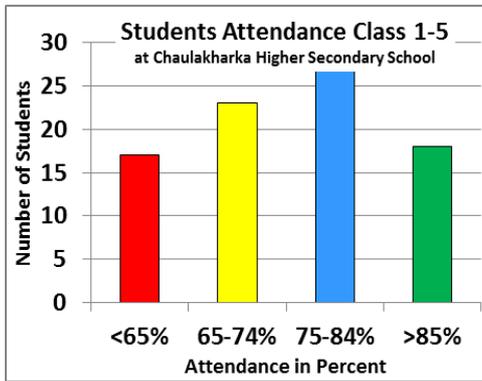


6. The relation between Attendance and Results

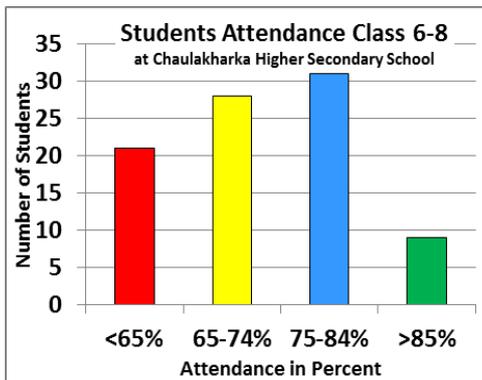
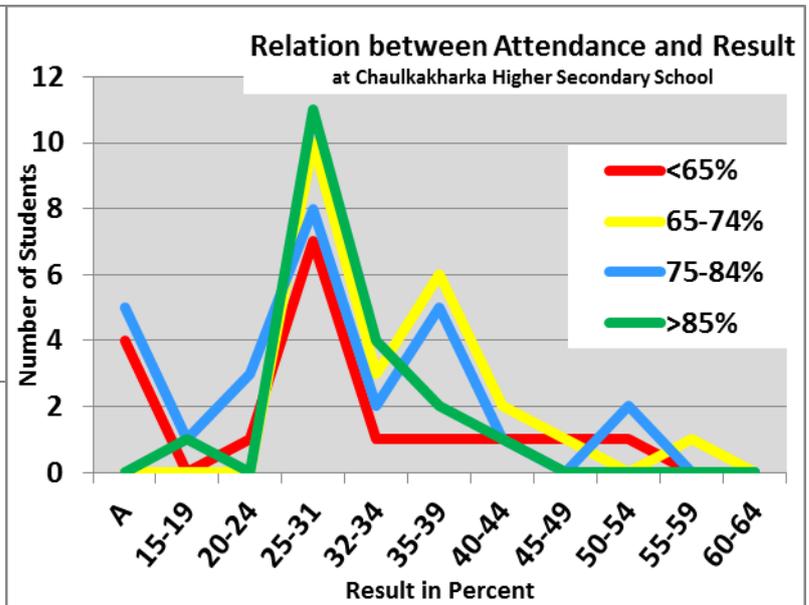
It should be expected that those students who are attending the most should obtain the best results, but that is absolutely not the case. All four curves in the diagram here below, showing all the students at the school, all have same course. Even those 31 students who were absent at the exam could be expected to be among the most absent, but that isn't the case. It therefore seems like the knowledge of the students are not coming from the teachings and attending the lessons. So the explanation on the poor results seems to derive rather from poor education rather than attending



