

Upper Solu School Survey

1. januar

2007

This survey will give Himalayan Project a basic knowledge of the present situations among some of the schools of Upper Solu. The aim of the survey is to report on basic school conditions such as teaching materials, teacher's education, schoolhouse conditions and relation to parents-side in order for Himalayan Project and its partners to plan for further educational initiatives in the area. The survey is conducted by Mr. Rasmus Johannsen from Denmark.



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Abbreviations

INGO = International-non-government-organization

NGO = Non-government-organization

HT = Himalayan Trust

HP = Himalayan Project

DEO = District Education Office

REO = Regional Education Office

RP = Resource person

RC = Resource center

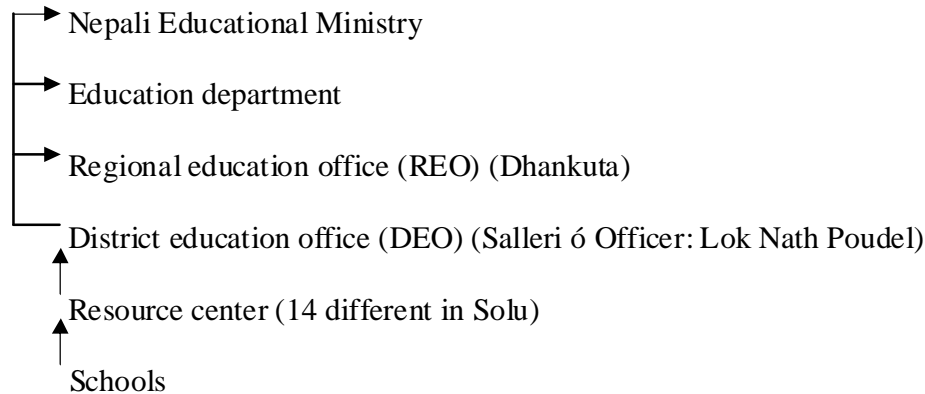
VDC = Village Development community

RS = Rupees ó Nepali currency

SLC = School leaving certificate (class 10)

National School system

The different departments in the national school system are as followed:



DEO is the central connection between the local schools and the government.

If a school in some way got some problems that they aren't able to handle them self, the headmaster of the school can contact the specific resource center. Then again the resource center can go through DEO, and see if they can handle the case. Depending on the issue DEO is able to contact REO, Education department or Nepali Educational Ministry.

Resource center

In total there are 14 resource centers in Solu. Each resource center gat one resource person/teacher (R.P) connected to the center. So 14 resource centers and 14 R.P. in Solu. There are around 20 to 30 schools in each resource center.

Even more, in each resource center there are 3 to 4 village development community (VDC).

The R.P is responsible to inform all the schools in his center, if for example DEO is having a meeting for all the headmasters of the schools in Solu Khumbu. The R.P is also responsible for telling the teachers at the schools about the different teacher training courses that DEO or INGO (international non government organization) is offering. He also has to visit the schools a few times a year to supervise the teachers, check the school buildings, number of students, teaching methods, distributing scholarship from government etc.

Himalayan Project supported schools in Solu are connected to two different research centers:

- Beni, Taksindo, Salleri and Thamakani (4 VDC = 1 resource center) R.P. is Govinda Chao Lagain (he lives in Salleri).
- Bakanji, Chaula Kharka, Goli (3 VDC = 1 resource center) R.P is Asha Basnet (she lives in Chaulakharka)

The different VDCs includes the following H.P. supported schools:

- Beni: Junbesi, Mopung
- Taksindo: Ringmo, Solung
- Salleri: Phaplu
- Thamakani: Loding and Thamakani
- Bakanji: Chimbu and Sakar Bakanji.

School levels

None of the government schools in Nepal offer nursery and kindergarten level. Only some of the private schools are able to include this level at the schools. Because of the big poverty in Nepal, there can be a big age difference between the students in the same class.

The Nepali school system is as followed:

- Primary School (Class 0-5)
- Lower Secondary School (Class 6-7)
- High School/ secondary school (Class 8-10)
- Higher Secondary School (Class 11-12 or 10+2) run by private institute affiliated with University
- Proficiency certificate level (PCL) it means Class 11-12 run by government under Tribuvan University.

Institution run under Government University is called campus and institution run by private sector affiliation with either Government University or Government recognized Private University is called college

Curriculum is same under different faculties in all the colleges and campuses but there are many optional subjects under different faculties where students are free to choose among them.

Abbreviation of different faculties of different level

| Level | Faculties | Abbr. | Course | Level | Faculties | Abbr. | Course | Level Masters | Course |
|-------|------------------|---------|---------|----------|----------------------------|----------|---------|---------------|---------|
| 11-12 | Arts(Humanities) | I.A. | 2years | Bachelor | Arts (Humanities.) | B.A | 3 years | M.A. | 2 years |
| 11-12 | Commerce | I.Com. | 2years | Bachelor | Commerce | B.Com | 3years | M.Com | 2 years |
| | | | | | Business Administration | B.B.A | 4years | MBA | 2 years |
| | | | | | Bachelor in business study | B.B.S | 3Years | MBS | 2 years |
| 11-12 | science | I. Se. | 2 years | | Science | B. Se | 3years | M. Se | 2 years |
| | | | | | Medical | MBBS | 5years | | |
| | | | | | Engineer | B.E | 5years | | |
| | | | | | Nurse | B.N. | 3years | | |
| | | | | | Education Science | B.A. Se. | 3years | MA Se | 2 years |
| 11-12 | Education | I. Ed | 2 years | | Education | B. Ed. | 3years | M Ed | 2 years |
| | | | | | Law | B. L | 3years | M.L. | 2 years |
| | | | | Law | L.L.B | 3years | | | |
| PCL | Nursing | Nursing | 3 years | | | | | | |

In master level students have to choose specific subject which fall under the different faculties and which make them specialist in specific subject. Like Sociology, Education, Economics geology etc.

Exam system

The government is only responsible for the final exams in the end of class 8 and 10. The exams papers and the results are issued and checked from government side. It's only the final exam that counts in class 8 and 10, and you have to pass in all the subjects. If you fail just one you have to repeat the same school year. The pass mark is 32 %.

Even it's only the final exam that counts; most of the schools are having 3 terms in a year.

- 1. term: just a test from school side
- 2. term: set up exams held of DEO. The pass mark in all the subjects is 40 %. If you fail in max 2 subjects you can go for a re-exam a month later. If you fail in more than 2 subjects you have to repeat the class.
- 3. term: final exam held by the government (School leaving certificate - S.L.C. for class 10).

Each school is responsible to hold the exams for class 1-7 and class 9. The schools in one research center often work together to complete an identical exam test for all the subjects. Again most of the schools are having 3 terms in a year, and the grade percent is normally divided like followed;

- 1. term: max. 10 %
 - 2. term: max. 30 %
 - 3. term: max. 60 %
- } The pass mark is even 30% or 40 %

Exams after SLC up to Master level are called board Exam.

Government teacher

When a teacher starts working at a government school, he/she is only hired as a temporary teacher from the beginning. The only way to become a permanent teacher is to pass an exam.

The government is allowed to fire a temporary teacher whenever there is no need for the teacher anymore, and the government does not pay any pension to a temporary teacher. If you pass the teacher exam, you become a permanent teacher. In this case, the government is unable to fire you as long as you are working as a teacher. But the government is allowed to remove the teacher to another school if needed. Even more, the permanent teachers will get a pension, but you have to work for minimum 20 years if you are a male, while it is only 15 years work for females.

Salary: - Primary teachers get Rs. 4920 / month / teacher
- Lower sec. teachers get Rs. 5880
- Secondary teachers get Rs. 9900

Plus festivals allowance for each teacher which correspond with a month salary so in total a teacher get paid for 13 months a year.

The headmasters at each school normally get Rs 300 more in salary per month.

Teacher in-service training

Teachers in Solu Khumbu district every year get the opportunity to start different kinds of teacher training courses. There are courses in general teaching methods, courses including all subjects, courses in specific subjects, management courses etc. All the courses are also divided depending on the school level.

DEO and INGO (international non government organizations) manage the different teacher in-service training.

DEO: offer dissimilar courses for all the teachers in Solu Khumbu and they separate them in two groups; some long-terms-and some short-terms training. You are only allowed to finish one long-term training, but several short-terms trainings.

Long-terms training: These courses take 10 months in total at primary or secondary level and it takes place over 3 times.

1. 2 ½ months training in Salleri.
2. 5 months where each participator have to listen to radio and follow the news, some lectors give lessons every now and then, and they have regular meetings weekly.
3. 2 ½ months training in Salleri.

After this long-term training the participators can go on to an exam, and if they pass they get a certificate to teach at a certain level.

But even more -

- if you have the SLC you are allowed to teach at primary level
- if you have finished the I. ed. you are allowed to teach at lower primary level
- if you finished B. ed. you are allowed to teach at higher secondary school level
- if you have finished your M. ed. you are allowed to teach at collage and universities.

These courses takes place around Marts, April and May, and the only salary that the participators get is Rs 50 per day. After this training the teachers commit to teach for minimum 3 years at a specific school.

Short-terms training: These courses focus in different kinds of workshops (teaching materials), theory of teaching, teaching methods, management (for the headmasters and chairmanø of school community), and specific subjects. Depending on the specific course it can take between 3 to 21 days, and it takes place in Salleri.

