

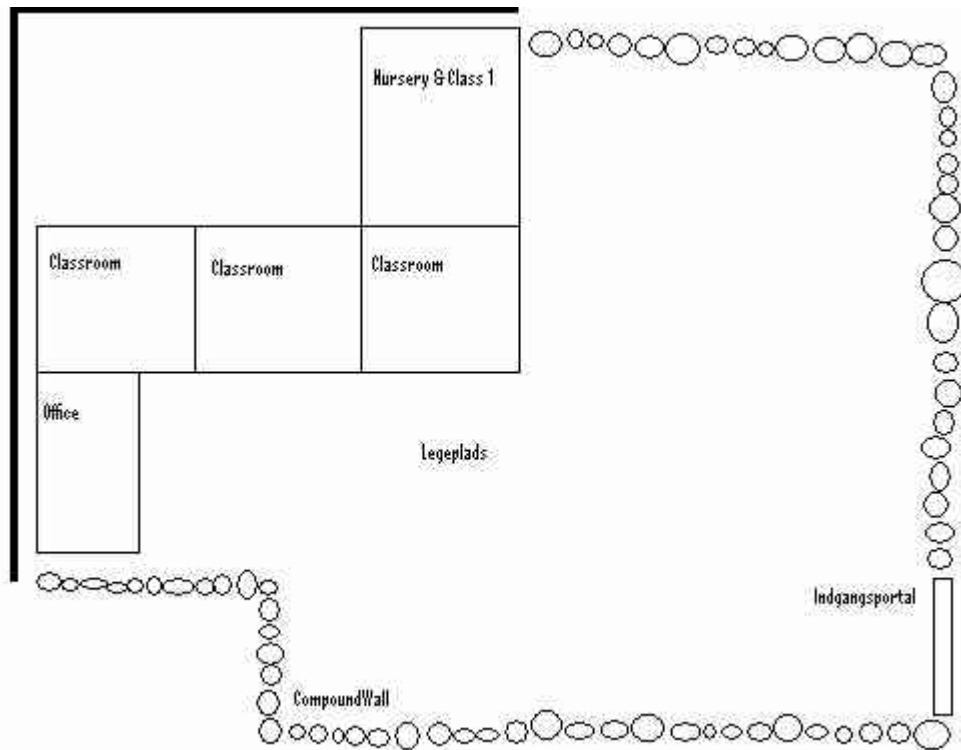
0.0 Data:

0.1. Name:

Chimbu Primary School.

Bakanje 8

0.2. Drawing:



Not in scale

0.3. Participants:

Two interviews, the first with Jangbu Sherpa the next with Bimsen Basnet.

1.0 School:

1.1. School History:

1.2. Buildings:

Status

The newly build nursery classroom is nearly finished. So far there is a new roof, a rock floor and glass windows, which all seem to be functioning. In time there will be a wooden ceiling to isolate from noise and cold weather. The blackboard and the furniture are still missing at the present.

1.3. Organization:

Parents Committee: Entirely new, started in June/July 2007/2064.

1.4. School Fee:

None

1.5 Uniform:

All students must wear uniform. The uniforms are sewn by the Chimbu Womens Club so the uniform rules provide an income to the women. The parents pay the uniform.

1.6. Scholarship:

Approximately seven students receive a yearly scholarship from the government of 250 Rs. Private donors provide 5000 NRS in yearly scholarships to a large number of students through Himalayan Project.

1.7. Library:

1.8. Teaching Materials:

2.0 Teachers:

2.1. Teachers Data:

<i>Headmaster</i>		
Bhimsen Basnet		
<i>Payed by</i>	Government payed + 400 Rs/month from Danish Rotary	6248 Rs + 200 Rs ¹ /month + 400 Rs/month
<i>Education</i>		
<i>Subjects</i>		
<i>Extra Courses</i>		
<i>Hired Since</i>	2001	
<i>Experience</i>	3-4 years at Bakanje. 6 years at Chimbu	
<i>Extras</i>		

Jangbu Sherpa		
<i>Payed by</i>	Payed by Himalayan Project	6848 Rs/month
<i>Education</i>		
<i>Subjects</i>		
<i>Extra Courses</i>	A HT course 6 years ago in general teaching methods. Good but too short.	
<i>Hired Since</i>	2001	
<i>Experience</i>	5 years at Bakanje. 6 years at Chimbu	
<i>Extras</i>	Receives a larger salary than a normal teacher, because he is doing accounting for the school.	

