



Himalayan Project

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REPORT

**Bakanje PONA-School Empowerment Program
(BAKANJE PONA-SEP)**

DECEMBER 2014



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DECEMBER 2014

by Kurt Lomborg, Manager of Himalayan Project

With reference to Project Description of August 2014 the program was implemented in Bakanje in autumn 2014 by Ulla Laier and Nanna Marie Kristensen from PONA-Foundation, Kurt Lomborg from Himalayan Project and Namgyal Jangbu Sherpa and Janaki Khadka from Himalayan Project Nepal.

Project A): Student and Teacher awareness:

1) **Baseline Survey:** was performed on 31. October 2014 with 88 out for 101 students from class 6-10. The survey gave interesting results. The **Qualitative Survey** did show a high level of self confidence among students, and that they don't prefer Kathmandu from Salleri for further education. The majority wants to stay in Bakanje in future rather than move to Kathmandu and actually quite less to go abroad. They expressed a high level of satisfaction on behalf of their parents towards the school, and themselves they are very satisfied with their teachers, but though very worried about the education at the school. But they gave their teachers and the school quite a high score. The **Quantitative Survey** was quite depressing showing that the majority of students were not able to reply the given questions, but were rather choosing the answer randomly. It was bad in all subjects Nepali language, English language, Social Study, Science and Mathematics and bad in all levels giving blame all the way back to the primary level. The overall conclusion can claim that the overall knowledge among students at the school asked a curricular question will lead to a right answer between 12% and 29%. Only 50% of students are giving at least some right answers, but only 18% are giving more than two out of three right answers.

This Baseline Survey will be repeated with exactly same questions after some years, probably by end of Teachers Training, to measure a development. That is the reason, that we will not publish the questions.

The full report on the survey is attached to this report.

2) **Interaction with students:** This program was not performed.

3) **Interaction with Teachers:** This program was not performed.

4) **Interaction with Parents:** This program was not performed.

5) **Creative expression:** Nanna and her cousin Søren performed this program with students of class 6-10, but they didn't succeed involving the teachers even the students did show a very high level of engagement. The students were drawing their vision on the future Bakanje with International Airport, freeway and factories. With two cameras they

made documentation on given subjects with excellence. Nanna will prepare a presentation on her results.

6) Educational Counselling for Students: Teacher Trainer Puskar Joshi performed this counselling classwise. Only in class 10 some students did show some commitment on their personal future, while the rest were either completely unaware or too shy to express anything. It can be a hope that this will develop when repeating those sessions. Another weakness found was, that the counsellor didn't have sufficient knowledge about the practical details about the further education to achieve the dream of the students. The counsellor should do investigations on issues which the students did reveal.

Project B): Teacher Training:

1) Educational Methods: In the period 30. October to 12. November 2014 the Educational Scholar Mr. Puskar Joshi performed training for the Teachers at Bakanje School and also on some days for two teachers from Chhimbu School. The teachers took very actively and engaged part of the training given and most of them expressed a positive attitude towards doing changes to their educational methods, but some few were more reserved. Probably they will very soon fall back on previous attitudes and methods, so it will be very important to repeat the training with regular and not too long intervals. It was proposed to repeat in January and in April by the end of the school year. Then we in HP and PONA shall decide how we will run this program in next school year. The full report of Mr. Puskar Joshi is attached to this report.

During the training while preparing educational materials the teachers found it difficult to perform due to lacking of materials and tools to work with. Not to give a chance for bad excuse, we immediately after returning to Kathmandu purchased the needed equipment which will be shipped within this month.

Project C): Strengthening School Management Committee:

1) Supervision of SMC: SMC chairman Mr. Ngimchhirri Sherpa are still very active in supervising the teachers and the school and he seem to be quite immune towards the resistance he meet. Therefore it seems like he slowly is changing the attitudes of the teacher staff and students, and also the parents. But anyhow his crusade towards alcohol consumption among a few teachers now seem to turn out against him, probably because it for most teachers is quite safe to resist on this point. Furthermore two members of SMC are having small lodges where they sell alcohol and they are reluctant to implement the rule of not serving for teachers and students.

There are some bad attitudes among teachers to utilize all given opportunities for extra leave and less work. The possibility of having 18 days of occasional leave with salary is utilized in full by all teachers. And for some the 11 days of sick leave as well, with those not utilizing claiming to save for next year. On daily basis claiming that preparation can only be done in educational periods, where they should be in class. And without exception being 10-15 minutes late in class and 10 minutes early back. And for some teacher spending a substantial part of the lesson to take sunbath in the school yard. The working rules of teachers should be picked up at DEO office in several copies, and distributed among those who have interest in giving right rules at the school. We found by checking attendance lists that the attendance last year in class 6-10 was 70% in average. This attitude among teachers and students to neglect the education shall be changed.

2) Common SMC-Teacher-Parents Interaction Program was held on 7. November with attendance of all SMC and representatives of PTA (Parents Teachers Association), all teachers and around 50 Parents. Only 1½ hour after time of meeting it started. This should be taught to all participants that meeting starts at least 10-15 minutes late, but

absolutely no more. If they have something to say, then come at time. The meeting was under the leadership of SMC, so the chairman introduced the meeting with a half hour long speech. In future this should be reduced to maximum 10 minutes. By then Puskar Joshi took over the leadership of the meeting. Parents and rest of SMC were given one minute each to express something about the school, and they really did almost all. It was quite impressive to see normal simple people expressing that clear. Teachers were given 10 minutes each, which they spent on counterattack and defence. This shouldn't have happened as teachers also just should express shortly what is most insistent for them, equally with parents. Puskar had noted down 4-5 points which were meaningful for a debate without aggression. But time had passed so the debate never came in act before evening cold took the energy out of people. But here the chairman should choose one subject at the time giving participants up to two minutes to express their opinion in the debate. The people of Bakanje have no habit in this kind of debate program, so the habit should be given by repeating this séance by every training period.

Project D): Reward Programs:

1) SMC Teachers Reward: Unfortunately the “Teachers Performance List” has not been implemented as it was supposed. Instead of expressing performance it came to express attendance. Therefore some teachers who didn't deserve a reward got it, which has led to some disagreements from colleagues and SMC. But as this reward is a purely local reward, where the money comes from fines for being late or absent, we will not for the time being interfere with this program.

2) PONA Teachers Reward didn't run this first year of the program, but it was announced that it will be given next autumn to those teachers who have changed their educational methods in a dramatic way. It really seemed to create a spirit of fighting for it when it was mentioned.