The salary is Rs 50 per day, and the participators have to find out the food and lodging them self.

INGO: The different INGO that offer teacher training courses in Upper Solu is Reed (an Australian organization), UK-trust (only works in the village Merang Ding Gunsa west of Phaplu) and Himalayan Trust (HT). The training takes place mainly in Salleri, but sometime other places as well, and itø placed around the schools winter vacation from December to February every year.

The length of the courses is between 1 to 3 weeks, and the organizations take care of food and lodging, and even support the participators with Rs 250 per day.

The lectors are coming from different countries around the world, but off course most of the lectors come from Australia and New Zealand, because of the two big organizations Reed and HT.

When a teacher wants to join one of the courses from an INGO, he needs to apply through DEO ó a written application and a personal conversation at DEO, before he is allowed to join a course.

The INGO also have to apply trough DEO, before they are allowed to start a teacher training program. The organization has to send the course description, and if DEO gives the permission to run the training, the resource person has to inform all the schools.

Good educations with good future

Instead of focusing on the different university educations in Kathmandu, there are three educations close to Solu, that gives a really good opportunity to get a well paid job when finish the education.

If you are interested in working at a health post, district hospital or a primary health center, you got two opportunities ó even you can start at Anami or at CMA. Both of these educations are placed in Jiri and Okhal Dhunga, lower part of Solu Khumbu.

CMA: This education is both for females and males, and to start at CMA you just have to finish S.L.C (class 10).

- Education form: in total it takes 21 months ó 18 months studding at the school and 3 months practical training. If possible the practical training takes place at a hospital, and the second priority is at a primary health center.
- School fee: ?
- Job opportunities: you can get a job at a district hospital, primary health center or at a local health post.
 - District hospital: Your designation is CMA (community medicine auxiliary), and you work as an assistant doctor.
 - Primary health center: Your designation is CMA and you work as an assistant doctor.
 - Health post: Your designation is ðhealth post in chargeö, and you are totally responsible for the health post.
- Aloud to: write prescriptions (if no doctor), give medicine, give injections, do dressings, make first health ó and if needed you will be educated to help doing a berth in outside areas where isnø any hospitals.
But you are not allowed to do surgery.
- Salary: you get Rs 5900 per month and after 10 years work your salary will raise to Rs 8900 per month.
The government pays you, except if you are working at a private hospital.

Anami: This education is only for females, and the whole education is almost similar to CMA. The only difference is that CMA rang over the Anami education, and therefore you have a bit les responsibility in the work. For example the anami students arenø allowed to write prescriptions.

Upper Solu

When I went to Upper Solu in the spring of 2007, I came there in the middle of the exams, so all the information that is written in this report, is based on interviews with the headmaster and some of the teachers from each school. Because of the examination, I didn't have the opportunity to observe some of the lessons to gain an insight into the teaching methods and life in a classroom. So this report is based on facts from the schools protocols and the teachers own impressions and opinions.

The Maoist time

Because the schools are placed very close to each other, it's pretty much the same experience all of the schools had during the Maoist conflict. So this is a general description of the pressure the students and the teachers were having by this time.

The Maoists were often in the area, and they visited all the schools once in a while from year 2000 until 2006. A part of the Maoists program, was to force the teachers at each school to close the school, so there were no lessons and other activities at the schools for a time period in between a few days and up to a week. They were now standing in a very hard situation, because on one hand, it wasn't a good idea to disagree with the Maoists and not closing down the school, but on the other hand, most of the teachers are paid by the government, and who knows what the risk would be if people working for the government hear, that the school is closed because they are forced by the Maoists or they would probably look at it, as the teachers are supporting the rebellion that works against the government. So the outcome of this situation was that they actually closed the schools for a certain time, but this was unofficial, so that the government didn't know about this. In this way the schools managed to find a solution so that no one came into trouble. But the teachers are still a bit nervous about this unofficial strike even today, because they never know what kind of penalty the government will give them if they find out no matter if it happened more than 2 years ago.

All the teachers were forced to support the Maoists economically every year. They had to pay 12 days salary yearly and the Maoists used this money for their fight for a new revolution.

Some of the oldest students, minimum 12 years old, didn't come to school for some days or a few weeks at the time when the Maoists were in the area, because they were afraid, that the Maoists would force them to join the Maoist student association. These groups, where the kids are too young to be a soldier, is instead a part of the propaganda work at schools, remote areas and other places where it's possible to convince local people to join and support the Maoists. At Pike lower secondary school around ten students joined this association in the work and just had to pay Rs 5 to get a membership. These meetings with the Maoists were only for the students or the teachers or never together. Actually the Maoists were aware of the international FN rule, that doesn't allow kids below 14 years old to be a member of this kind of organisation, so they mainly focused at the oldest kids around this age. Actually a few girls who came with this Maoist student association to Saga Bakanje primary school ended up quitting the active work for the Maoists, and joined the school to start studying instead.

In these 6 years from 2000 it have been a mentally pressure for both the teacher as well for the students. Luckily none of the schools have experienced that the government military or the Maoist have used physically force against any of the people involved in the school work. But often even the Maoist or the governments military used the schools as camps mainly for a single night, and this made the people in the local area very uncertain. They never knew what could happen and they could hear the fights between the two groups very close. The teachers tried to stay neutral while the conflict was going on, and that was probably the best decision Because if you worked against the Maoist and they found out, they would kill you or at least harm you in the way that you wasn't able to continue your specific work, so that it would get very hard, almost impossible to support for your family afterwards. And if you supported the Maoist you could end up in jail.

The situation for Junbesi higher secondary school and Phaplu Dudh Kunda lower secondary school was a bit different from the other schools. They are placed a bit closer to the military headquarter in Salleri and because of this the Maoist only past by shortly in the daytime, and they wasn't able to put on the same pressure on these two schools which was protected by the military base camp.

In 2002 the biggest Maoist attack in this area happened in Salleri. The Maoist attacked the police station and killed 35 policemen, 2 soldiers, 1 man working for CDO, 1 land revenue official and then 1 civilian. In the fight 20 to 25 Maoist members got killed. The period afterwards was very hard for the locals, because the government secured the base camp even more, and they detonated a lot of bombs in the valley around the town to scare away the Maoist. Off course this whole situation was very hard to handle for the teachers and the students at Phaplu Dudh Kunda lower secondary school, but the lessons had to go on anyway.

Protocols

Note: The different schools aren't very specific when they fill out the different protocols, and actually they use two different protocols ó one for the government and one for the school that should be right. The reason of this is that the Nepali Education Ministry has a rule that require 30 students per each public employed teacher. Because the District Education Office doesn't check up on the student registration that each school send to them, the schools send these untruth protocols to make sure, that the school will keep the numbers of public employed teachers that they already got. So the numbers in the schedules that describe the amount of students and the age difference in each class isn't hundred percent reliable but can give us a good impression of these facts.

Dudhkunda lower secondary school - Phaplu

School history: The school started as an organization in 1978 where the Nepali Educational Ministry by District Education Office (DEO) approved the school as a primary school, but the school only started with class 1, then class 1 and 2 the year after etc. In 1996



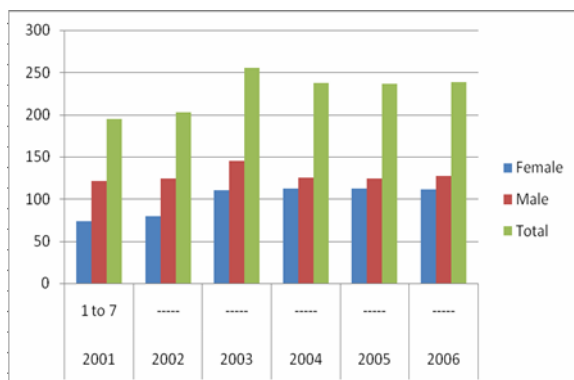
the school was able to take in students up to class 6 and the year after class 7.

| Staff names | Subjects | Designation | Salary |
|--------------------|--------------------|------------------------------------|-------------------|
| Sunil Karki | English | Headmaster ó Lower sec. teacher | Rs 5880 Gov. paid |
| Nabin K. Bhattarai | Social | Primary + lower sec. teacher | Rs 5880 Gov. paid |
| Rudra Bdr. Tamang | Math | Primary + lower sec. teacher | Rs 4900 Gov. paid |
| Bhakta K. Khatri | Nepali | Primary teacher | Rs 4900 Gov. paid |
| Rama Kattel | Nepali | Primary + lower sec. teacher | Rs 4900 Gov. paid |
| Hom K. Kattel | Science | Primary + lower sec. teacher | Rs 4900 Gov. paid |
| Maha P. Phayal | Math | Primary + lower sec. teacher | Rs 5880 HT. paid |
| Sai Kumar B. K. | English | Primary + lower sec. teacher | Rs 5880 HT. paid |
| Ramesh K. Basnet | Physical + English | Primary + lower sec. teacher | Rs 4000 *** |
| | | | |
| Dolma Tamang | | Peon | Gov. paid |

*** The school gets Rs 4000 every month from the government, and it's up to the school how to manage the money. This school uses the amount of money on the salary of a teacher.