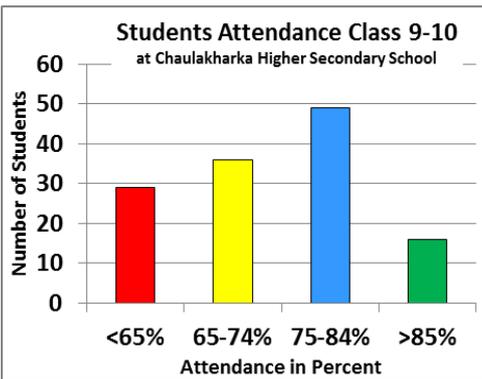
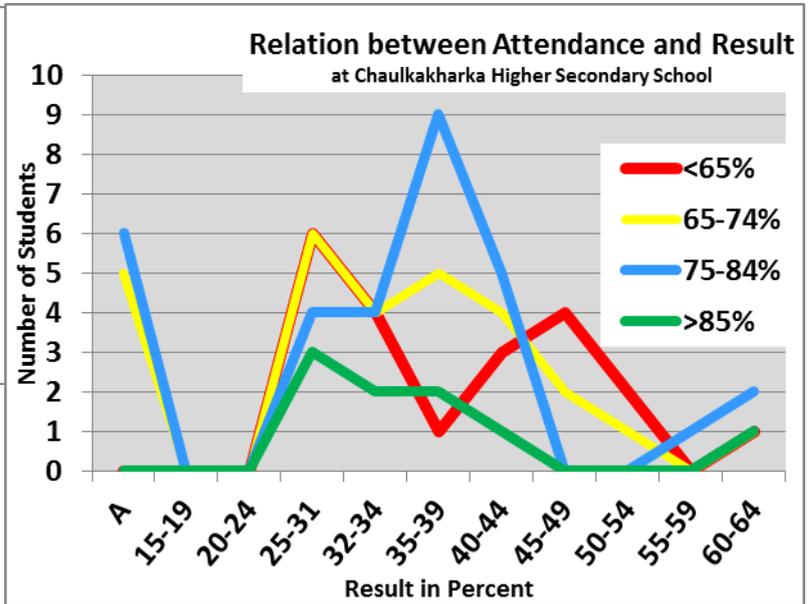
the education.



In the lower classes even the most attending show the poorest results. Some of the students with lowest attendance even show high end results.

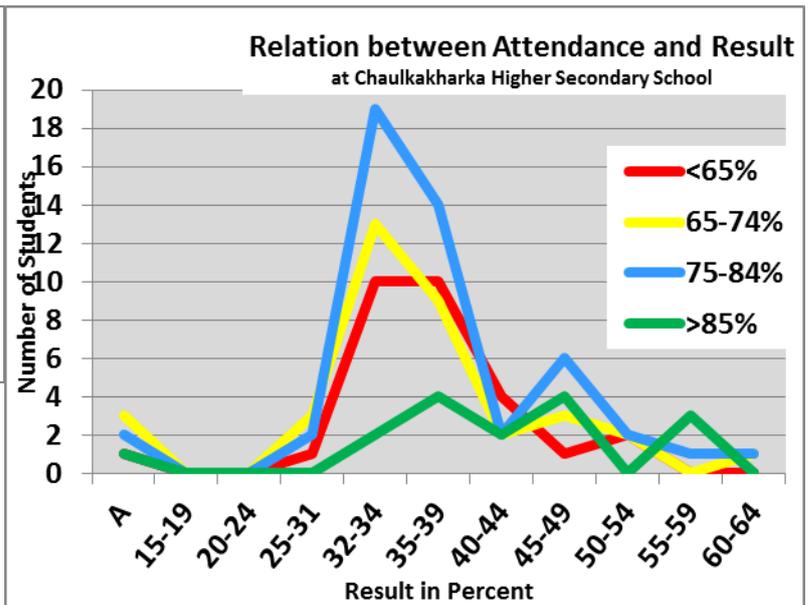


And it is even clearer in the lower secondary level, poorest attending having highest result.