3) Student Reward: 13 students in class 6-10 had result from last year above 55% and were given reward. We performed this distribution at a great ceremony where all the students and many parents were attending. They were really proud of this acknowledgement and their fellow students were completely silent and aware during the giving away.

		Result	Reward
Rajani Tamang	Class 6	84%	3.000 NRS
Pasang Lhamu Lama A	Class 6	57%	2.000 NRS
Kamala Thami	Class 7	70%	3.000 NRS
Subodh Bogati	Class 7	60%	2.000 NRS
Sonam Phuti Sherpa	Class 7	61%	2.000 NRS
Kanchima Lama	Class 7	59%	1.000 NRS
Chhoti Sherpa	Class 8	56%	1.000 NRS
Pula Gyalzen Sherpa	Class 8	55%	1.000 NRS
Bikash Bashnet	Class 9	55%	1.000 NRS
Lhamu Sherpa	Class 9	55%	1.000 NRS
Radha Bashnet	Class 9	56%	1.000 NRS
Nirmaya Kharki	Class 9	57%	1.000 NRS
Pemba Lama	Class 10	55%	1.000 NRS

4) Parents Reward: We decided to delay this activity until next year, when the program is running in full and parents have had the chance to show off.

Project E): Scholarship Program:

1) **HIPRON/HP Scholarship:** this program is targeting the poorest families and as a secondary criteria it shall also consider talent. This program will continue unaltered in future.

2) **PONA One-Year-Scholarship:** was given to 9 students who were nominated after going through the results of the last school year. They were called for an interview with Ulla and Nanna and those who were able to express in English about their education and view of life was chosen for the scholarship, while the rest were given the Student Reward. We have also announced that this scholarship is given only according to performance irrespective family status or already received scholarships or rewards.

		Result	Attendance
Devin Bashnet	Class 10	71%	83%
Gelu Sherpa	Class 10	66%	82%
Lhakpa Sherpa	Class 10	63%	80%
Pemba Doma Sherpa	Class 9	62%	86%
Phurba Doma Lama	Class 9	59%	86%
Sandes (Ratna Bhd) Ghimere	Class 9	57%	85%
Dawa Sonam Lama	Class 8	64%	99%
Ngima Lhamu Lama	Class 8	64%	87%
Pemba Sherpa A	Class 7	66%	96%

The One-Year-Scholarship was given with 1.000 NRS/month for one year divided in quarterly transfers. We made agreement with “New Women Saving and Credit Institute” that they shall start operating a “Youth Educational Saving Account” for all students who wishes to have an account, but especially for those students who received this scholarship. The accounts for the 9 students were opened few days later and we could transfer the first quarter of support. We agreed to pay 10% of the scholarship amount as a service charge to the bank. In this way we can teach the students to save the money for further education when they have to leave the school. Or at least we can see how far they are doing. By opening this account we can also open the option that the students themselves or their parents can add to this saving.

This program has already created some turbulence in the local educational world. Now well established parents find a way to approach monetary benefits just by letting their own promising youth to go into competition with the others. Even this very competition itself also seems to please many parents with promising but lazy offspring. Several parents in Kenja, who are sending their students for Chaulakharka High School, will now shift to Bakanje. And two parents will now consider taking their student back from expensive boarding school in Kathmandu. This increase of students will sooner or later release one more teacher for secondary level.

Next year we shall therefore be very careful how and who to select, as it will be very carefully looked after by the parents and especially by those whose students are not chosen. Probably we will have to add to the list choosing maybe up to 15 or more students or raising the result level.

This scholarship will create a severe demand from students and parents side towards the teachers to elevate the educational standard and from parents to students to observe the education more actively.

3) **PONA Basis Scholarship:** We didn't choose any students for this support this first year of the program.

4) **PONA Further Scholarship:** Two students who passed the SLC exam this year and who have received HP-Scholarship for many years was abandoned by their donor after completing their exam. They are both talented students, so we decided to give them this PONA-scholarship for the level 11-12 where they both want to study Education with

subject Science. It is Renuka Bhujel and Pemba Lhamu Sherpa both from Chhumbu. It is difficult for me to explain the happiness they expressed after first being abandoned and then accepted again. We didn't meet other candidates but they might show up during the year ahead.

Project F: Local Educational Application:

1) Local projects by application from Parents, Students and/or Teachers: We have decided to put high demands on formulating such applications, but anyhow we didn't do, when we received three oral applications.

A) Converting a normal classroom into a Nursery Class Room. The facility the school is offering those preschool children isn't adequate and it might be the reason that only 6 children is admitted in this level. We accepted a wish from the school side to do the necessary work for 70.000 NRS (or under no circumstances exceeding 80.000 NRS). The school will by own effort do this conversion.

B) Supporting the students with a new volleyball net, two quality volleyballs and a volleyball pump. This was purchased immediately after our return to Kathmandu and will be shipped within this month.

C) English Teacher Nuru Jangbu Sherpa who is employed as a private teacher by Himalayan Project has not received rise of salary for the last 3 years even his colleagues have. Now he is humbly applying for it. HP has already announced that from our side there will be no more rise, but maybe from PONA side there could be a special arrangement under special conditions. Nuru Jangbu are as well as all other teachers at the school accustomed to the focus on taking leave as much as possible. Maybe we can let Nuru Jangbu show how it should be, by having it as our condition to give 3.000 NRS more a month for the next school year, that he don't take more leave than what is absolutely necessary and justifiable.

Project G: Project Expenses:

1) Local Program Coordinator: We employed Teacher Lhakpa Sherpa for this position as he is the one of the teachers who know about computers and because he is our scholarship receiver for long time back. His contract and Job Description is attached to this report.

2) Temporary Employments: We didn't utilize this facility as the HIPRON secretary Janaki Khadka took the action as interpreter for Ulla and Nanna.

3) HIPRON Project Expenses was withheld with 15% after arrival on Himalayan Projects account to cover the expenses of HP and HIPRON to run this program, salaries as well as office expenses. Therefore there are no administrative expenses added under the individual of the projects.

H: Non-Budgeted Program Support for 2014-15:

No pressing needs for support came up during the autumn program implementation. But it could be imagined that the next two teacher trainings could give some new proposals. But anyhow it can be imagined that the scholarship part of the program could lead to more expenses by the coming years, so therefore we decided to let the major part of this remaining budget stay for the next year.



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Bakanje PONA School Empowerment Program Program Coordinator Lhakpa Sherpa Working Schedule November 2014

Teacher Lhakpa Sherpa is by 15. November 2014 employed as Program Coordinator for PONA Foundation to oversee and report on the program activities. This employment will continue until it is terminated by one of the parties. The compensation to do the work is agreed to be 3.000 NRS per month plus one month salary for Dashain allowance.