Students from 2000/01 to 2005/06

| Year | Grade | Female | Male | Total |
|------|--------|--------|------|-------|
| 2001 | 1 to 7 | 74 | 121 | 195 |
| 2002 | ----- | 79 | 124 | 203 |
| 2003 | ----- | 110 | 145 | 255 |
| 2004 | ----- | 112 | 125 | 237 |
| 2005 | ----- | 112 | 124 | 236 |
| 2006 | ----- | 111 | 127 | 238 |



Age difference in the classes in 2005/06

| Class | Age | Female | Male | Total | Repeats | | Drop out | |
|-------|----------|--------|------|-------|---------|---|----------|---|
| | | | | | F | M | F | M |
| 1 | Below 5 | 1 | 1 | 23 | 2 | 9 | 1 | 2 |
| | 5 years | 0 | 4 | | | | | |
| | 6 years | 2 | 2 | | | | | |
| 2 | above 6 | 7 | 6 | 25 | 4 | 0 | 0 | 1 |
| | Below 6 | 0 | 0 | | | | | |
| | 6 years | 1 | 0 | | | | | |
| 3 | 7 years | 4 | 4 | 33 | 5 | 3 | 0 | 2 |
| | above 7 | 7 | 9 | | | | | |
| | Below 7 | 0 | 0 | | | | | |
| 4 | 7 years | 0 | 0 | 40 | 7 | 5 | 0 | 2 |
| | 8 years | 0 | 0 | | | | | |
| | 8 years | 8 | 13 | | | | | |
| 5 | above 8 | 8 | 11 | 40 | 1 | 6 | 1 | 3 |
| | Below 9 | 0 | 0 | | | | | |
| | 9 years | 0 | 0 | | | | | |
| 6 | 10 years | 16 | 11 | 40 | 10 | 3 | 1 | 5 |
| | above 9 | 5 | 8 | | | | | |
| | Below 10 | 0 | 0 | | | | | |
| 7 | 10 years | 0 | 0 | 21 | 0 | 1 | 1 | 0 |
| | 11 years | 5 | 8 | | | | | |
| | above 10 | 18 | 9 | | | | | |
| 7 | 11 years | 0 | 0 | 21 | 0 | 1 | 1 | 0 |
| | 12 years | 5 | 4 | | | | | |
| | above 11 | 7 | 5 | | | | | |

The schedule describe the age difference in each class in 2005-06, and three extra columns that describing how many students that had to repeat the same school year because of their results of the exams, how many new students that joined the specific class that year, and the number of students that dropped out through the year.

Teaching materials

| Subjects / class | Teaching materials | Other |
|-------------------------|--|---|
| Nepali 1-7 | Text book, teacher guide book | Charts, flash cards, posters, newspapers |
| English 1-7 | Text book, teacher guide book, rhyme book | Cassette player, flash cards, charts, maps, computer (only class 7) |
| Science 1-7 | Text book, teacher guide book | Magnets, measuring cylinder, microscope (only class 6 and 7) |
| Social 1-7 | Text book, teacher guide book, atlas | Globe, maps, charts, solar system illustration |
| Math 1-7 | Text book, teacher guide book | Geometry box, charts, local materials (stone, wood et.) |
| Extra activities 1-7 | Every Friday in the end of the school day all the students physical activities, singing, quiz, story writing/reading, poem listening or having a debate. | |

Flash cards: This is cards that show a word on one side and then a picture of the word on the other side.

Computer: It's only class 7 that gets some instructions in the use of a computer, but mainly it's the teachers that use it for printing, exam papers etc.

There are some of the materials which the school is using that is categorized under a subject that seems a bit strange, for example the solar system illustration that is used in social. I gave them a schedule that they had to fill out, and one or two teachers were doing this together for all the subjects. So that can be the reason for these random placements of the teaching materials. That's a general factor for all the schools.

Other material available:

- At local level: one computer, a printer, speakers, mini keyboard for music, duplicator, cassette player, wall clock, calculator.
- At regional level: sometimes it's possible to get a few posters but still why DEO doesn't offer any support to the school.



Library: They have a library at the school, and they have mainly been supported by Himalayan Trust with different books. There is no system in all the books, but it includes fiction, non-fiction, history -, craft -, kids' books etc. Most of the books are written in English, and the students are allowed to read books while they are at school, but they can't bring them home.

School fee: There is no official school fee, but instead the students have to pay Rs 150 per year for school repairman.

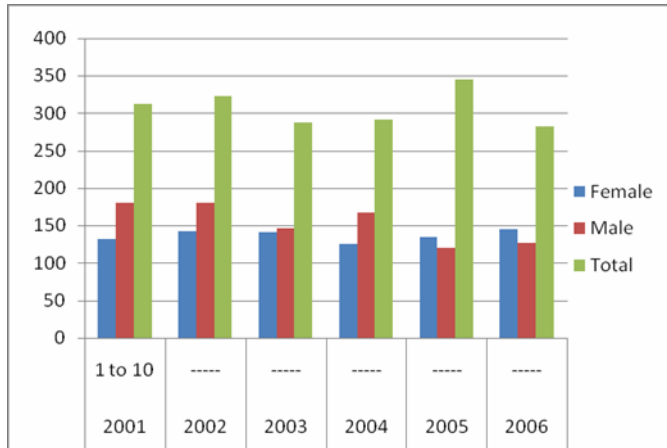
Junbesi secondary school

School history: The school was constructed in 1962 and by that time it was a primary school. Then in 1971 it became a lower secondary school and in 1983 the Nepali Educational Ministry by District Education Office (DEO) approved the school as a secondary school.

| Staff names | Subjects | Designation | Salary |
|--------------------------|-----------------|---------------------------------|---------------------------------|
| Keshav Pd. Ghinire | Nepali | Secondary teacher Headmaster | Rs 9900 Gov. paid |
| Bed Bahadur Shresltea | English | Secondary teacher | Rs 9900 Gov. paid |
| Dillip Kumar Yadav | Math | Secondary teacher | Rs 9900 Gov. paid |
| Kalidas Niraula | Nepali | Secondary teacher | Rs 9900 Gov. paid |
| Bishnu Bdr. Baniya | Social | Secondary teacher | Rs 9900 Gov. paid |
| Sanjeev K. Jhap | E.P.H | Secondary teacher | Rs 9900 Gov. paid |
| Janar Joshi | Science | Secondary teacher | Rs 9900 Gov. paid + donation |
| Karma Geli Sherpa | Math | Lower sec. teacher | Rs 5880 Gov. paid |
| Chungba Chhiring Lama | Math + science | Lower sec. teacher | Rs 5880 Gov. paid |
| Laxmi Pd. Gautam | English | Primary teacher | Rs 4920 Gov. paid |
| Rameshowr Rama | Social | Primary teacher | Rs 4920 Gov. paid |
| Chandra Regmi | Social | Primary teacher | Rs 4920 Gov. paid |
| Khadka Sharma | Nepali | Primary teacher | Rs 4920 Gov. paid |
| Madan Baniya | Nepali | Primary teacher | Rs 4920 Gov. paid |
| Furnea Jangbu Lama | Math | Primary teacher | Rs 4920 Gov. paid |
| | | | |
| Kamal Karki | | Peon | School source |

Students from 2000/01 to 2005/06

| Year | Grade | Female | Male | Total |
|-------------|--------------|---------------|-------------|--------------|
| 2001 | 1 to 10 | 132 | 181 | 313 |
| 2002 | ----- | 142 | 181 | 323 |
| 2003 | ----- | 141 | 147 | 288 |
| 2004 | ----- | 125 | 167 | 292 |
| 2005 | ----- | 135 | 120 | 345 |
| 2006 | ----- | 145 | 127 | 283 |



Age difference in each class in 2005-06

| Class | Age | Female | Male | Total | Repeats | | Joined | | Drop out |
|-------|----------|--------|------|-------|---------|---|--------|----|----------|
| | | | | | F | M | F | M | |
| 1 | Below 5 | 5 | 5 | 39 | 5 | 5 | 14 | 15 | 4 |
| | 5 years | 4 | 8 | | | | | | |
| | 6 years | 4 | 4 | | | | | | |
| | above 6 | 6 | 3 | | | | | | |
| 2 | 6 years | 3 | 3 | 23 | 3 | 7 | 1 | 1 | 2 |
| | above 6 | 4 | 13 | | | | | | |
| 3 | Above 7 | 7 | 15 | 22 | 2 | 6 | 1 | 0 | 2 |
| 4 | 8 years | 3 | 3 | 27 | 4 | 4 | 3 | 4 | 1 |
| | above 8 | 7 | 14 | | | | | | |
| 5 | Below 9 | 1 | 0 | 24 | 10 | 7 | 2 | 0 | 2 |
| | 9 years | 3 | 3 | | | | | | |
| | above 9 | 12 | 5 | | | | | | |
| 6 | Below 10 | 1 | 0 | 31 | 10 | 5 | 3 | 2 | 2 |
| | 10 years | 2 | 0 | | | | | | |
| | above 10 | 19 | 9 | | | | | | |
| 7 | 11 years | 1 | 0 | 25 | 7 | 1 | 2 | 0 | 1 |
| | above 11 | 15 | 9 | | | | | | |
| 8 | 12 years | 1 | 0 | 37 | 5 | 4 | 9 | 10 | 3 |
| | above 12 | 20 | 16 | | | | | | |
| 9 | Above 13 | 22 | 7 | 29 | 2 | 1 | 5 | 1 | 1 |
| 10 | 14 years | 2 | 0 | 16 | 0 | 0 | 0 | 0 | 0 |
| | above 14 | 4 | 10 | | | | | | |

Teaching materials

| Subjects / class | Teaching materials | Other |
|--|---|---|
| Nepali 1-10 | Text book, teacher guide book | Carts, posters |
| English 1-10 | Text book, teacher guide book, rhyme book | Cassette player, wooden English alphabet block, flash cards, charts |
| Social 1-10 | Text book, teacher guide book | Maps, Globe |
| Science 1-10 | Text book, teacher guide book, atlas | Microscope, chemicals, thermometer, magnets |
| E.P.H (environment, population, health) 1-5 | Text book, teacher guide book | |
| Math 1-10 | Text book, teacher guide book | Charts, solid figures, geometry box |
| Economic 9-10 | Text book, teacher guide book | |
| Education 9-10 | Text book, teacher guide book | |

Other material available:

- At local level: one computer, duplicator, cassette player.
- At regional level: sometimes it's possible to get a few posters but still why DEO doesn't offer any support to the school.