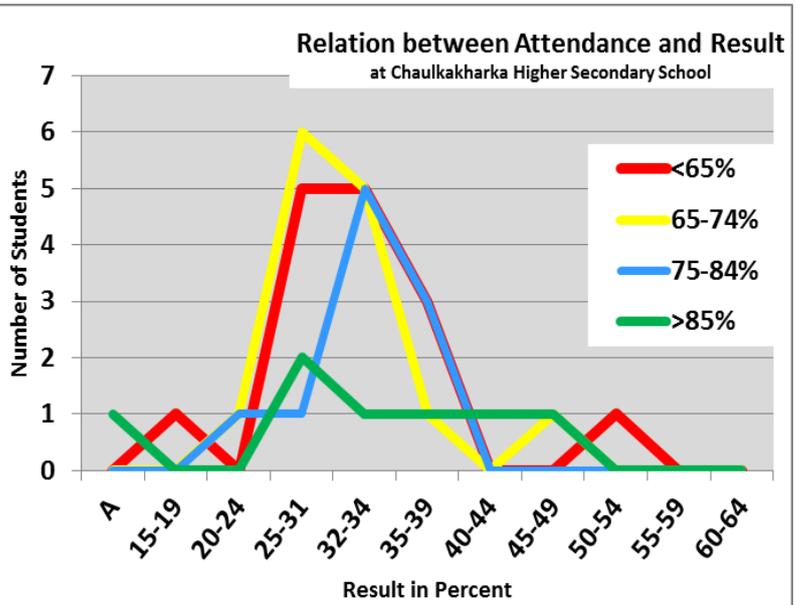
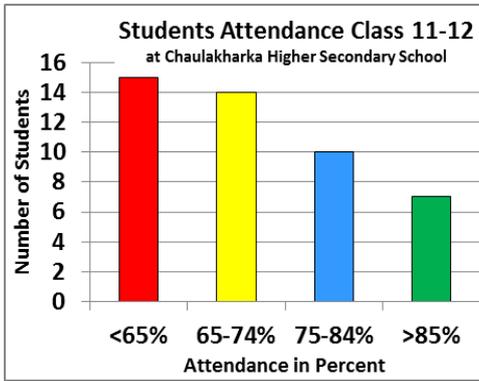


In the SLC graduating classes it seems like attending is giving some benefit to those attending the most, but still some less attending are doing quite well.

And same again in the Higher level where the benefit of attending a lot is quite meager.



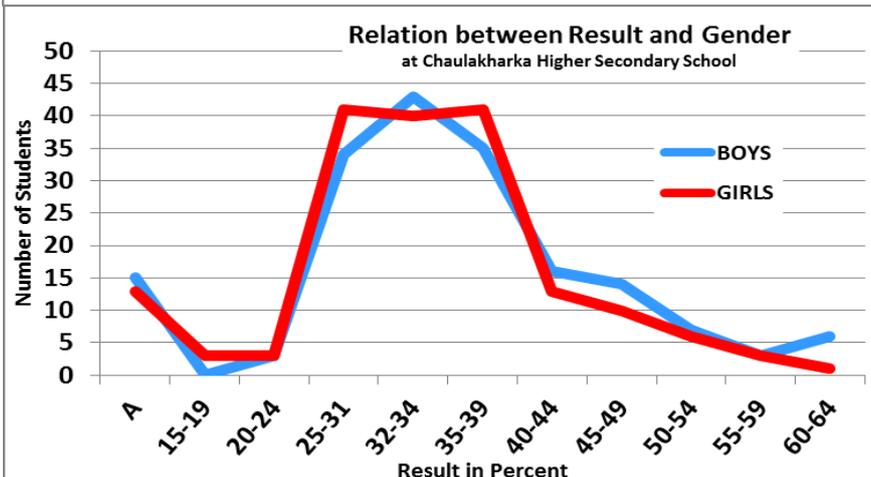
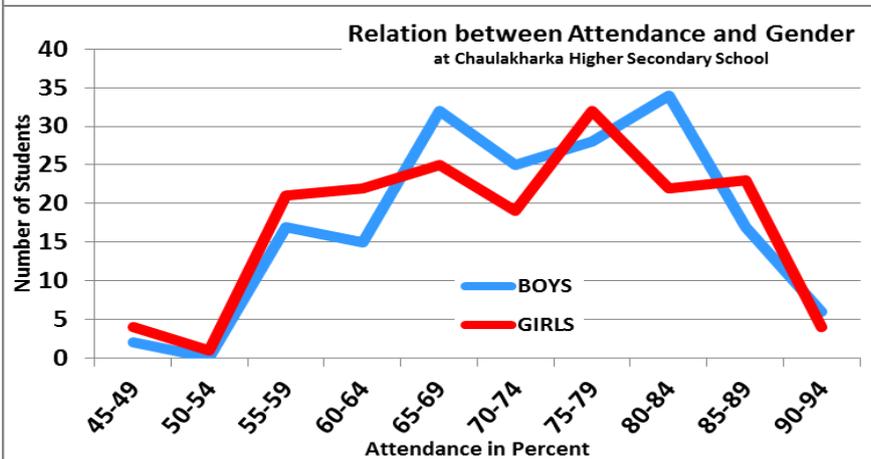
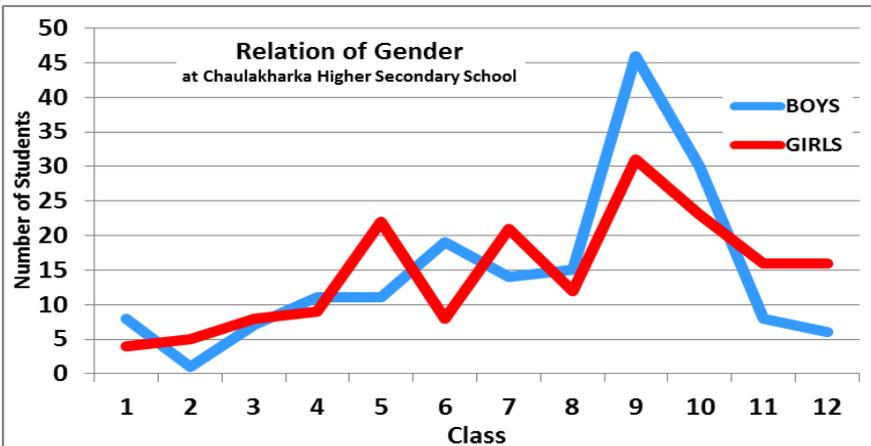
We have to believe in, that a complete restoration of the school will lead to better education and a higher level of commitment among the students and teachers. It could be interesting performing a more profound survey among the students and teachers to give a better understanding of the



