

0.0 Data:

0.1. Name:

Chirinkharka Primary School.

Bakanje 2

0.2. Drawing:

0.3. Participants:

Nima Chewang Sherpa, headmaster

A teacher.

Members of the school committee.

A citizen from Chirinkharka who stopped by to see what was going on.

1.0 School:

1.1. School History:

The school was built and financed by the parents committee (PC) in 1978/2035 and was accepted as a primary school right away with government payed teacher salaries. The PC financed the teachers salary for four years prior of the building of the school. The children were taught in a privat house at a pre-primary level without books, note-books but with a cartboard (Mener du blacboard???).

BILLEDE

In 1988/2045 the school was totally damaged by an earthquake. The following 3 years class 3 were taugt in the office and the small children in the school yard.

BILLEDE

In 1991/2048 the government financed a part of the building which stands to this day.

From 1991/2048 untill 1998/2056 the building had only two classrooms (see drawing below).

BILLEDE

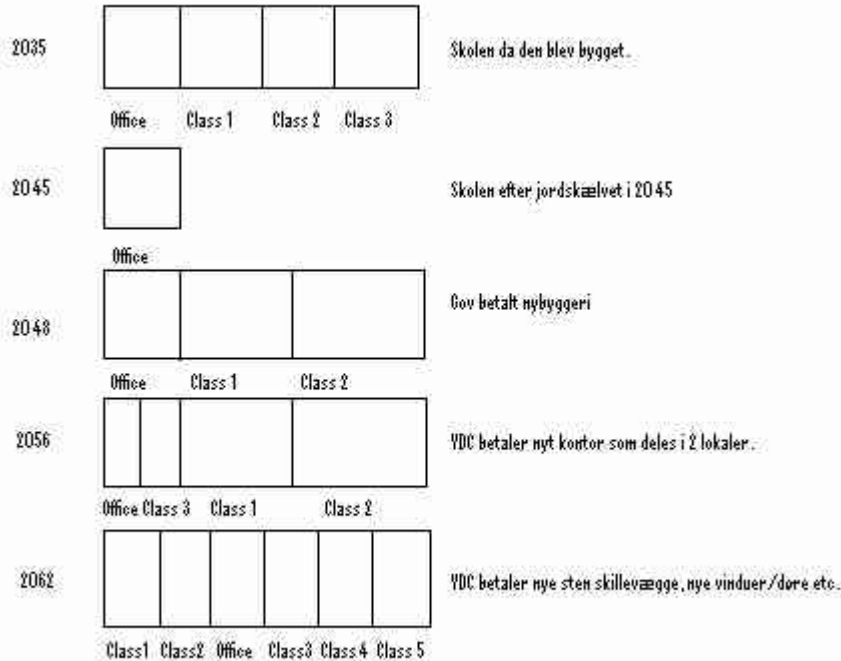
In 1998/2056 VDC payed a wall so that the office was parted in two, office and class 3.

BILLEDE

In 2005/2062 VDC payed for new stonewalls to divide the existing two large classrooms in to four.

This resulted in a total of five class rooms and an office. The VDC also payed for glass-windows and new doors.

BILLEDE



The schoolfurniture were paid for by donations to the SMC during the Tiha festival in 2057. The office furniture were payed for by a part of the money the school received from DEO to students books in 2062. The school has received no help from NGO's or INGO's.

1.2. Buildings:

Himalayan Project will provide a new and advanced toilet.

The watersupply is broken, but no solution has been found.

The school have an application for a new school building to a value of 8 lakh at DEO, HP will provide 2 of them. If DEO does not accept, HP will provide all of it. According to the school the building will consist of two new classrooms and it will be used for either storeroom and nursery or for an extension of the school to lower secondary school. According to our informations from Kurt Lomborg, however, the new building will replace parts of the old.

The reason for the wish for expansion is that there is a long way to the nearest lower secondary school (in Sagar Bakanje, 2 hours walk) and in spring there are many snakes. Our comment: The student number may be a little small for lower secondary school.

