

0.0 Data:

0.1. Name:

Budha Kinja Primary School.

Bakanje 9.

0.2. Drawing:

No drawing at the moment

0.3. Participants:

Translator: Rinji.

School:

Headmaster: Ang Puti Sherpa.

Teacher: Janak.

School Management Committee:

Chairman: Gelbu Chiree Sherpa.

Member: Qianje Sherpa.

1.0 School:

1.1. School History:

Budha Kinja Primary School was build in 1964 on initiative from the local parents ó later the Parents Committee (here after mentioned as PC). The Kinja area had a lot of kids but no school nearby. (The school was build 3 years after Hillary started his own first schools).

The school was finaced by the local people, and the teacher Jawak Bhasnet donated the piece of land on which the school is located. The school started as a pre-primary school but was accepted as a primary school in 1974.

In 1994 the earthquake building was build and payed by the government, after a local big earthquake around 30 years ago that killed a lot of people. The building is ment as a safe place for the hole communitie in case of future eartquakes.

Today the earthquake building is used for table tennis and storing ó which might be a problem if the building is suddenly needed as a safe place during an earthquake.

In 1998 the office was build on private swiss initiative.

In 2000 the Himalayan Trust (Here after HT) donated money ó on initiative from the PC who went to Salleri to talk to Hillary - to build a hole new school building. Unclear whether the old buildings were torn down or almost unexisting at the time of the donation.

This year the local community payed for a toilet for the school.

Today none af the original school buildings exist.

In 2005 RRN donated money to change HT's slate roof to tin roof with skyligth, and also donated money to buy new furnitures to the class rooms. When the roof was finished they donated furnitures for the class romms as well.

In 2007 the District Water Service builded a new toilet so today the school has two functioning toilets.

1.2. Buildings:

The windows in the class rooms are wooden shutters, but this is not a problem as the skylight provides an excellent light. The classrooms are small but good and divided by stonewalls, that keep the noise out well. During winter the rooms are cold, but as Kinja lies in 1600 meters it is better than many other places. The floor has a stone covering, but no further wooden isolation. Wood is also not used as isolation on the walls or the roof. During hard rain the tinroof makes teaching impossible wherefore they dance instead. The blackboard is painted cement on the walls, but seems to be functioning.

In the room for nursery and 1. class teaching the outer wall is almost entirely covered by mould. The wall is cleaned in schools periods (we visited the school during the holiday), but the mould will still remain and create an unhealthy indoor climate.

1.3. Organization:

- School Management Committee:* (Here after mentioned as SMC)
8 members in total. Consist of the headmaster, two teachers and five parents. The Chairman is always a parent. The SMC have monthly meetings.
- Teachers Committee:* (Here after mentioned as TC)
3 members in total. Chairman is a teacher. The TC have monthly meetings.
- Parents Teacher Association:* (Here after PTA)
11 members in total. Consist of ten parents and one teacher (at the moment it is the headmaster Ang Puti Sherpa). The Chairman is a parent. The PTA have monthly meetings.

The SMC is the deciding organ, which the other committees must consult when they want to make changes.

1.4. School Fee:

None

1.5 Uniform:

Compulsary

1.6. Scholarship:

The only scholarship are the Dallit Scholarship donated by the government. This year two Dallit students receive 500 Rs/year each.

The school must apply the District Education Office (Here after DEO) for the scholarships. Rinji says that only talented Dallits receive the scholarship, we are not sure whether this information is correct.

1.7. Library:

The school has a very small library in a cupboard in the office which consist of both novels and textbooks. The students are allowed to read the books at the school but can not bring them home.

1.8. Teaching Materials:

Nepali	textbook, teachers guide book, grammar book, dictionary, posters, nepali toy alphabet, drawing paper
Math	textbook, teachers guide book, measuring instruments, calculator, nature materials to count with sticks and stones
English	textbook, teachers guide book, grammar book, dictionary

2.0 Teachers:

2.1. Teachers Data:

<i>Headmaster</i>	
Ang Puti Sherpa	
<i>Payed by</i>	Government 6200 Rs + 200 Rs ¹ /month
<i>Education</i>	?
<i>Subjects</i>	Nepali, Math, Health
<i>Extra Courses</i>	None. Interested in extra courses but has never had the opportunity
<i>Hired Since</i>	1991
<i>Experience</i>	Only worked at Budha Kinja Primary School

¹ Headmaster salary

<i>Extras</i>		
Janak Bhasnet		
<i>Payed by</i>	Government	6200 Rs/month
<i>Education</i>	SLC	
<i>Subjects</i>	English, Nepali, Social	
<i>Extra Courses</i>	One 2-3 day course i Teaching Methods 4-5 years ago. Government provided	
<i>Hired Since</i>	1975	
<i>Experience</i>		
<i>Extras</i>		