The work to be performed shall be:

- 1) Keeping an eye with **PONA Scholarship Students**
 - a) That they have a regular attendance, and notify them if they are irregular.
 - b) See to that they give regular tuition to at least two fellow students (who are not their siblings)
- 2) By end of the school year when results are published
 - a) Secure that class teachers have filled and completed calculations on individual Mark Sheets
 - b) Enter final result in the Excel-file "**Student Progress**" (Percent – Division – Attendance%)
 - c) Send the file to HIPRON at first given opportunity
 - d) Secure that ALL students at the school will receive their personal Mark Sheet
- 3) By end of the school year when results are published
 - a) Update the file "**Student Profile**"
 - b) by saving in a new name and changing class nomination
 - c) Checking and updating all information about the individual students
 - d) Send the file to HIPRON at first given opportunity
- 4) By end of the school year when results are published
 - a) Update the Excel file "**Teachers Development List**" with the new results
 - b) Send the file to HIPRON at first given opportunity
- 5) Every month at bank opening day
 - a) Update the Excel file "**Student Bank Statement**" with Monthly Balance
 - b) Show the file to HIPRON Runner Service when they are there
- 6) Helping Headmaster with updating "**Teachers Performance List**" on PC
- 7) Helping **HIPRON Scholarship Students** to update their **Account Book**
 - a) Teach students how to fill in **Account Details**
 - b) Teach students how to fill in **Letters Record**
 - c) Teach students how to fill in **Students Progress Report and Attendance**
- 8) Give report on SMC-Teachers-Parents Interaction Program

Sagar-Bakanje on 7. November 2014

Lhakpa Sherpa

Namgyal Jangbu Sherpa

PONA BAKANJE SCHOOL EMPOVERMENT PROGRAM PONA BAKANJE-SEP BASELINE SURVEY OCTOBER 2014

PONA Bakanje-SEP is a program launched in 2014 with the economic support and guidance of PONA Foundation and under the administrative leadership of Himalayan Project Danmark and Himalayan Project Nepal. This 10-years program is focusing on many aspects of the educational environment at Sagar-Bakanje Secondary School in Bakanje VDC of Solukhumbu District in Eastern part of Nepal. For the purpose of being able to measure the results of this program, this Baseline Survey was performed at the initiation of the program in October 2014, and exactly the same questionnaires is expected to be replied by the students at any time in future to evaluate the progress by measuring the difference between before and after. Not by same individual students, but students at the same level. The questionnaire consists of two separate parts. A Qualitative Questionnaire replied by all students of Class 6 to 10. And a Quantitative Questionnaire developed separately for each of the five levels between Class 6 and 10. This last questionnaire was designed according to the general and publicly recognized curricular level of each of the grades. The levels are designed with a degree of difficulty so the level of right answers should reach 50-65% giving space for a proper development of the understanding of the students. Unfortunately the questionnaires were not fully elaborated resulting in some errors, which will be explained in the analysis. Furthermore the Nepali and English language has very different roots and therefore translation between the two languages is very difficult and gives some errors to the survey.

The survey was performed on 31. October 2014 by taking desks and benches from class rooms into the school yard. Students from class 6 and 8, class 7 and finally class 9 and 10 were given 20-30 minutes for each of the two questionnaires attended by the HP/HIPRON staff. The survey was anonymous by asking only Gender, Age and Class. But probably many students didn't believe that their answer couldn't be recognized giving some misinterpretations of the qualitative questionnaire. Data was entered in Excel-sheets and superficially analyzed and published at the school few days later.

Students participating

	TOTAL	BOYS	GIRLS	Average Age
Class 6	18	2	16	12,8
Class7	26	12	14	14,0
Class 8	16	7	9	15,6
Class9	15	2	13	16,8
Class 10	13	8	5	17,2
TOTAL	88	31	57	

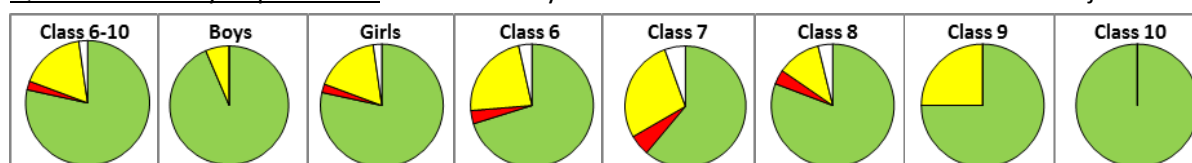
Total number of students in Class 6-10 is 101, so 13 students were absent. Beside the local students from Sagar-Bakanje village, in class 6 is also students from Sagardanda Primary School, Chhimbu Primary School, Orale Preprimary School, Dacchu Preprimary School and a few students from Chhiringkharka Primary School enrolled. In Class 8 is furthermore a few students from Kenja Lower Secondary School. We haven't investigated why the number of girls are almost the double of boys, but probably a reason is, that a

portion of boys are enrolled at the monastery school at Serlo Gompa and some families have invested boarding school for their boys in Kathmandu.

Explanation on Diagrams: Generally GREEN color means YES, MORE or RIGHT answer. RED color means NO, NONE or WRONG answer. YELLOW color means "I Don't Know". WHITE color always means "No Answer" or Empty Fields.

Analysis of the Qualitative Questionnaire.

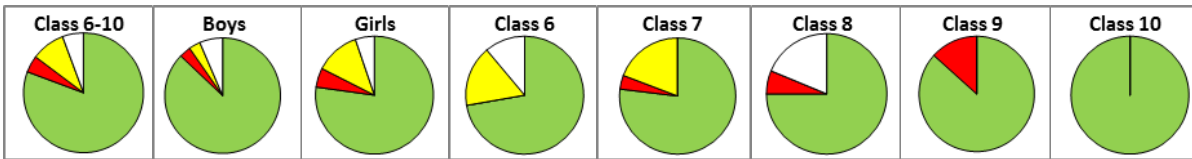
Question 1: Can you pass SLC?: In the school year of 2013-14 50% of the students at Bakanje School passed SLC



(School Leaving Certificate) after class 10. This was more than at any other school in Solukhumbu District. It is interesting that the self-confidence among students is higher than reality. Higher among boys than girls. And

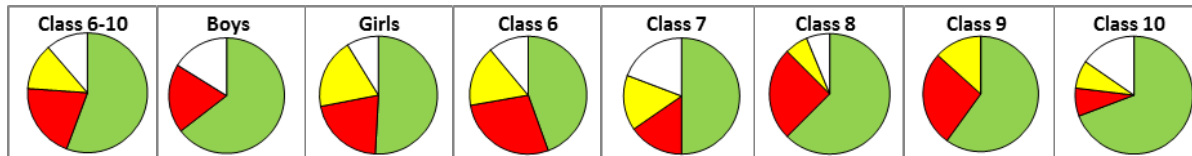
highest in Class 10 just before the SLC where nervousity could be expected it is 100%. The Don't Know and Empty replies are predominantly given by girls.