Library: (look at the picture) they have a library, but it isn't very big, and there are only a few fiction books that are interesting for the students to read. It's mainly books for the teachers to supply the teaching books. If the students are interested to read some of the books they aren't allowed to bring them home from the school.

There is a local library in the village that HT build and supported with a lot of different books. This library is open for use of everybody in the village, but the school isn't aware of the possibility in this library and doesn't use it.

School fee: The students have to pay to different school fees. One exam fee that they have to pay twice a year before the exam ó the prices are; class 1 Rs 20, class 2 Rs 25, class 3 Rs 30, class 4 and 5 Rs 40, class 6 and 7 Rs 50, class 8, 9 and 10 Rs 60.

The admission fee is paid ones a year; class 1 Rs 50, class 2 Rs 60, class 3 Rs 70, class 5 Rs 100, class 6 and 7 Rs 380, class 8, 9 and 10 Rs 495.

Pike lower secondary school ó Loding

School history: The school was constructed in 1961 with 3 classrooms and one staff room. In 1964 Himalayan Trust moved the building to the place where it's standing today and people from the local community build an extra building with 2 extra rooms. The expense for this construction was paid by the government, and now the school was able to handle students from class 1 to 5. In 1996 the local community ones again build another one for class 6, and the year



after two extra rooms, because the Nepali Educational Ministry approved the school as a lower primary school. By this time the school included class 1 to 7, one staff room and one store room. Then in 2006 they started using the storeroom for class 8, but sadly the school burned down this year. Luckily Himalayan Trust offered to rebuild the whole school and it was ready for use late spring 2007. In the mine time the school has been using a shut down police station, which was in a very bad condition. HP also became a big part of the rebuilding of the school. Sydthy Rotary Klub is supporting with extension of the playground, wooden ceiling for walls and roof, toilet complex, furniture for 80 students, furniture for the teachers, education materials, one strong office computer, network between office pc and 2-3 student pc's plus pc training. So this is going to be one of the best schools in the area.

| Staff names | Subjects | Designation | Salary |
|----------------------|------------------------|---|------------------------|
| Chet Bahadur Magar | Math, health, physical | Headmaster ó Primary + lower sec. teacher | Rs 4920 Gov. paid |
| Nandalal Sharma | Nepali | Primary teacher | Rs 4356 Gov. paid |
| Surya Bahdor Sherssh | Social | Primary + lower sec. teacher | Rs 4920 Gov. paid |
| Mohanta Rai | Social, English | Primary teacher + lower sec. teacher | Rs 4920 Gov. paid |
| Purma Tamang | Science, English | Primary + lower sec. teacher | Rs 4920 Gov. paid |
| Lkakpa Sherpa | Social, math | Primary teacher | Rs 4920 Gov. paid |
| Yogmaya Panthi | Math, Nepali | Primary + lower sec. teacher | Rs 4500 HT. paid *** |
| Jas Maya Rai | English, physical | Primary + lower sec. teacher | Rs 4500 HT. paid ***** |
| | | | |
| April Rai | | Peon | Rs 800 Gov. paid |

*** Rs 3750 from government (the school gets Rs 3750 every months from the government, and it's up to the school how to manage the money. This school uses the amount of money on the salary of a teacher. But the amount of money can change from year to year depends on the government support) and Rs 750 from school fee.

***** The salary is only coming from the school fee.

Note: Because of the fire in 2006 the school lost all the protocols from earlier years.

Age difference in each class in 2005/06:

| Class | Age | Female | Male | Total | Repeats | | Drop out | |
|-------|----------|--------|------|-------|---------|---|----------|---|
| | | | | | F | M | F | M |
| 1 | Below 5 | 4 | 3 | 23 | 3 | 5 | 2 | 3 |
| | 5 years | 4 | 3 | | | | | |
| | 6 years | 3 | 3 | | | | | |
| | above 6 | 2 | 1 | | | | | |
| 2 | 6 years | 1 | 1 | 13 | 3 | 1 | 2 | 0 |
| | 7 years | 5 | 2 | | | | | |
| | above 7 | 2 | 2 | | | | | |
| 3 | 8 years | 0 | 0 | 6 | 1 | 1 | 0 | 0 |
| | above 8 | 3 | 3 | | | | | |
| 4 | 9 years | 1 | 0 | 10 | 0 | 2 | 0 | 0 |
| | above 9 | 5 | 4 | | | | | |
| 5 | Above 10 | 4 | 6 | 10 | 1 | 0 | 1 | 2 |
| 6 | Above 11 | 13 | 14 | 27 | ? | ? | 0 | 1 |
| 7 | Above 12 | 11 | 11 | 22 | 0 | 1 | 1 | 1 |
| 8 | Above 13 | 12 | 9 | 21 | 0 | 3 | 1 | 0 |

Teaching materials:

| Subjects / class | Teaching materials | Other |
|----------------------------|---|---|
| Nepali 1-8 | Text book, teacher guide book | Cards, posters |
| English 1-8 | Text book, grammar book, dictionary | Cassette player, wooden English alphabet block, flash cards, charts |
| Science 1-8 | Text book | Maps, Globe |
| Social 1-8 | Text book, teacher guide book | Microscope, chemicals, thermometer, magnets |
| Math 1-8 | Text book, teacher guide book | |
| Health and physical 1-8 | Text book | Charts, solid figures, geometry box |
| Art 1-5 | Text book, teacher guide book | |
| Extra activities 1-8 | Every second Friday in the afternoon all the students do physical activities, singing, dancing, make games etc. | |

Other material available:

- At local level: two computers on the way from HP, duplicator.
- At regional level: sometimes it's possible to get a few posters but still why DEO doesn't offer any support to the school.



Library: At the new build school there will be a room for science lab and a library in a combination, and the school will try to ask Himalayan Trust and Reed for some new books for the library.

School fee: The students in class 1 to 5 doesn't have to pay any school fee, but students in class 6 pays Rs 60, class 7 Rs 70 and class 8 Rs 80 ones a year.

Shree Jwalamai primary school - Thamakani

School history: In 1987 there were build a 3 room school, one staff and 2 classrooms, but it was constructed 200 meter away from the actual place today. Unfortunately an earthquake ruined the school building in 1988, so at the same year they manage to build up a simple construction with 4 rooms, one staff and 3 classrooms. Then in 1992 they pulled down the building and build a better school with space for class 1 to 4 in cooperation with class 1 and 2 and class 3 and 4 together but no staffroom. In 1993 they constructed another building with two rooms, one for class 4 and one for the school staff. Then in 1994 they divided they classrooms in the old building with some partitions, and then it was possible to teach class 1 to 4 in the old building and class 5 and the staff room in the new building. This is still the way they run the school at this time. There are some new projects that HP in co-operation with Padborg-Krusø Rotary Klub right now is active in. That is, extension of the playground, construction of a new building for office and science laboratory, interior equipment for the new building, toilet complex, repair of windows, doors and walls of the old buildings, wooden ceiling for classrooms and skylight,

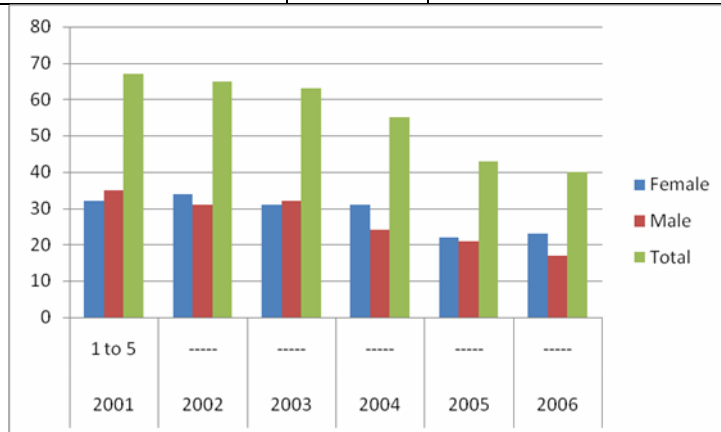


| Staff names | Subjects | Designation | Salary |
|-------------------------|-------------------------------|---------------------------------|-------------------|
| Bhai Kaji Magar | English | Headmaster ó Primary teacher | Rs 5880 Gov. paid |
| Bam Prashad Bastola | Math, environment, science | Primary teacher | Rs 5880 Gov. paid |
| Prem Kumari Shrestha | Nepali, social | Primary teacher | Rs 4920 Gov. paid |

Note: One year ago the school had a peon working at the school, but the management committee decided that it wasn't needed anymore - maybe in the future.