Hikmat Bhasnet		
<i>Payed by</i>	Government	6200 Rs/month
<i>Education</i>	SLC	
<i>Subjects</i>	Math, Social, Science, Geografi	
<i>Extra Courses</i>	A teaching method course provided by HT while he was teaching i Sagar Bakanje	
<i>Hired Since</i>	2006 as a temporary teacher ó unclear how long he is staying, apperently it is the up to the government to decide.	
<i>Experience</i>	2 years in Chaur lakharka, 1 year in Dacchu, 1 year in Sagar Bakanje, 1 year in Kinja. 6 years in total	
<i>Extras</i>	Transferred from Sagar Bakanje because he is living closer to Kinja	

2.2 Teachers comments:

The headmaster Ang Puti Sherpa expresses a big wish for extra courses for her self and for the teachers in general. She believes the lack of courses it is a problem for the educational standard.

One of the problems is that the government at the moment changes the curricula for at least one subject a year. The new curricula are often difficult for the students to comprehend ó she believes the levels are too high ó and therefore difficult for the teachers to teach. This is especially a problem in Math and English. Ang Puti Sherpa believes that a course in general teaching methods would make the teaching easier and increase the understanding.

Janak does not feel that the curricula presents a problem.

The teachers discuss the new curricula once a year when they are implemented.

Janak feels that the 2-3 day course in general teaching methods and his 32 years experience is sufficient for him to be a good teacher.

Our comments:

Maybe it is not the changing curricula that is the real problem but the teachers own lack of education and understanding of the new and more difficult curricula. A course in general teaching methods would might help ease the problem, but maybe the curricula problems that Ang Puti finds is just a premise at the current time.

Janak, who is the English teacher, seems to have great problems understanding our questions in English and never answers them in English. This is, however, not unusual, but may demonstrate that his English skills could be improved by an English teaching course or a further study of English.

2.3. Multiclass:

There are six classes at Budha Kinja Primary School; from nursery to fifth grade.

Because of a lack of teachers (the total number is three) all the classes are multi-classes. This means that each teacher is responsible for two classes in each period, where he or she will be 20 minutes in each class per period².

Nursery Class and class 1 share a room while class 2 ó 5 have their own classrooms. This means that the teachers are only present half of the time during the school day, except in the nursery and class 1. All present at the meeting feels that the multiclassses present a problem because each class gets to little time for the teaching.

The multiclass system also demands great self disciplin from the students when they are without a teacher half of the time. As a solution some of the gifted students are chosen to be a õsubstituteö teacher to help guide the class and keep order while the teacher is not present.

All agree that the multiclass system is not a perfect solution, but at the present it is the only alternative because of the lack of teachers/the money to hire new teachers.

3.0 Students:

3.1. Students Data:

2005/2062	Girls	Boys	Total
Class 0 + 1	10	13	23
Class 2	3	9	12
Class 3	4	5	9
Class 4	10	5	15
Class 5	7	7	14
Total	34	39	73

2006/2063	Girls	Boys	Total
Class 0 + 1	8	12	20
Class 2	2	5	7
Class 3	1	8	9
Class 4	4	4	8
Class 5	9	5	14
Total	24	34	58

2007/2064	Girls	Boys	Total
Class 0 + 1	12	16	28
Class 2	4	3	7
Class 3	2	6	8
Class 4	2	6	8
Class 5	7	7	14
Total	27	38	65

The big fall in total amount of students from 2005 to 2006 is rather unclear. The school mentions older students moving to other schools and students not transferring to the next class as possible explanations.

3.2 Disciplin/interest in school:

Ang Puti says that the disciplin in genel is up to the teachers to create, but she does not find that there are disciplinary problems at the school.

Ang Puti finds that the students in genel are very motivated because the parents are very keen on their children becoming educated.

3.3 Regular attendance:

3.4 Does all the children of the area attend school?

² One period = 45 minutes

3.5 Energy Level:

Ang Puti holds that the energy level decreases during the day which of course has a negative impact on the students performance and learning. The decreasing energy level is believed to be due to very few students taking lunch. The students who live nearby go home in the tiffin break to have some tiffin, but the rest go without. The reason for the missing lunchpack is reckoned to be bad economy among the parents and the teachers seem skeptical about a change in attitude among the parents on this subject.

3.6 Lunch:

See the section above.

3.7 Homework:

3.7.1 Amount of homework and percentage of the students doing it

The daily homework takes around half an hour per subject per day, a bit more for the older and a bit less for the youngest.