Question 2: Do you want to go for +2? Fairly same results assets to this question. The majority of students wish



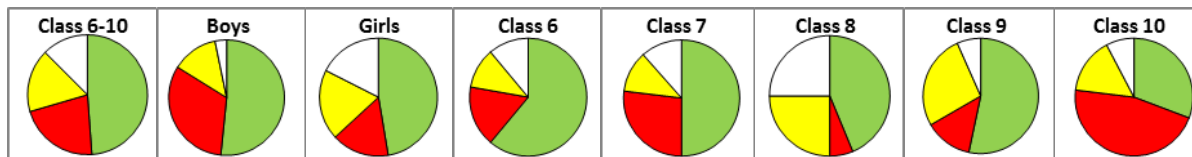
to continue for Higher Secondary Education even probably less than 50% of them will pass SLC in first attempt. Again the self-confidence is a little higher among boys than girls and 100% in Class 10.

Question 3: Do you want to have further education in Salleri?: Salleri is the district main city with a Campus



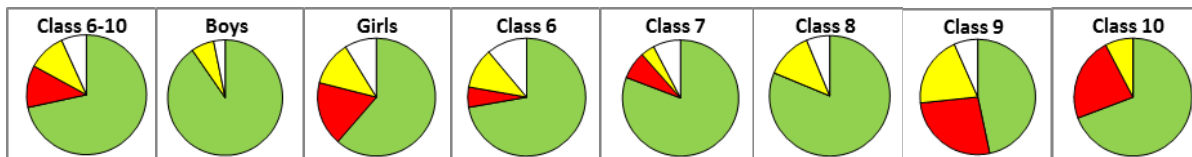
providing Bachelor and Master education in the subject of Education. Furthermore education is provided at higher secondary level of Agriculture, Management and Science. The educational level isn't very high but it is cheaper than searching education in Kathmandu, and it is only one days walk away from Bakanje. Half of students are interested in continuing in Salleri, but when decision time approaches in class 10 the interest seems to diminish. The girls seem more indecisive than the boys in leaving the safety of home.

Question 4: Do you want to have further education in Kathmandu?: The capital city have more attraction than



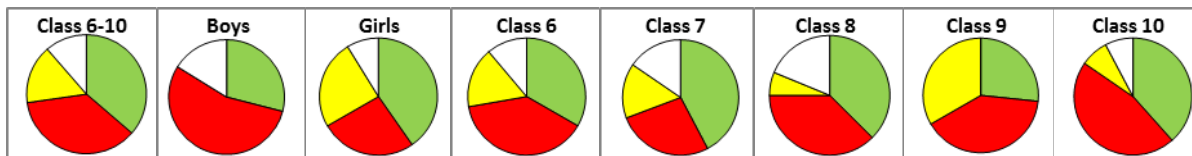
the district city both in educational options and in most other conditions of life although it is more expensive educational as well as in living conditions. But the difference from seeking Salleri is not very clear although it seems that to older and closer to completion the more seek towards Kathmandu as well as more boys than girls.

Question 5: Do you want to stay in Bakanje in future?: It is repeatedly claimed that the majority of youth



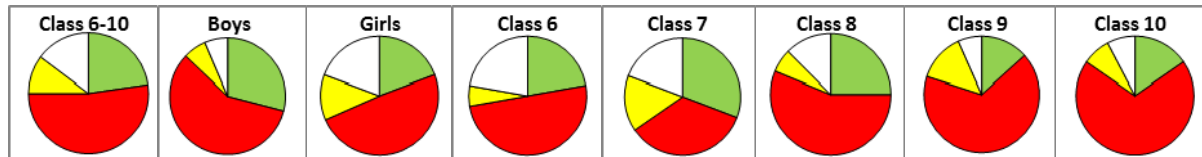
wishes to move away from the rural conditions. The vast majority of boys wish to stay in Bakanje. They are the ones who can inherit the home, while the girls are more uncertain as they have to move away to live at her husband's place. But it is still remarkable that 18% of the girls are directly rejecting staying in Bakanje.

Question 6: Do you want to move to Kathmandu in future?: Similarly less are interested in moving to



Kathmandu, but it can also be seen that many both boys and girls reply yes to both Bakanje and Kathmandu. Boys are rejecting in higher degree than girls, but on the other hand girls are more in doubt.

Question 7: Do you want to go abroad in future?: It is in general considered that the big opportunities and

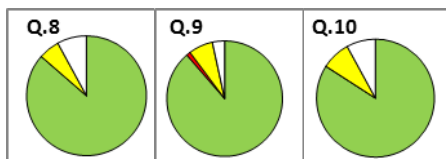


earnings are available abroad more than in Nepal. 18% of boys have answered yes to all 3 future places to stay, Bakanje, Kathmandu and abroad, while 10% of girls did. Maybe this means that they feel all 3 options open. Only 1 girl said no to all 3 options rest boys and girls saying no to abroad say yes to one of the other options. It seems like the interest to go abroad diminish with the age. But anyhow 23% of all students have the dream of going abroad included in their mind.

Question 8: Do any of your parents like to attend school meetings?

Question 9: Are your parents satisfied with this School?

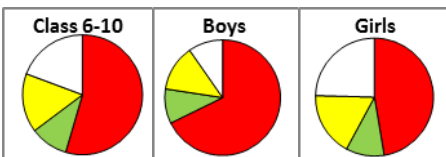
Question 10: Do your parents pay your school fees on time?



The 3 questions gave much more positive reply than what we had expected. We are regularly listening to complaints from parents and students towards the teachers and also the other way round. Maybe the students don't dare expressing being afraid that their questionnaire should be recognized, or they might express positive in

solidarity with their parents. Or it might be true that the level of satisfaction with the school from parents' side really reaches 85-90%. Only one boy is clearly expressing that his parents are not satisfied with the school, but in the following questions he is personally expressing a very positive opinion.