Ngima Sherpa		
<i>Payed by</i>	?	6332 Rs/month
<i>Education</i>		
<i>Subjects</i>		
<i>Extra Courses</i>	A 6 days course in teaching methods provided by READ (Rural Education and Development) in 2006.	
<i>Hired Since</i>		
<i>Experience</i>		
<i>Extras</i>		

Pasi Sherpa		
<i>Payed by</i>	DEO (1000Rs as the rate of a nursery class teacher), VDC Bakanje 1923Rs and Danish Rotary/Himalayan Project 1177Rs	4100 Rs/month
<i>Education</i>		
<i>Subjects</i>		
<i>Extra Courses</i>		
<i>Hired Since</i>		
<i>Experience</i>		

¹ Headmaster salary

<i>Extras</i>	The salary support from VDC is insecure, but Rotary/HP will add an extra 1923 NRS to their support, if the VDC support is withdrawn. Pasi is hired to teach in 1. class and nursery, but is teaching class 1. and 2. at the moment due to lack of a combined 1. class and nursery classroom (under construction, see above). She might, however, continue to teach in class 2 as well after the construction.
---------------	---

The teachers from Chimbu are not asked to attend the HT courses due to an invitation list from HT that is older than Chimbu School. The teachers have not, to our knowledge, tried to alter the mistake.

2.2. Teachers Comments:

Jangbu prefers smaller classes as this allows more time for talk.

Cooperation:

From time to time the teachers discuss the curricula and how to solve different problems. If a new teacher is having trouble with the curricula the rest will help him understand and tell him how to teach it to the students. The lunchbreak is also used for talk about teaching and school amongst other subjects.

2.3. Multiclass:

Multiclassing is considered a great teaching problem. Nursery and class 1 are taught in the same room by the same teacher. The same goes for class 2 and 3. The method that they use to solve the difficulty is to teach one class at a time while the other class is given exercises. However the students tend to interfere with one another across the classes thereby interrupting the teaching. Therefore Jangbu perceives a need for an extra teacher.

Multiclassing is difficult to teach, but fairly easy to prepare for. Bhimsen thinks that 6 teachers would be ideal, one for administration and five for teaching (0+1 only requires one). Class 4 and 5, which are taught separately, are on the other hand easy to teach but difficult to prepare for as their material is larger and harder.

Moreover there is a vast age-difference because some children begin in school at the age of 4 while others wait till they are 10. This creates non-specified problems in class.

3.0 Students:

3.1. Students Data:

2007	Girls	Boys	Total
Class 1 + Nursery	10	12	22
Class 2	5	5	10
Class 3	6	5	11
Class 4	3	2	5
Class 5	2	3	5
Total	26	27	53

3.2 Disciplin/interest in school:

The students are concentrated most of the time, but some are losing concentration. The teachers try to motivate the children through positive remarks, comments and thanks when they have been skillful and have worked hard.

Bhimsen believes that the children prefer play to school, but what can you do? Teaching is necessary, but the children lack some mental preparation for it. He would like to have more interested students and seems slightly dissatisfied with their motivation and engagement.

Concerning discipline the students do well. The disciplined students even try to help the less disciplined to become more disciplined as they are aware of the need of discipline in society.

In general Jangbu is satisfied with the discipline of the students.

3.3 Regular attendance:

3.4 Does all the children of the area attend school?

3.5 Energy Level:

The energy-level is the same throughout the day. Only a few students bring a lunch-pack as they live close to school which allows them a large brunch at 9. Some of them return to home in the large break to have a cup of tea, but most stay and play. Jangbu do not think that the lack of food during the lunch-break is a problem. The students do get a little bit tired and lack energy at the end of the day, but this, he believes, is due to too much activity in the break.

3.6 Lunch:

About 25 % take lunch in the lunchbreak, especially the ones who did not have breakfast. The rest play.

3.7 Homework:

3.7.1 Amount of homework and percentage of the students doing it

The amount of homework should, according to the HT teaching methods course, vary from day to day. This rule is applied at Chimbu School, but the average is 1-2 hours a day, the elder students being at the top of the spectre. At times all of the students do their homework. At other times only 50 %. This is of course a problem and the reasons for the undone homework are stated as lack of time because of housework and lack of skill in cases where students only answer 1-2 out of 5 questions. The main reasons are the following:

- The homework is simply too difficult for some of the students. Moreover with an estimated 99 % illiteracy among the parents, they are not able to help, even if they want to.
- The parents are not supportive and are indifferent towards their childrens homework.
- The parents prioritize farm-work over homework.
- The parents are poor wherefore the first priority must be food on the table. They might understand that school is important, but they have a hard time understanding that homework might be equally important.