Student from 2000/01 to 2005/06:

| Year | Grade | Female | Male | Total |
|------|--------|--------|------|-------|
| 2001 | 1 to 5 | 32 | 35 | 67 |
| 2002 | ----- | 34 | 31 | 65 |
| 2003 | ----- | 31 | 32 | 63 |
| 2004 | ----- | 31 | 24 | 55 |
| 2005 | ----- | 22 | 21 | 43 |
| 2006 | ----- | 23 | 17 | 40 |



Age difference in the classes in 2005/06:

| Class | Age | Female | Male | Total | Repeats | |
|-------|---------|--------|------|-------|---------|---|
| 1 | Below 5 | 0 | 2 | | F | M |
| | 5 years | 4 | 3 | | | |
| | above 6 | 4 | 3 | 16 | 3 | 5 |
| 2 | 6 years | 1 | 1 | | | |
| | above 6 | 3 | 1 | 6 | 1 | 1 |
| 3 | 7 years | 3 | 0 | | | |
| | above 7 | 1 | 3 | 7 | 0 | 1 |
| 4 | 8 years | 1 | 1 | | | |
| | above 8 | 4 | 1 | 7 | 2 | 1 |
| 5 | 9 years | 0 | 1 | | | |
| | above 9 | 3 | 5 | 9 | 2 | 1 |

There isn't a good and clear system in the protocols at the school, because they have some protocols that they keep at the school, and another protocol that they send to the government.

In the schedule above the total amount of students is 45, but in the other schedule it says 40 students in 2006. The headmaster of the school isn't quite sure, but he guessed that 5 students drop out that year. So the schedule that describes the amount of student from 2001 to 2006 is how many students that attended the first day in school, while the other schedule is based on the numbers of student that finished the exam in 2006.

Teaching materials:

| Subjects / class | Teaching materials | Other |
|--------------------------|--|--|
| English 1-5 | Text book, teacher guide book, grammar book | Charts, flash cards, pocked board, pictures, nature materials (stones, wood etc) |
| Math 1-5 | Text book, teacher guide book | Charts, flash cards, money, pictures, posters, nature materials |
| Nepali 1-5 | Text book, teacher guide book, story/fairytale book, poetry book | Newspapers, pocket board, pictures, posters, flash cards |
| Social 1-5 | Text book, teacher guide book | Map, pictures, posters, pocket board, globe |
| Environment 1-5 | Text book, teacher guide book | Pictures, posters, flash cards, nature materials, cylinder, compass, thermometer |
| Health - physical 1-5 | Teacher guide book | Pictures, posters and 30% of the teaching time is practical |
| Art 1-5 | Teacher guide book | Soil, bamboos, papers, colures, posters |

Other material available:

- At local level: duplicator, cassette player (renting it from some locals).
- At regional level: sometimes it's possible to get a few posters but still why DEO doesn't offer any support to the school.



Library: none

School fee: There is no school fee.

Chandra Joyti lower secondary school - Sagar Bakanje

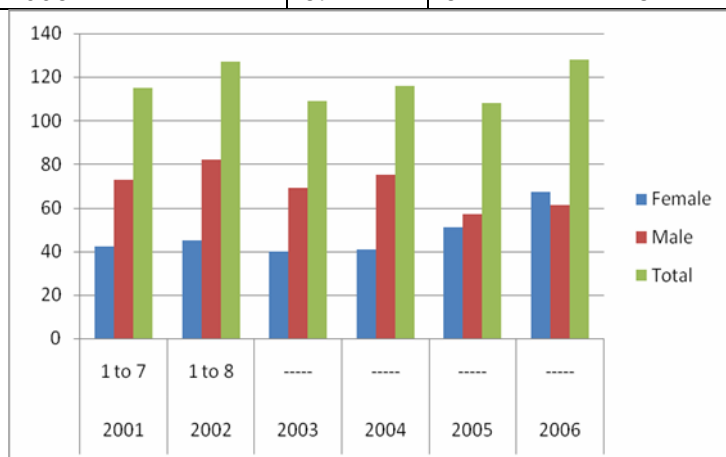
School history: the school was established in 1967, and by that time the Nepali Educational Ministry by District Education Office (DEO) approved the school as a primary school. In 1980 they extended the school up to class 7, and in 2002 the school was accepted as a lower secondary school from 1th class up to class 8. HP is supporting the school with a new toilet complex, a water tap, furniture, and a new building with science laboratory, library and a pc-room.



| Staff names | Subjects | Designation | Salary |
|---------------------|-----------------------------------|--------------|---------------------|
| Ang Dawa Sherpa | Science | Headmaster ó | Rs 5880 Gov. paid |
| Nurbu Jangbu Sherpa | English | Teacher | Rs 5880 Rotary paid |
| Badnid Kafle | Social | Teacher | Rs 5880 Gov. paid |
| Jangbu Sherpa | Nepali, Math, Environment, Social | Teacher | Rs 4920 Gov. paid |
| Ang Tengi Lama | Math, Nepali | Teacher | Rs 4920 Gov. paid |
| Omkumari Dahal | Math, Nepali, English | Teacher | Rs 4920 Gov. paid |
| Ti Karam Sharma | Math | Teacher | Rs 5880 Gov. paid |
| Dommi Sarki Sherpa | English, Math | Teacher | Rs. 4920 Gov. paid |
| | | | |
| Lok Bahadur Karki | | Peon | Gov. paid |

Students from 2000/01 to 2005/06

| Year | Grade | Female | Male | Total |
|------|--------|--------|------|-------|
| 2001 | 1 to 7 | 42 | 73 | 115 |
| 2002 | 1 to 8 | 45 | 82 | 127 |
| 2003 | ----- | 40 | 69 | 109 |
| 2004 | ----- | 41 | 75 | 116 |
| 2005 | ----- | 51 | 57 | 108 |
| 2006 | ----- | 67 | 61 | 128 |



Difference in each class in 2005/06

| Class | Age | Female | Male | Total | Repeats | | Joined | |
|-------|--------------------|--------|--------|-------|---------|---|--------|---|
| | | | | | F | M | F | M |
| 1 | 6 years above 6 | 5 8 | 4 1 | 18 | 0 | 0 | 0 | 0 |
| 2 | above 6 | 3 | 8 | 11 | 1 | 0 | 0 | 2 |
| 3 | above 7 | 4 | 4 | 8 | 0 | 0 | 1 | 0 |
| 4 | above 8 | 8 | 8 | 16 | 0 | 3 | 1 | 2 |
| 5 | Above 9 | 2 | 7 | 9 | 0 | 0 | 0 | 0 |
| 6 | Above 10 | 14 | 15 | 29 | 3 | 1 | 8 | 6 |
| 7 | Above 11 | 9 | 10 | 19 | 0 | 0 | 0 | 0 |
| 8 | Above 12 | 4 | 14 | 18 | 0 | 0 | 0 | 0 |

The reason why class 6, 7 and 8 is the biggest at the school is that this school is the only one in the local area that is teaching in lower secondary level. Chimbu primary school and í í í í .school witch both only goes to class 5, and then all the students join class 6 at Saga Bakanje School.

Teaching materials:

| Subjects / class | Teaching materials | Other |
|-----------------------------|--|--|
| Nepali 1-8 | Teacher guide book, reference books, text book, grammar book | Charts, posters |
| English 1-8 | Grammar book, teachers guide book, text book | Cassette player, charts, posters |
| Math 1-8 | Text book, teacher guide book | Geometry box, flash cards, charts |
| Science Class 1, and 4-8 | Teacher guide book, reference books, text book | Charts, pictures, telescope, microscope, magnet, magnifying glasses, acid/chemicals, funnel |
| Social 1-8 | Text book, teacher guide book, reference books | Globe, atlas, charts |
| History 4-8 | Text book, teacher guide book, reference books | Charts, pictures |
| Environment 6-8 | Teacher guide book, reference books | Charts, pictures |
| Population 4-8 | Teachers guide book, reference books | Charts, pictures |
| Health education 5-8 | Teachers guide book, text book, reference books | Charts, pictures |

Other material available:

- At local level: duplicator, computers on the way.



- At regional level: sometimes it's possible to get a few posters but still why DEO doesn't offer any support to the school.

Library: There is going to be build a new school building within the next year and it will include a science lab, a pc-room and a library. They still haven't fought about what kind of books they want to have at the library and where to get it from, but that will come.

School fee: There is no school fee for the students in class 1 to 5. The price for the students in class 6 is Rs 150, class 7 Rs 200 and class 8 pays Rs 250 ones a year. Extra the students in class 8 have to pay Rs 150 for exam fee, but only ones a year.

Chimbu primary school

School history: The school was build in 1999-2000 by Skivehus Rotary Klub in cooperation with Himalayan Project. From the very beginning the school has been run as a private school with 3 teachers from the beginning. In 2003 the Nepali Educational Ministry by District Education Office (DEO) approved the school as a Pre-primary school. Now the school is under construction to extend the school with another classroom, bigger school yard and then a nursery class.