Question 11: How many teachers are you afraid of? This very interesting question was unfortunately corrupted

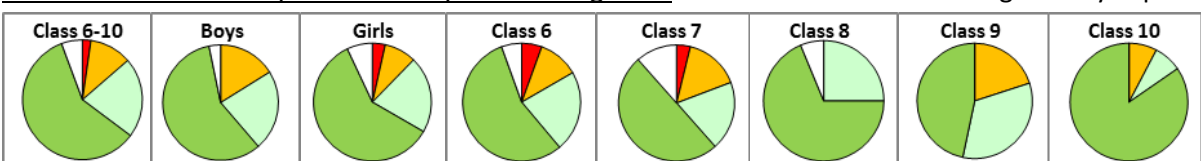


by wrong options of reply. Instead of options NONE, 1, 2, MORE they were given options YES, NO, Don't Know. Here red color means YES, Green is NO, Yellow is Don't Know, while white is empty, probably due to not understanding the relation between question and answer.

Furthermore there is a double meaning in the Nepali translation where

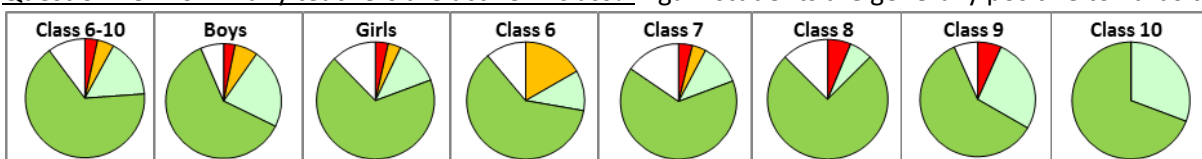
"afraid of" and "fear" is almost the same and fear has also a meaning which is similar to "respect". Probably we should not discuss this question, but anyhow the red for yes show that majority of students respect/fear their teachers, and boys more than girls.

Question 12: How many teachers do you feel are good?: Also here the students are generally expressing very



positive. Maybe they are not expected to have any opinion on this issue. Maybe they are afraid of being recognized. Maybe the Nepali focus on being "good person" is ranking over being "good teacher". Or maybe two third generally just feel that their teachers are good. In this question and also in 13 red means NONE, orange is one, light green is 2, green is more and white means no reply. There doesn't seem to be difference between boys and girls. But in class 9 half of the students find only 1 or 2 teachers good.

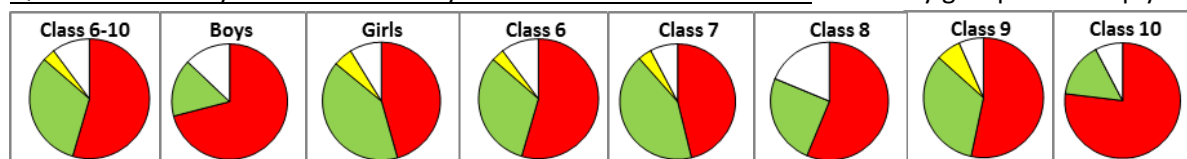
Question 13: How many teachers are active in class?: Again students are generally positive towards their



teachers, which we are wondering why and how, as we generally see teachers delay departure for lesson 10-15 minutes late and leaving lesson 10-15 minutes before it is complete, as well as we see several teachers taking sunbath during lesson. But maybe students think that this normal and don't expect more. Again here

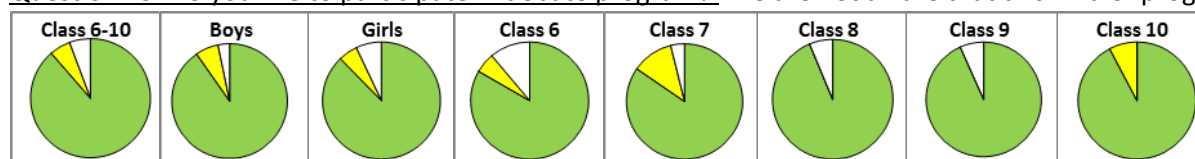
class 10 students are more positive, probably because teachers and students pay more attention before the final exam.

Question 14: Are you worried about your education at this school?: Even they give positive reply on the last



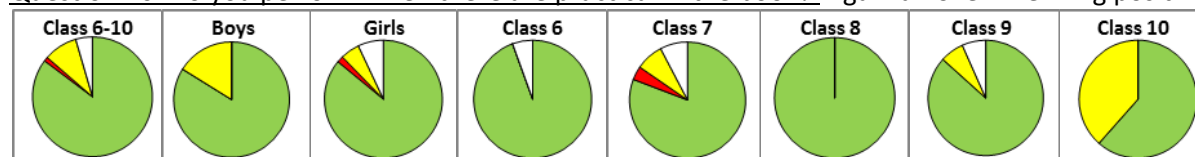
two questions a majority are worried about the education, especially among the boys in class 10 where reality is approaching. But still they all believe that they will pass SLC. This could lead to the conclusion that the questionnaire is not giving sufficient attention to the psychology of Nepali youth, who are not used to stand on own opinion. But anyhow this question can give a sense that the students are afraid that the educational standard at the school is not high enough the meet their ambitions.

Question 15: Do you like to participate in debate program?: We are not aware that this kind of programs are



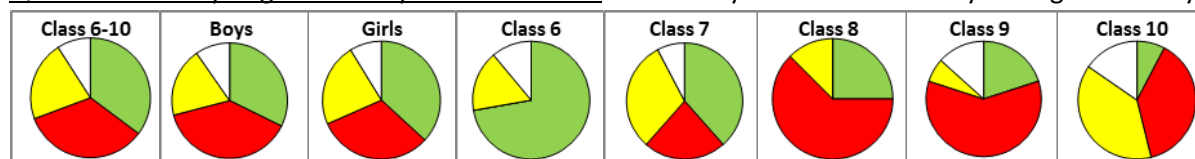
ongoing at the school, but anyhow the students like to participate in such programs. Only in class 6 and 7 it seems like the students are still somehow unaware of such program. So it could be a recommendation to the school to arrange more programs where personal views and discussions can be ongoing.

Question 16: Do you perform when there are practical in the book?: Again an overwhelming positive attitude.