1.3. Organization:

School Management Commitee:

8 members in total. Consist of 2 teachers and 6 parents. The Chairman is always a parent. The SMC has a boardmeeting 6 times a year.

Parents Teacher Association:

13 members in total. Consist of t2 parents and one teacher. The Chairman is a parent. The PTA has a boardmeeting 1 times a year.

1.4. School Fee:

None.

1.5 Uniform:

None.

1.6. Scholarship:

Scholar: The three 3 Dallit students received a scholarship. In 2006/2063 the girls were also rewarded with a 250 NRS scholarship from the government. This is mostly given to remote areas.

1.7. Library:

1.8. Teaching Materials:

Nepali	textbook, teacher guide book, grammarbook, large homemade chart with the alphabet. Alphabet poster.
Math	textbook, charts, natur materials and some of the students have mesuring instruments for math.
English	textbook, teacher guide book and alphabet poster.

2.0 Teachers:

2.1. Teachers Data:

Headmaster		
Nima Chewang		
<i>Payed by</i>	?	6200 Rs + 200 Rs ¹ /month
<i>Education</i>	SLC, teacher-certificate.	
<i>Subjects</i>	Math and Science	
<i>Extra Courses</i>		
<i>Hired Since</i>	1996	
<i>Experience</i>		
<i>Extras</i>		

Kumar Raweit		
<i>Payed by</i>	?	6200 Rs/month
<i>Education</i>	I.ed., teacher-certificate	
<i>Subjects</i>	Nepali and Social Science	
<i>Extra Courses</i>		
<i>Hired Since</i>	2005	
<i>Experience</i>		
<i>Extras</i>		

Ang Dolma Sherpa		
<i>Payed by</i>	?	6200 Rs/month
<i>Education</i>	SLC, teacher-certificate	
<i>Subjects</i>	½ a year in Goli	
<i>Extra Courses</i>	Is currently following a 10 months DEO course in general teaching methods divided into 3 periods	
<i>Hired Since</i>	1996	
<i>Experience</i>	½ a year in Goli	
<i>Extras</i>		

2.2. Teachers Comments:

Courses

Both the headmaster and Ang Doma would like to have further teaching cources. Ang Doma has been satisfied with hers.

Cooperation

¹ Headmaster salary

They teachers discuss the curriculum if it is difficult. And they interact with one another if any problems occur. They are satisfied and believe they have good and sufficient cooperation among one another.

Succeses

They have not experienced negative responses from either students or parents. Therefore they feel successful.

2.3. Multiclass:

3 teachers for 6 classes.

1 teacher teaches in class 0-1 in the same room. A second teacher teaches class 2 and 3 in separate rooms. The third does the same in class 4 and 5. The teachers rotate between the classes during the day. When a class is left alone it is left with some work. The teachers believe the discipline and work to be good even without a teacher present.

3.0 Students:

3.1. Students Data:

2007	Girls	Boys	Total
Class 1	7	14	21
Class 2	4	3	7
Class 3	0	8	8
Class 4	2	1	3
Class 5	2	0	2
Total	15	26	41

2006	Girls	Boys	Total
1	6	11	17
2	0	8	8
3	2	1	3
4	3	0	3
5	1	2	3
T	12	22	34

2005	Girls	Boys	Total
1	3	9	12
2	4	3	7
3	3	0	3
4	3	2	5
5	1	3	4
Total	14	17	31

2004	Girls	Boys	Total
1	4	8	12
2	4	0	4
3	2	2	4
4	4	3	7
5	2	4	6
Total	16	17	33

3.2 Disciplin/interest in school:

There are no bad students at this school and as a consequence therefore they have a good discipline.

The students are interested in school and the parents do not need to force them to go there. The teachers believe that the students are responsible for their own discipline.