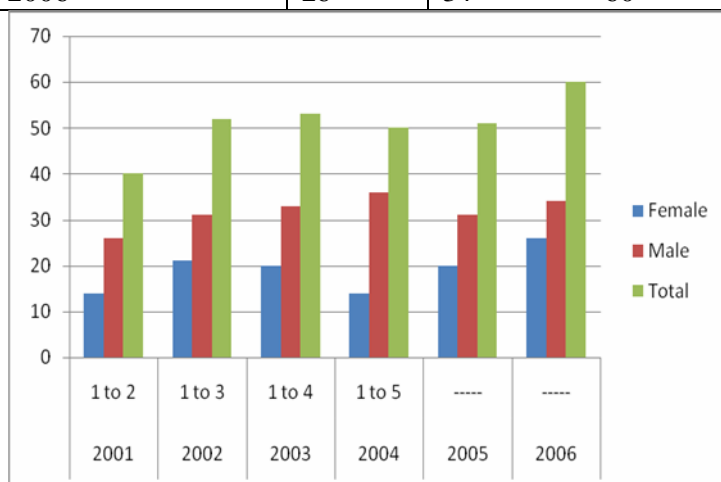


| Staff names | Subjects | Designation | Salary |
|-----------------|--|--|-------------------|
| Bhimsen Bashnet | Nepali, Social, Physical | Headmaster ó Pre-primary + primary teacher | Rs 5612 Gov. paid |
| Jangbu Sherpa | English, Art, Physical | Pre-primary + Primary teacher | Rs 6012 H.P paid |
| Ngima Sherpa | Math, Environment, Physical, Science | Pre-primary + Primary teacher | Rs 5412 H.P. paid |
| Pasi Sherpa | She is a new teacher, and don't teach in any specific subjects yet. She helps where it's needed. | Pre-primary teacher | Rs 1000 Gov. paid |

Number of students from 2000/01 to 2005/06

| Year | Grade | Female | Male | Total |
|------|--------|--------|------|-------|
| 2001 | 1 to 2 | 14 | 26 | 40 |
| 2002 | 1 to 3 | 21 | 31 | 52 |
| 2003 | 1 to 4 | 20 | 33 | 53 |
| 2004 | 1 to 5 | 14 | 36 | 50 |

| | | | | |
|------|-------|----|----|----|
| 2005 | ----- | 20 | 31 | 51 |
| 2006 | ----- | 26 | 34 | 60 |



Age difference in the classes in 2005/06

| Class | Age | Female | Male | Total |
|-------|-------------|--------|------|-------|
| 1 | 5 years | 4 | 3 | 21 |
| | 6 years | 6 | 3 | |
| | 7-8 years | 1 | 2 | |
| | 9-10 years | 1 | 0 | |
| | above 10 | 0 | 1 | |
| 2 | 6 years | 0 | 2 | 15 |
| | 7-8 years | 3 | 4 | |
| | 9-10 years | 1 | 2 | |
| | 11-12 years | 1 | 2 | |
| 3 | 8-9 years | 4 | 1 | 7 |
| | 10 years | 1 | 0 | |
| | 15 years | 0 | 1 | |
| 4 | 8-9 years | 3 | 1 | 7 |
| | 10-11 years | 0 | 1 | |
| | 12-13 years | 0 | 1 | |
| | 14-15 years | 0 | 1 | |
| 5 | 8 years | 0 | 1 | 10 |
| | 9 years | 1 | 0 | |
| | 10 years | 0 | 5 | |
| | 11 years | 0 | 2 | |
| | 14 years | 0 | 1 | |

Teaching materials

| Subjects / class | Teaching materials | Other |
|-------------------------------------|--|--|
| Nepali 1-5 | Text book, teacher guide book, grammar book, spelling book, dictionary | Posters, maps, calendar, handouts |
| Social/geographic 1-5 | Teacher guide book | Maps, globe, calendar, nature materials (rocks, wood etc.) |
| Science, environment, health 1-5 | Teacher guide book | Maps, nature materials |
| English 1-5 | Teacher guide book, grammar book, dictionary, two text books | Tape recorder |
| Math 1-5 | Teacher guide book, text book | Cards |
| Art 1-5 | It depends on the time from week to week if they are able to teach in art. | |

Other material available:

- At local level: duplicator.
- At regional level: sometimes it's possible to get a few posters but still why DEO doesn't offer any support to the school.

Library: none.

School fee: There is no school fee at the school.



Schoolbooks

The Nepali government supports all the schools with brand new books for each student in class 1 to 5 every year. They get one book for the entire subject, but after just one year most of the books are useless.

Junbesi secondary school, Chandra Joyti lower secondary school Sagar Bakanje, Pike lower secondary School Loding and Chandra Joyti lower secondary school Phaplu all teach in higher classes than class 5 and the government doesn't support the oldest classes. Luckily Himalayan Trust takes over the responsibility for the schoolbooks for the students after they finish class 5. So Himalayan Trust support with brand new books in each subject every year for all the students, in the same way as the government. Besides more Himalayan Trust also support all the students in all the classes with notebooks and pencils.

School organization

All the schools are organized by three different committees which is a teacher committee, parents-teacher association, and a school management committee. There are only small differences between the schools in how many members and meetings each committee is having, but in general all the schools are organized in the same way.

- Teacher committee: all the teachers at the school are a member of this committee and they are having regular meetings once a month. If it's needed the headmaster is able to call in an emergency meeting, if for example the District Education Office publish some changes that is going to affect the school, or maybe they have some serious problems with a student that can't wait until the next staff meeting.
- Parents-teacher association: the number of members can change from year to year and from school to school, but in general there is one chairman (a parent), the head master, a teacher, and around 8 parents. At the school in Phaplu they are having six meetings a year, at the school in Pike and Thakani they are having 2 meetings a year, the school in Sagar Bakanje is having one meeting a year, but the school in Junbesi and the school in Chimbu isn't having this kind of association. The teachers at Junbesi School didn't feel that there was any effect in these meetings, so instead they are having 2 big meetings with all the parents every year. At Chimbu School they haven't experienced with this kind of association. The main theme is always the quality and the structure of education at the school.
- School management committee: the members include one chairman (parent), the head master, one teacher and 6 parents, but it's different at Junbesi School. Here the members is one teacher, the headmaster, one parent lady, one VDC-person, 3 social local workers and 2 local Nepali donors. At Chimbu School they are only having meetings when needed, but at the other 5 schools, they are having six meetings a year, and more if needed. They have the main responsibility for the school, so the different problems or ideas that have been discussed in the teacher

committee and the parents-teacher association will end up in the school management committee, and that's where the final decision will be made.

School buildings

- *Dudhkun lower secondary school ó Phaplu:* The oldest building is 29 years old and class 1-3 is using this building, while the new buildings are only 10 years old. In general the condition of the buildings at this school is very bad. In some places there are big cracks in the walls, even some holes that go all the way through the wall. Around the windows the wall standard is really bad too. There are wooden ceiling in all the classrooms, but at some places there are sign of fungus. The furniture's at the school is in generally okay though all of them have scratches and small holes. The special thing at this school is, that pre-primary (3-6 years old) and 1 grade has no furniture's in the classroom. Instead the floor is covered with a nice carpets and some pillows ó so all students are sitting on the floor, and this gives much more space in the classroom to other creative activities in the lessons. There are enough windows in the classrooms, though some of them are covered with wooden planks, and in class 1-3 and in the library there are skylight ó so all the rooms gets sufficient light.

There are no heating in any rooms, so the school has arrange the school year with a holyday from January to February due to cold conditions. The blackboards are generally of sufficient size, and in two rooms the blackboard is placed in front of a window obstructing natural light. In one room it has become useless due to vandalism.

To use of the students the school also has a basket net, volley ball and net, jump rope, chess and other games.

- *Junbesi secondary school:*
- *Pike lower secondary school ó Loding:* In 1989 the building with 4 classrooms was constructed and the second building the year after. Most of the doors and the windows are worn and don't work anymore. They are rotting or wrenched by use. The plaster on the outside walls is falling off. All the rooms are isolated with wooden floor, - walls and when the new project is don, the school will have wooden ceiling as well ó this will reduce the noise when it's raining on the tin roof. And the wood is in a very good condition, which keeps a good temperature in the class rooms in the wintertime. But the class rooms are only divided into two with a thin wall, and that is a big distraction in the lessons, because the noise level automatically will be pretty high.

There is no skylight in the rooms, but there is minimum 3 windows in each room that gives enough light, but the windows is without glass and that makes it a bit chilly when it's windy and cold outside. The blackboard in the class rooms is in a pretty good condition, and the size is 1,2 m × 1,0 m.

The interior of the class rooms is in a good condition, but it's a bit uncomfortable for the very tall students to sit on these furniture's because of their long legs. The headmaster is going to try to get some help from some locals to build some bigger furniture's.

The toilet is very nasty and simple with a hold and all the stools is just lying on the ground under the toilet, and the students have to clean it ones a week. But Himalayan Project is going to construct a new toilet complex that is at a very good standard.

- *Shree Jwalamai primary school ó Thamakani:*
- *Chandra Joyti lower secondary school - Sagar Bakanje:* The old schoolbuildings was reconstructed by UNDP in 1995 after an earthquake in 1988. In the spring 2007 a new building with 4 additional classrooms was constructed with the support from í í í í í . So in total the school includes 8 classrooms and a building for the school staff. The standard of the new classrooms are at a very good standard in all aspects. HP is supporting with a new toilet complex and a new building with science lab, pc-room and a library.