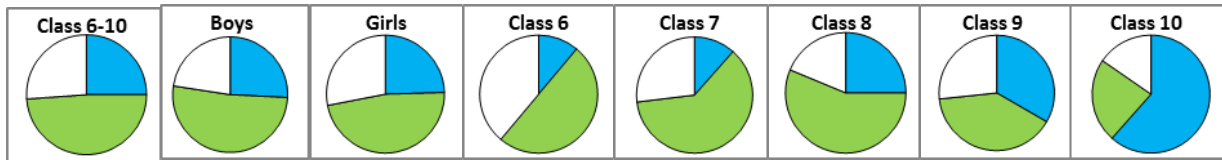
This time towards the homework and way of working with the books. Only in class 10 it is peculiar that 38% answer “sometimes”. It could give the sense that students just say yes because it is probably something which should be done. Or maybe they just do, but only in class 10 they are so focused to learn by heart so there are less time for un-necessary things. Only one girl in class 7 honestly says no. This is the girl who is also critical towards the school and teachers in other questions.

Question 17: Do you go to Library to read books?: The Library was established 4 years ago with very few



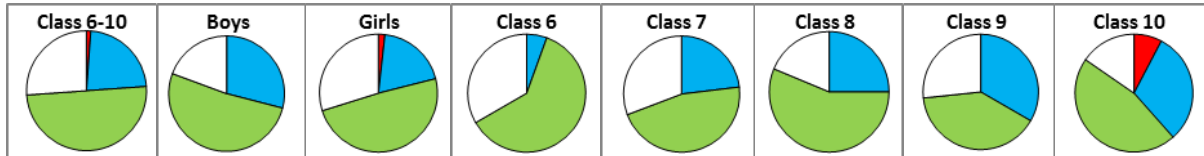
handbooks. But 2 years ago it was closed partly down and changed into the school store room while the new Office building was constructed and still it isn't opened up properly but have been in operation periodically. But maybe students can have access one by one to have a book handed over. Or maybe they just remember two years back that they could go there. It seems like the younger students are more interested in the library than the elder, although the class 10 students again sometimes wish to find reference in the handbooks. Now the library will very soon open again, and more books will be delivered from a surplus on the construction process.

Question 18: How much score do you want to give for your teachers in average – 1 to 10?: Probably it does show difficult for the students to understand this score system. They are used to be educated yes/no or just to accept the fact, so given the opportunity to evaluate more or less created some confusion. Many of the “empty” registrations are due to writing coincidental numbers like 1-10 or 12345 or the field is really empty.



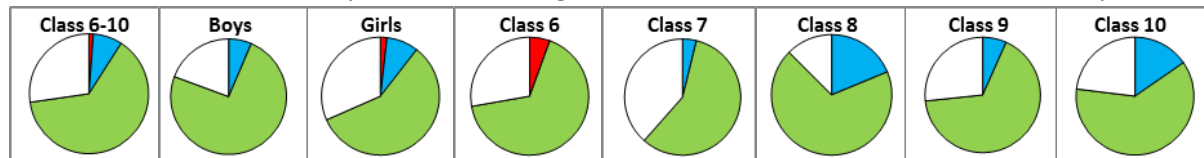
But the older the students are the more relevant answers are registered. The teacher-score is quite positive. There are no RED answers indicating score 1-4, but some and in class 10 many BLUE answers indicating score 5-8, and except in class 9 and 10 more than 50% of answers give score 9-10 with GREEN color.

Question 19: How well organized are your school – 1 to 10?: The answers are almost the same as in previous



question. Only in class 10 the attitude is more critical towards teachers than towards the school except for one student who dare giving low score.

Question 20: How much are you satisfied being a student at this school – 1 to 10?: But finally the attitude



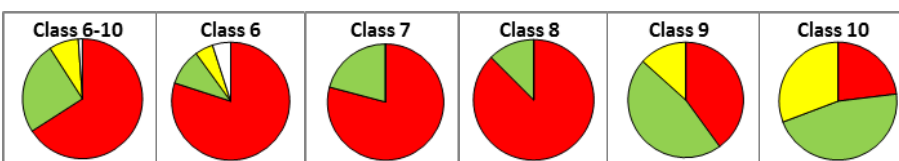
towards the school as a whole is quite positive except for the 27% empty answers, which predominantly consists of students who don't understand the score system. Some of those who are critical towards teachers and organization are positive here. Maybe because of the new buildings or because of volleyball.

Analysis on the Quantitative Questionnaire

Explanation on Diagrams: GREEN color always means RIGHT answer. RED color always means WRONG answer. YELLOW color always means "I Don't Know". WHITE color always means "No Answer" or Empty Field.

General evaluation: The answers can't be compared freely between classes as the questions are different and therefore can be more or less difficult or easy. But according to the designer the questions should all be of medium difficulty Kathmandu standard. In many cases it seems like the students have chosen a random answers, like just ticking the first available box or every second box. Some of the empty answers is due to the ticking of more than one box. In Nepali context right ticking is by V and to show a rejection an X can be used. But not all students are used to that context giving space for personal evaluations of the staff entering the data. Sometimes the questions are quite tricky where answer can be negation on negation or trying to confuse the student. In this case the analysis is more related to intelligence than on knowledge, which was actually not the purpose of the questionnaire. In some cases the questions are showing too rushy work without proper proofreading.

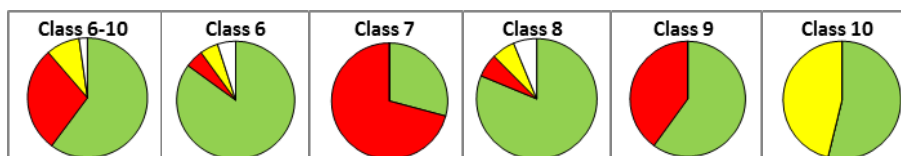
Question 1: Nepali grammar (class 6) or language (class 7-10): The questions here are less than medium



difficult and is actually simple reading and understanding what is written. But it is very obvious that the basic Nepali language education in primary level hasn't

reached a sufficient level leaving the secondary level students in a low stage until the higher levels. Here first box to tick is YES, but right answer is NO.

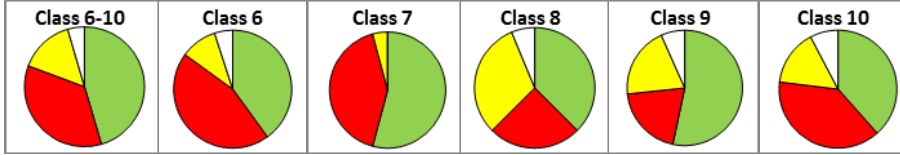
Question 2: Nepali grammar (class 6) or language (class 7-10): Again simple reading and understanding except



for class 10 where the answer isn't given in the text but demands general knowledge

about politics. Here also first box is YES and right answer is YES, which might explain the opposite tendency from question 1. The class 7 question is quite simple, so it is a puzzle why there are $\frac{3}{4}$ wrong answers. It is a serious defect that Nepali students even don't understand the national language. Nepali language teachers must take this very serious. Taking it for granted that students understand Nepali and treating the Nepali curriculum easy is a serious mistake.