According to Bhimsen, most parents think that school is important, but they do not understand why it is important and what schools are good for. Moreover they tend to think that the teacher is the sole responsible person for their childrens learning, wherefore school should be restricted to school and kept out of home.

According to Jangbu only 10 % of the students actually make their homework. This, he believes, is due to the low educations level of the parents.

The homework is corrected in class while the students are doing other exercises.

3.7.2 Amount of household and farm work for the students

most students work at home.

3.7.3 Estimated influence on household work on homework

Work at home, before and after school, is considered a great problem to the missing homework ó the solution could be meetings between the three parts involved: Teachers, parents, and students (see section 4.0). We ask whether a homework café, where the children can do the homework at school, could be a solution, but Jangbu thinks not, as the parents will want their children home right after school.

4.0 Parents:

4.1 literacy level

In general a lack of education among the parents.

4.2 interest in and understanding of the importance of school

Bhimsen feels that the parents in general thinks that education and teaching should take place in the class room, and that anything outside the room such as dancing, physical education and an excursion are irrelevant.

The parents do understand the function and meaning of school, Bhimsen believes. It is a developing understanding that takes a long time before it is fully grown, because the parents do not have any relevant experience or concepts to understand it with. This situation results in a lack of understanding and thereby lack of constructive criticism of the teachers or the school. According to Bhimsen the

teachers know how to teach in a good and modern way, but because of the parents lack of understanding, they are forced to continue with old teaching forms.

Bhimben views the school as consisting of 3 pillars: Teachers, students and parents. The problem is, that one of the pillars, the parents, believe that all teaching and knowledge input should take place in school. The parents must be made aware that they are one of the pillars, and start taking responsibilities.

4.3 amount of parent support for the school

4.4 activity among the parents, fx in the School Management Committee (SMC)

4.5 any special arrangements for the parents at school

So far no special activities or arrangements have been made to create parent support of the school. This is despite, that there is agreement that there is a problem with the parents engagement in the school. Only 80 % of the students are regular attendants. There has been a meeting to discuss the problem and how to solve it. It has been decided that all the parents must be called upon and be told that they must send their children to school and why it is so important. Here an agreement will be made to introduce forced buy of the Womens Clubs school uniforms. Moreover there will be a promotion of their school sweaters. Normally the parents association will handle this alone and then give the parents an orientation. This time, however, all the parents must be attending, so this might be the beginning of a greater connection and cooperation between the parents and the school.

Chimbu School wants a greater cooperation between the teachers, parents and students.

The believe that meetings are the key to this cooperation and greater engagement from parents side as understanding of the schools function is considered the main reason for the lack of engagement. They guess that allmost a hundred percent of the parents have not any school education of their own. This is a problem while many of the uneducated parents do not care about their childrens homework and expect them to help with farming and housework instead of concentrating on school.

We advice them to engage the parents through a variety of activities at the school. They seem open towards our proposal, but not very interested.

5.0 Wishes:

Parents must be improved in their way of thinking.

A larger playground is wanted.

So are computers and study materials like charts.

And finally more teachers in other to cope with the problems caused by multiclassses, i.e. 2 classes sharing one teacher thereby halfening the teaching time.

What is good:

In general the teachers provide good teaching. Sometimes there are minor problems, but on an overall view it is good and the teachers have discussions on how to improve to an even higher level. Moreover there is a good cooperation, good ideas and a high activity-level.

6.0 Schoolexcursion

In order to prepare for the school excursion the students practiced dancing, poems and how to write a diary as well as talked about discipline. They practiced 3-4 times in a two week practice period. In general he is satisfied with the excursion. But he believes it would be an improvement to travel with children at the same age instead of primary and lower secondary students together which at times can be hard. The evaluation of diaries is hard to make across the classes, because of the difference in skill. However it did not seem to him as if the students viewed it as a problem.

Concerning the students perception (**Indlæring (slå op)**) on the excursion he believes that the excursion has changed the students mentally on a longterm basis that they still are about to discover. Moreover the excursion has the potential to grow better each year with the relevant adjustments after the evaluation.

If he has the time he would like to participate again next year.

In terms of improvement he views the following possibilities for next years excursion. It should be held in the school period instead of in the middle of Dashain.

A little too many students although the appropriate number that he mentions is equivalent to the actual number on the excursion.

Same class-level is best.

Physical strength is necessary, i.e. the children must not be too young we take it to mean.

There were problems with both some of the teachers and some of the volunteers. Next time it is important to choose the most skillfull teachers and volunteers.

More volunteers would be good and a runner is an absolute necessity in terms of communication. He really do not consider himself capable of given an evaluation as this is his first excursion, so this is all.