In general the old buildings have thick, solid walls made out of stones and clay, and the roof is made out of thin iron plates, that give a lot of noise when it's windy. Because of the bad isolation it gives a very chilled atmosphere, even in high sun, and in winter-time it's very cold. Himalayan Project is looking into increasing the isolation of the classrooms with paving the walls with wooden plank, and they have already made a brand new wooden floor.

The furniture's at the school is brand new and supported by HP. Its narrow tables with benches made out of wood. At time of visit 3 to 4 students sat in the general two person's space, due to the not yet finished classrooms ó there were only 4 functional classrooms for 8 classes at this time. The furniture's is arranged so that all the students are facing the blackboard and the teacher. They are split in two rows of tables on either side of the classroom, but because of the narrow space in the room, it's not possible with other activities in the classroom.

At the time of visit, the light in all rooms was of a miserable standard. Windows was blocked with wooden planks, leaving only the light from the open door and from cracks here and there. By that time the skylight was on sight, but not yet installed.

Current 4 classrooms have a blackboard of about 2 m^2 , but they are old and worn down.

- *Chimbu primary school:* The buildings have thick walls plastered with clay-cement at the walls, and a stone floor. So because of the bad isolation is gives a very cold atmosphere in the rooms. The furniture's are a composite construction of a bench and a small table, and is in a good standard. The teachers have a small table in the corner of the classroom. The furniture's is placed so that all the students are facing the blackboard and the teacher at all time. The classrooms are approximately 20 m^2 , and are only useful for teaching and not for any kind of activity.

Each classroom has minimum two windows, and the door is generally open doing classes, and that makes a sufficient light at daytime. There is a single light ball in each classroom but does not provide sufficient light when it's dark.

The blackboards in the rooms are placed in center of attention at a size around $1 \frac{1}{2} \text{ m}^2$.

Parents' relation

There is one big general problem at all the schools in relation with the parents. The teachers don't feel that the parents support their kids in their schoolwork, and this is a big frustration for the teachers. The good thing is, that the parents realized how important it is to send their children in school, but the situation in this remote area is, that almost all the parents is uneducated and illiterate. This is most likely the biggest reason of lack in school support from parent side.

Another problem is that the general economic situation for most families in this area is very low, and most of the students have to work at the field or in the house before and even after school time. This put the students in a situation, where they have to do the homework late evening, and by this time they are very exhausted and probably can't get any help from their parents. The poorest families in Solu don't have their own land, and have to work as tenants on other's lands ó sometimes the students even bring their younger sisters to school, because the parents aren't able to look after them while they are working. These facts affect the students in their schoolwork, and this becomes a frustration for the teachers, that is very hard to do anything about.

In general the parents don't have long terms ambitions, but is only able to focus on how to provide for the family in the nearest future. Because the parents haven't been to school them self, they don't rely and doesn't believe in their children's opportunity to get a good education, and in that way be able to support for the family in the future. Even though the parents send the children to school, the most important thing for the families is to get food on the table, and if they need extra support from the kids the school is second priority, and this is general facts in remote areas like this.

None of the schools is having a personal conversation with each family, but is only arranging for general meetings with all the parents. In the cases where a student is doing very badly in school, having social problems or other relevant problems related to the school, the headmaster will call in for a personal meeting with the student and his parents. But this isn't happening often, and it's more up to the parents to contact the teachers for a personal meeting ó on the other hand, because of the illiterate of the parents, they aren't able to give constructive criticism of the teachers, and they just blame the teachers for not doing their work well enough. Some parents even show up drunk to discuss their children school results.

It's different from school to school how many meetings each school arrange for all the parents, some after each term and other only after the last two terms. In these occasions the schools arrange for a half day program, with speeches, cultural program, drama, competitions, grade information and more. The way the school inform the students about their exams mark, is to call out loud the results of each student in front of everybody. If the parents ask for an exams paper they can get it.

The school arrangement after the third term also includes a presentation of some prizes for the students. The prizes goes to max attendant, best discipline, top grade score at hole school and top 3 or 5th in each class. Some of the schools also give prizes for hygienic, extra activities and cultural prizes. The prizes can be notebooks, pencils, soaps, a small towel, geometric bock, platter, soup bowl, toothbrush and ópasta. Junbesi School is the only one that is in such an economic situation, that they are able to give a money price.

They give Rs 100 for max attendant (one girl and one boy from primary, lower sec. and sec.), and the student with the best discipline at the whole school. Ells more the top 5 in each class get Rs 250, 200, 150, 100 and 75.

Voluntary work: In general some of the parents are ready to support the school with some free work, if the school needs some extra help for a new project. The only two schools that aren't sure, that they can get some of the parents, to do some wall entire work are Junbesi School and Phaplu School - but if the school is able to offer just a simple meal, they are sure that the parents will come and work for free.

The other four schools have already used some extra help from some of the parents. For example some parents at Pike School helped with the work for the new playground, and at Chimbu School they helped with moving some trees and soil in 2000 when the school was build.

At all the schools the students help with cleaning the toilets and other small jobs in the school time, but the children have to be a certain age before the schools can ask them to do some harder voluntary work.

Activity day: All the schools are doing extra activities every Friday or every second Friday. These activities can be sport, music, cultural, dance, quiz or other activities that is arrange by the teachers or the students them self. These arrangements are only for the students, and in different occasions they perform this in front of their parents, but the parents is only passive spectators ó they don't interact in the activities.

But at Pike lower secondary School in Loding they arrange an activity day where they invite all the students and their parents ones a year, for a half day sport event where all teachers, all students and all parents participate in the activities. This is a big success every year, and around 80% of the parents shows up and enjoy the full program. It's very important for the school to establish this arrangement because they feel that the effect is very good for all parts. These are the points that the headmaster of the school mentioned when he had to describe the effect;

- it increase the relationship between the school and the parents
- the parents gets proud of their children, and they experience their happiness of being at school, and this result in a bigger parent-support to the school
- it's a motivation for the students to go to school, because the school isn't only hard work but also a place where you are having a great time with your friends
- it increase the relationship between the teachers and the students
- social relationship gets better among the students
- good challenge physically and mentally
- teambuilding
- the parents gets a bigger respect for the teachers work at the school with the kids

This event takes around 4 hours, and if the school can manage to give some tea, biscuits or other small snacks they will do so. Some of the families also bring some popcorn, potatoes and more to show their support for the arrangement.

The management committee and the teachers is the responsible group to make this happen every year.

Pupils

The general impression from the teachers at all six schools is that most of the students come to school with motivation and engagement in the school work. Because of the fact that some children have to work for the family even before the school starts, some of them can be a bit exhausted when they come to school, and then the motivation gets less after a few hours in school. But in general the teachers are satisfied with the students' attitude in the school, and a lot of the children already show up in the schoolyard a half an hour or an hour before the bell rings for the first lesson.

Another important thing when we are talking about the students' motivation for the teaching is the lunch pocket. Because of the poverty in this local area, most of the kids only bring some biscuits, potatoes, corn, rice, bread, popcorn or maybe some leftovers from the day before. They only get two big meals a day, breakfast and dinner, so they have to manage a full day in the school almost without anything. Some lucky ones can walk home in the big break and have something to eat there, but the students which comes from the very poor families, actually don't even get anything to eat in school. There are water taps in all the schools or close by where the students can get something to drink. Because of this problem a lot of the students lose their motivation and concentration after midday, and it gets harder for the teachers to fulfill their teaching with success.

School uniforms

There are different rules from school to school when it comes to the use of school uniforms. The prices for a school uniform change a lot from area to area. In the richer part around Phaplu the price is approximately Rs 600, while HP has started up the Beni Women Club in Chimbu where they get some support from HP, so that they can sew their own uniforms for the students for approximately a price at Rs 200. This can be a big expense for some families.

- *Chandra Joyti lower secondary school ó Phaplu:* All the students have to wear school uniforms every day except of Friday - at this day it's a free choice what to wear. If you can't afford the school uniform you just have to borrow some money, because you aren't allowed to go to school if you don't wear a school uniform.
- *Junbesi secondary school:* It's a rule that all the students have to wear school uniform every day. The poorest families in around Junbesi are supported from a donor, and in this way the student can manage to pay for a school uniform.
- *Pike lower secondary school ó Loding:* All the students in class 1 to 7 have to wear a school uniform and this is a strict rule. The students in class 8 don't have to wear a uniform, because it's the last year in this school, and it will be unfair and waste of money for the parents, if they are in a situation where they have to buy a new school uniform just for a year. So approximately 75% of the students in class 8 are still wearing a uniform. The school hasn't offered any proposal for a compromise to the poorest families, so they have to borrow some money if they can't afford. Because of the strict rule at this school, some of the uniforms are pretty old and used.
- *Shree Jwalamai primary school ó Thamakani:* There is no rule of wearing school uniform, because some of the families can't afford it, and the school prefers to

give everybody a fair chance for an education instead of focusing on the use of a school uniform. Actually a lot of the students prefer to put on normal clothes instead of their school uniform.

- *Chandra Joyti lower secondary school - Sagar Bakanje:* If the family can afford to buy a school uniform for their child, they have to, but if the family is put in a bad economic situation, the school accept this and don't force them to spend these money on a school uniform.
- *Chimbu primary school:* There is no rule of wearing a school uniform in the school time.