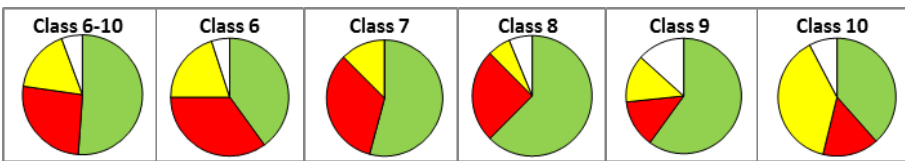
Question 3: English language: Both questions are simple reading and understanding questions, and both have



YES as the right answer. The equal pattern in both and the relatively equal pattern between right and wrong can give the sense that the ticking is

done more or less by coincidence. Only 27% of students are having double-right answers leaving 20-25% of students to give wrong answer or giving random answer.

Question 4: English language: Again this question gives a sense of first choice ticking. The question for class 10



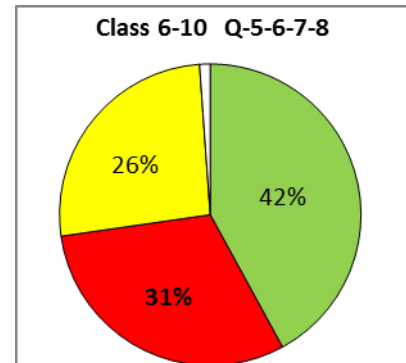
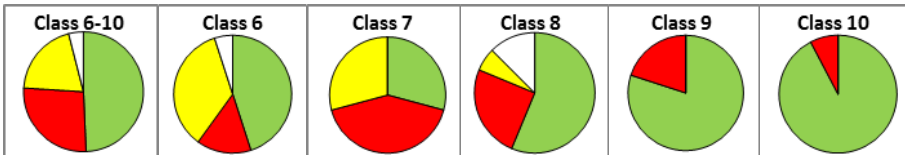
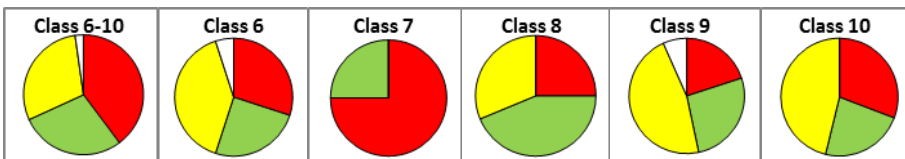
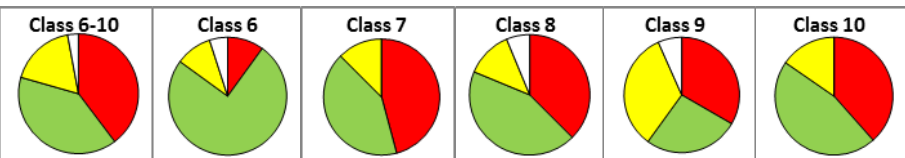
isn't tricky at all, so it is a puzzle why so many don't know what to reply. Both questions give a clear result that the English Language education is in a very

insufficient level, which also is shown when talking to the students. Only those students with the highest marks at exam do understand simple questions and are able to reply with simple answers. The English language teachers shall take this in severe and deep consideration. It is simply not satisfactory.

Question 5, 6, 7 and 8: Social Studies: All four questions are quite simple questions mainly about the Nepali



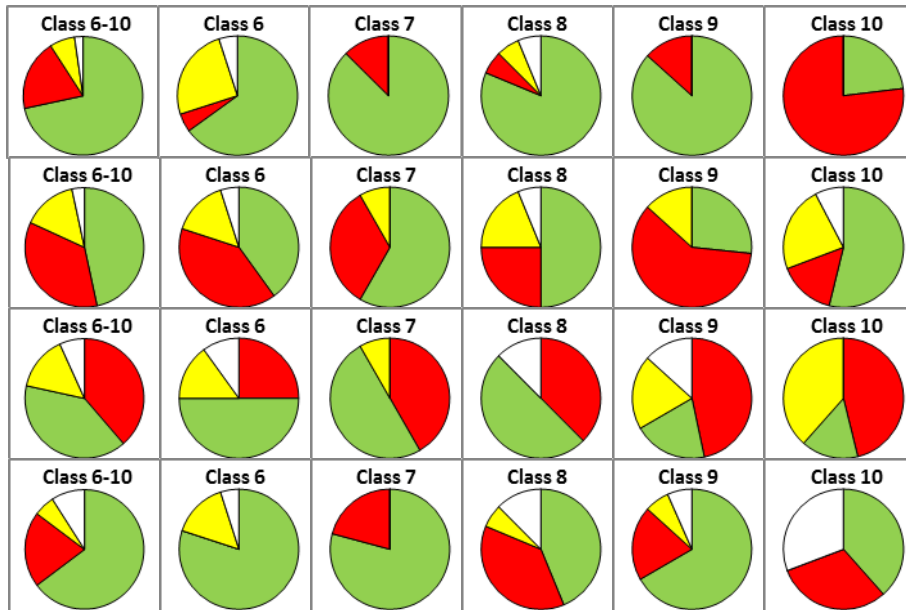
history and modern policy, but also a few geographical. It is very clear that the knowledge about this subject is extremely low. The answer Don't Know and Wrong



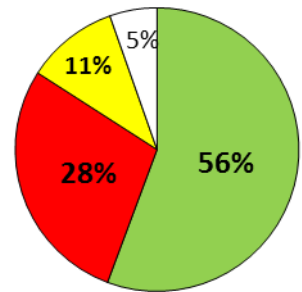
are almost equal and only slightly lower than Right answers. If we remove the four obviously easy questions 6 in class 6 and question 8 in class 9

and 10, then the distribution is almost equal. It can lead to the conclusion that the students really don't know, so they only can chose being honest ticking Don't Know or take the chance ticking the Yes or No randomly. As the Right answers are only 11% higher than the Wrong answers, it can be concluded that only one out of ten students at this school has some knowledge about this subject. Some of the questions contain elements which should already be taught in primary level, therefore the primary schools including this school's own primary level also shall consider how far their educational efforts in this subject has been sufficient.