quality of education and attitude among teachers and students. Of course an upgrade of the physical structure of the school will produce a higher level of satisfaction and self-esteem. But will it be enough?

7. Relations around Gender

As mentioned above the number of boys and girls are equal up to the lower secondary level, while the number of girls decreases in class 9 and above. We have experienced this pattern before in schools which have too poor sanitary facilities. And in this school that lacking is dramatic with only one simple toilet to 351 students and one toilet more locked down for the few teachers. Some girls don't drink water from evening to next day after school to avoid using the toilet. Therefore building sufficient and proper sanitary complexes with special emphasis on the girls is a crucial part of the reconstruction process. That the number of boys also decreases in class 11 and 12 is probably due to their search of better opportunities in schools with a better educational reputation. But in the relation between Gender and Attendance and Results there are no justifiable differences.



8. Conclusion

Chaulakharka Higher Secondary School needs dramatic action in all aspects. A comparison with Shree Chandra Jyoti Secondary School in Bakanje VDC show that Chaulakharka is far behind. The School in Bakanje was also far behind some 10 years ago, but a thoroughly renovation of the school, support with educational materials and now also a School Empowerment Program (SEP) is focusing on educational improvements has increased the standard of the school. The same should be possible in Chaulakharka. But it can be recommended to make further survey on the issue in Chaulakharka. It could be a survey similar to the Baseline Survey which we performed in Bakanje in autumn 2014. Or it could be monitoring by a professional Teacher Trainer like we did in

Bakanje. Or a questionnaire could be prepared, which could open up for an understanding of why the situation is so backward in Chaulakharka. But on the other hand we could also just start doing something because the school anyhow is in dramatic need of everything.

First of all the facilities of class 11-12 with several lines of technical and theoretical education shall be established, but simultaneously the sanitary complexes shall be build. After that the rest of the classroom buildings shall be renovated or reconstructed supplemented with building for science, library and computer. And finally an Office Complex shall complete the school.

And then we should see to that the school afterwards is empowered by educational initiatives.

19. December 2014

Kurt Lomborg

Manager of Himalayan Project