Wishes

- *Chandra Joyti lower secondary school ó Phaplu:* The teachers at this school really wish to increase the relationship to the parents so that the support for the school will get better. The school has been exposed to quite a lot of vandalism at the buildings and some robberies as well, and that's why it's very important to get a better communication to the parents.

There is a big wish for some scholarship to some of the poorest families in around the school.

Another big problem at the school is their toilet building, which is very nasty because the water supply isn't working at the moment. This is an absurd situation, where some locals continuing changing the water pipes that is suppose to go to the school, but instead they fixed it, so that the water is now running down to the private homes in the town. So the school is in a situation without any water, and because of this it's impossible to clean the toilets. This also gives problems with the drinking water, and the students now have to drink straight from the water pipes.

The headmaster mentioned these other wishes for the school; isolation of the classrooms, a science lab, school furniture and then maybe a computer room because one of the teachers at the school already have a knowledge of computer use.

- *Junbesi secondary school:* There are no real wishes from the teacher side.
- *Pike lower secondary school ó Loding:* The headmaster at this school have one big problem ó the salary for the teachers. There are 6 out of 8 teachers at the school that is teaching at lower secondary level, but their salary is only corresponding to primary level. All the teachers have expressed that they won't do this extra service much longer for this amount of money. They demand that the salary will raise latest in 2008, or ells they won't work. The salary don't have to be equal to the government salary for lower secondary teachers which is Rs 5880, but only have to raise with Rs 400 to Rs 500 per month. The headmaster already had meetings with DEO and VDC (village development committee) but none of them is ready to support with the needed money. Himalayan Trust stopped paying the salary for some of the teachers in Solu in 2002, and unfortunately it effected this school, so the headmaster don't think that they will be able to get any support from their side. All the six teachers have the qualifications to teach at lower secondary level, but three of them haven't had the opportunity to go and pass the

exam, so they can get the official license for their teaching training. In 1996 the Nepali Educational Ministry accepted the school to teach at lower secondary level, but the Ministry rejected to pay a higher salary for the teachers. Until 2002 Himalayan Trust supported with the last money, but since that the salary have been equal to primary level.

The headmasters plan is; 1) contact Reed, Himalayan Trust and other NGOs

- 2) talk with the parents to see if it's possible to raise the school fee just a bit.
 - 3) meeting with the teachers
 - 4) in the end he's forced to cancel the teaching for class 6 to 8.
- *Shree Jwalamai primary school ó Thamakani*: The teachers is satisfied with the way the school is doing right now, so there is no real wishes from their side.
 - *Chandra Joyti lower secondary school - Sagar Bakanje*: There are still some young kids in the local area that doesn't go to school, and it's very hard to convince the parents to send them in school because of their poverty, so some scholarship is properly needed. The school wish to get some extra students for class 1 to 5, and it's a bit frustrating for the school, that around 30 students decide to study at Chimbu primary school instead, because Himalayan Project support with dress and backs for the students at this school.
 - *Chimbu primary school*: Because of the low teaching experience there is a big wish from the teachers to join some training courses with general teaching methods in focus. Ones again this school also have problems with the relationship to the parents, and this is a big frustration for the teachers.
The teacher Pasi Sherpa is only part time teacher and the school wishes to employ her full time for a salary around Rs 3000 per month.

Calendar for the schools in Solu 2007-2008

| | | |
|--------|---|--|
| 1.term | { | School: 28 th of Marts until 23rd of April Festival holiday: 24rd of April until 2 of May |
| | { | School: 3 of May until 11 th of October Festival holiday (Dashain): 12 th of October until 26 th of October |
| 2.term | { | School: 27 th of October until 8 of November Festival holiday: 9 of November until 12 th of November |
| | { | School: 13 th of November until 15 th of December Winter vacation: 16 th of December until 4 th of February |
| 3.term | { | School: 5 th of February until 10 th of Marts Final exams: 11 th of Marts until 20 th of Marts |
| | { | Student's vacation: 21st of Marts until 27 th of Marts |

Note: the first and the second term are up to each school to decide what time of the year they won't hold it. So it can be different from school to school.

Own impressions of the schools

- *Chandra Joyti lower secondary school ó Phaplu:* This is a school with a lot of opportunities for Himalayan Project to start and develop new projects. We haven't been supporting this school earlier, so the first meeting I had with the school staff was very positive. The headmaster Sunil Karki is obviously very engaged in all the parts of the schoolwork, and he has managed to build up a good group of teachers which clearly respect each other. When I was having meetings with Sunil Karki it often took longer than the school day, but anyway the rest of the teaching staff waited at the school until we were done with the meeting, so that they could walk down to Salleri together, where all of them is living. The teachers aren't only colleagues but actually friends and they spend time together outside the school as well. There is a good age difference between the teachers ó some young men with only a few years experience, and some more experienced male and female teachers.
- *Junbesi secondary school:* This school is the biggest one in the area, and I visit the school twice, and both times I didn't have the feeling, that the teachers were very interested in answering my questions. The answers were very short and it was hard to open up for a good conversation, where they were willing to go into details about my questions, so I felt that I had to drag a lot out of them to get the real impression of the school. Especially the headmaster Bed Bahadur Shrestha seemed very uninterested in my work, and he often walked around in the staffroom focusing on a lot of other things than my present. It wasn't such a pleasant experience there at the school, where they just wanted to get over with it, but I heard that they have had quite a lot of NGO's and westerners students coming there, asking them some questions and then afterwards nothing really happens in advantage for the school. So if this is true, I can understand why they are getting a bit tired of these people that comes there, and they have to give them plenty of information's without any positive effect afterwards.
In another perspective this school is also the one that gets most support from the Nepali Educational Ministry in the way that all the teachers at this school are paid from Government side. So the teachers'situation here at the school is more secure than it is for some of the other teachers in the area. It's depended on the support from a NGO. So it can seem like the teachers are a bit more expect with some extra support to the school. But because of the central location in Upper Solu and the size of the school, it makes it an important part of the cooperation between the schools ó and that's a significant fact in the process of develop the school level in the future.
- *Pike lower secondary school ó Loding:* I visit this school in the end of the examination, so I only meet up with the headmaster Chet Bahadur Magar. He got a good education background and is focused on the school work. It's definitely a big frustration for him, that the teachers aren't paid the salary that they are actually claimed to get. He really wants to sort out this problem as fast as possible, and that shows me, that he is the right man to control a big school like this. He is a respected man in the local society, and with the beautiful new school is definitely an interesting place to start new projects.

- *Shree Jwalamai primary school ó Thamakani*: This is a small and well organized school, where I feel that the teachers are respected for the work they are doing at the school. The headmaster Bhai Kaji Magar has a good relationship to the parents of the students, and if there is any problems with a student he contact the parents privately, and try to sort out the problem. He often uses a local role model to convince the parents how important the education is, and because of the well working teacher-parents association and management committee, he is satisfied with the support from the parents. I have a good feeling of the school in general, and positive school to work with.
- *Chandra Joyti lower secondary school - Sagar Bakanje*: I visit this school twice, and the first visit was very positive. I spoke with the headmaster Ang Dawa Sherpa and another English teacher, and they were very active in our conversation. I had to talk with them about the new projects with the toilet complex and the new school building, and Ang Dawa Sherpa promised that they could start building the fundament of the toilet complex within 2 weeks. It seemed very positive and it was a very nice first visit. But when I came back there one and a half month later there was no improvement in the project at all. Because of different complications they were late, but in the end of May they would start building, and luckily thatø in process now.
 At the second visit Ang Dawa Sherpa was in Kathmandu with his son, so instead I spoke with one of the other teachers. I came there in the morning, and this was in the beginning of the new school year. I experienced that the students was ready for the first lesson at 10 am, but when all the students went into the classrooms and just waited for the teachers, all the teachers were sitting in the staffroom doing some paperwork. After 45 minutes the first teacher went into one of the classes. Actually a few of the teachers spend the whole day at the staffroom, while some of the students were just waiting. Then at 2 pm they went home without any lessons this day, because the teachers were busy at the office.
 Another thing that I noticed was the way the students were acting around the staffroom. While we were sitting in the middle of the meeting, a lot of the students were interested to see what was going on. So a lot of them were standing even in the doorway or in front of the window observing what we were doing there. The attention from the students was very nice, but after a bit some of the students went into the staffroom, disturbing the meeting with a lot of noise and chasing each other around and inside the staffroom. It didnø seem like the teachers really felled like telling them to calm down except when it got too loud. So my general impression of the school isnø the best, and I donø think that there is a lot of discipline at the school. I say this recording to the teachersøunprepared work and the almost unlimited rules for the students, when they are playing inside and around the staffroom.
- *Chimbu primary school*: The problem here at the school is that none of the teachers have a bachelor in education or any training courses but only SLC or 10+2. So they havenø had any professional lessons in basic teaching methods, and that makes it difficult for the teachers to come up with new idéeø to develop the teaching at the school. They still need the basic knowledge about teaching, but the good thing is that they are interested in these courses as well. They wonø to

do their best for the school, but they aren't able to handle big differences, because of their limited knowledge of how to run a school.

I'm convinced about the many opportunities to develop the teaching level at this school in the future. When I was working with the headmaster Bhimsen Bashnet and the teacher Jangbu Sherpa they were ready to spend a lot of time with me, and they are trying to do their best, but they just need some basic teaching training.