Everyone do it as a result of the great cooperation between the teachers and the parents. 4 years ago, before the awareness program³, the situation was completely different as only 30 % of the students had done their homework.

Homework are checked in the notebooks of each student everyday. This takes 5-10 minutes per subject which equals 25-50 % of the time the teacher has for each class. The teachers seem to consider it a problem without having any solutions for it.

3.7.2 Amount of household and farm work for the students

Quite a few students help doing housework after finishing their homework.

3.7.3 Estimated influence on household work on homework

4.0 Parents:

4.1 literacy level:

25 % of the parents are estimated to be literate.

4.2 interest in and understanding of the importance of school

The lack of literacy despite the long school history in the area is thought to be due to poverty. At many schools the lack of educated parents present a problem for the school as the parents underprioritize the school as a consequence of a missing understanding of what a school is and does. In Kinja they have tried hard to come to terms with this attitude and are doing a great job in creating support about the childrens school attendance among the uneducated parents. The parents will never be capable of helping their children with the homework, but they can learn to give their children sufficient support and time for homework instead of field or housework.

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

Awareness program

Information about the awarenessprogram

The program was started 3 years ago as a consequence of problems with students activity and attendance, wherefore the TC decided to involve the parents to solve the problems. The main idea is that the students must learn certain things at home as a basis for the teachers to build on. The first initiative was to have a door-to-door service where the TC would talk with all the parents, but this was not effectfull. Instead they held a large meeting at school where the problems were discussed with teachers, students and parents present. The TC already knew what they wanted the conclusions to be, namely to make the parents realize their responsibility which was described as:

- to care about daily activities
- remember notebooks and pencils

³ See section 4.5

- remember that the students must do their homework and the parents must give time for it
 - that the students must attend school on time and on an everyday basis
 - that the students must be clean and in their school uniforms
- All present at the meeting agreed to these points.

More than one meeting were necessary before there was a visible effect. Some with all the parties, others only with teachers and parents. 3 meetings are and were held each year and the meetings take up a whole day. The main activity at the meetings is the discussion, but at times dancing and a tea-program takes place as well. An improvement was visible after the first year and there has been improvement ever since. The chairman of the SMC is responsible for the meeting and all of the parents, students and teachers are attending today. In the beginning some believed they were too busy with fieldwork to attend, but today there are no such problems.

Today they are quite satisfied with the parents, but want to continue with the program in the hope of improving even further. Today, along with a discussion of the problems at school, the meetings are used to provide common education to the parents about environment, health and how to be a good citizen. In this respect the meetings can be viewed as a massive parents, teachers and students association.

The teachers believe that Kinja is just as poor as Chimbu, Dakchu and Bakanje (the neighbour villages). From this, we believe, the lesson and the conclusion is, that (lack of) parent support is not purely a matter of bad economy as some of the schools we have visited tend to think. Kinja school has showed that it is equally important to deal with the problem in the right way, i.e. try to engage the parents in every possible way.

5.0 Wishes:

1. An extra teacher
2. An expansion of the school to lower secondary. The pupil foundation should be there as a result of many small villages next to Kinja and many of them must walk a long way to the nearest lower secondary schools (Sagar Bakanje and Chaulakharka). If this is done the school will need new buildings for it. *Our comment:* Before any decision is made one may ask whether a lower secondary in Kinja will diminish the pupil foundation in the two lower secondary schools to an unacceptable extent.
3. A new building for the meetings and sport. The measurements should be 15 and 5 meters but they might want it even larger as they believe a room in the earthquake building, measuring 10 and 5 meters to way too small. *Our comment:* It does not seem as a first priority for HP, but on the other hand we might choose to reward the great meeting activity and involvement of the parents. Moreover, a new building could also be used for workshops and parent education.
4. More teaching materials, especially in sport, where they only have two volleyballs and in music where they only have two drums. An encyclopedia would be valued as well.
5. Computers. As they do have electricity in the city it would not be a large problem to extend it to the school, which as present has no access to electricity.

Additional comments:

It must be added that we had serious translation problems during this interview which we had to disrupt more than once in the hope of clearing our translators mind. Therefore some of the informations may be incorrect.

6.0 Schoolexcursion

The excursion is a good idea and they would like to take part in the next school excursion and if this is not possible then have guests from the participating schools. The most important part of the excursion

is, they believe, a widening of the students horizon and knowledge and to give them an opportunity to visit new places.

7.0 Disableded

Two disabled children at 4 and 11 years. Physically and, as far as we could understand, mentally as well. They are believed to be capable of walking to some extent. They are decribed as 75 and 90 centimeters high wherefore we take them to be dwarfs.