3.3 Regular attendance:

Approximately 32 out of 41 students are regulars in 2007/2008. That is the equivalent of 75-80 %. When the teachers however are giving us a percentage estimate they believe that only 65 % are regulars. We do not know the reason for this misfit. The school considers the lack of attendance a serious problem. It is primarily due to the nomadic way of life of many of the students and their parents. Another problem is that many are living very far away and therefore cannot start in school before they are old enough to go the long stretch daily. And at this time they might be preferred in the daily household instead.

3.4 Does all the children of the area attend school?

The headmaster believes that 15-20 % of the children in the area are not attending school at all.

3.5 Energy Level:

The activity level drops after the lunchbreak. They believe the reason for this is the huge amount of sport that the children are doing during lunchbreak. As a result of this the school tries to place the sport activities in the afternoon when the children have less concentration for book knowledge.

3.6 Lunch:

Lunch is only taken by a few students.

3.7 Homework:

3.7.1 Amount of homework and percentage of the students doing it

Differs from day to day because of different content. A guess would be from one and a half to two hours a day. Most of the students do their homework. The homework is corrected in the notebooks during class. This, they believe, is not a problem because the students are so few. It takes approximately 10 minutes per class in each subject. The students are doing other work during this time. At times the students correct each others homework without the teacher giving them the correct answers.

3.7.2 Amount of household and farm work for the students

All the students must help in farm work, but most of the regular attendants do have time for their ordinary homework.

3.7.3 Estimated influence on household work on homework

The teachers perceive it as a problem that the children do not have enough time for extra homework like reading because of the household work.

4.0 Parents:

4.1 literacy level

15 % are literate, 85 % are without class 1.

4.2 Interest in, support of and understanding of the importance of school

The teachers perceive support for the school as a process. First the parents must understand school and the purpose of it. From this support will and has grown. Engagement in and support of the school is termed satisfying.

There is a yearly admission meeting where the students are admitted to the next class. It takes place after the end of the last exam. It is arranged by the SMC, PTA and TC and all the parents participate and are taught and explained about the benefits of education. The teachers believe this to be the reason for the parent understanding and support. After the admission process there is a gathering which consists of the following:

- the students who are not regular attendants are made aware of this.
- parents are requested to send their children to school.
- information about the following years greatest events at school.

Main problem for the school is bad economic conditions for the parents. 30 % of them are tami, whereof many are nomades and they have difficulties understanding that they have to send their

children to school on a regular basis. About 10-12 of the students are tamis. Half of them are regulars, the rest are not. Our comment: The school does not seem to see a misfit between a satisfactory level of parent support and that 35 % of the children are not regular attendants. The reason may be that they accept the situation as an inalterable circumstance.

The school believes that scholarships would be a good way to achieve a higher regular school attendance.

The following reasons are given as reason for the 35 % not-regular students:

- nomades
- bad economy leads to lack of money to buy pencils and notebooks which keep the children away from school.
- SMC and PTA are not capable of changing the current situation. Our comment: But they only seem to be trying one time a year.

4.3 any special arrangements for the parents at school

5.0 Wishes:

For new materials

Math: Calculator, geometribox, teacher guidebook

English: Dictionary, posters and charts

Computers, notebooks and pencils to the children whose parents have a bad economy. Science charts.

Music: Keyboard, different kinds of drums.

Sport: Chess, ludo, badminton, volleyball.

Our impression

Good school in a very remote area with the problems that follow, few students and nomade life. We had great difficulties with the communication so there might be some misunderstandings above.

6.0 Schoolexcursion

They know about the school excursion and believes it to be a good idea. On an excursion the children learn a lot and see things that they cannot see by reading a book. It is also good that they experience and learn from other teachers than their own. If possible the school would like to participate in a follow up excursion, either as participant or recipient.

7.0 Disabled

3 disabled in the local area..

1. 25 years old, deaf. They believe him to be too old to be educated.
2. 14 years old girl, not clear how she is disabled. At the present she is studying in Phugmuche on a scholarship from Himalayan Project.
3. 9 years old boy, deaf. Parents want him to be educated. Brother to the 25 years old deaf boy.