Questions 9, 10, 11 and 12: Science: When it comes to science the situation is better than with social studies, but anyhow not impressive. As 28% obviously don't know the right answer but just have



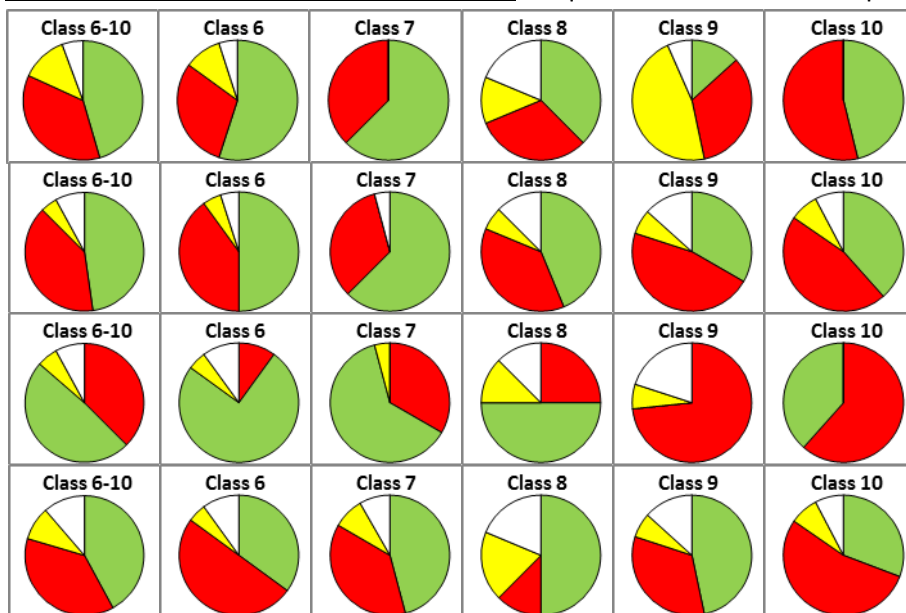
Class 6-10 Q. 9-10-11-12



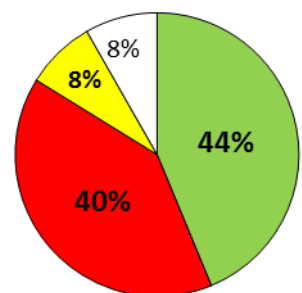
ticked by chance, also 28% of the Right answers must have come by chance, leaving only one out of four students having

knowledge about the scientific questions. Only in question 9 in class 10 it can be disputed how far it is formulated right, and in question 12 in the same class there were no option fields, but rest of questions were simple questions about units and definitions. Some exposed for logic thinking. Several questions actually belong to the primary level, so also primary teachers shall feel responsible to initiate the right interest among the students.

Questions 13, 14, 15 and 16: Mathematics: All questions are relative simple to medium difficult calculations and geometrical definitions. Therefore it is astonishing to see that the number of Right



Class 6-10 Q. 13-14-15-16



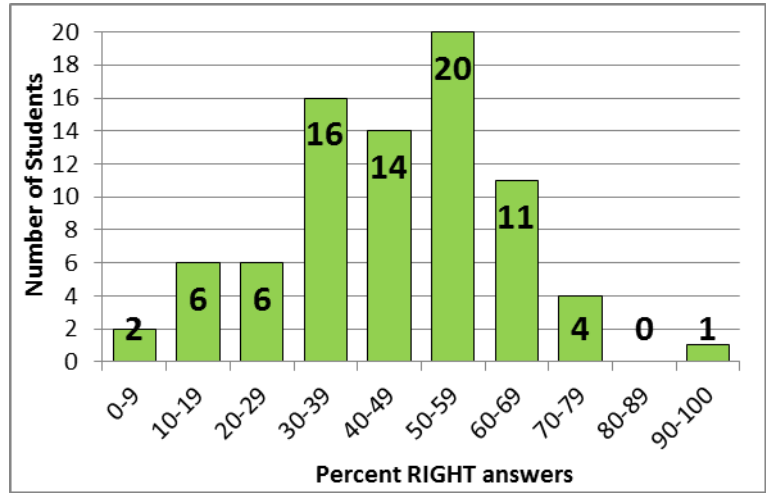
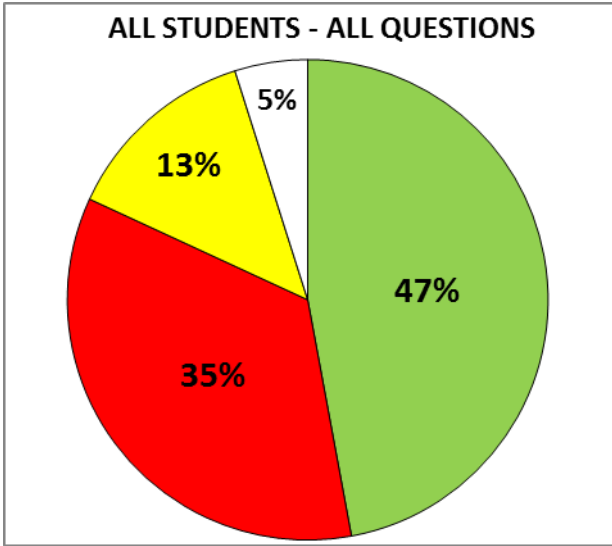
and Wrong answers is equal and therefore suggest that the students have given the tick by guessing. Especially this is

embarrassing for Class 10 where the questions definitely should be within their capacity. Question 15 in class 9 is an equation with one unknown but no one could give right answer. Same class question 13 is about simple probability in playing cards but half of students don't know. It must be concluded that the capacity of mathematic understanding among students is very low and that this is a field of education where teachers shall pay extra effort already from primary level.

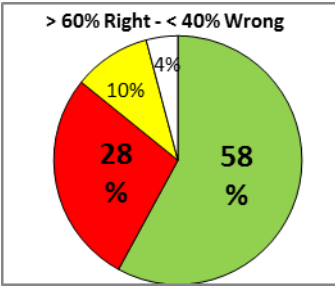
All Questions and All Students: The result is as expected quite depressing. All in all the general knowledge among the students at Shree Chandra Jyoti Secondary School is really low. If we assume that all the number of Wrong answers is due to random ticking, then we can subtract the same number from the Right answers and in that case only 12% of the students are giving genuine right answers. But some of the Wrong answers could

also be given due to serious consideration but anyhow fallen out to be wrong. We could assume that the 18% Empty and Don't Know is equal to coincidental replies leaving 17% of Wrong answers and 29% of Right answers to be given by consideration. Therefore the conclusion must be that the general knowledge among students at this school is between 12% and 29%. Of course we have to be aware that there are very weak students at the school who are pulling the average down. So let us analyze on that.

Individual performances among the students: When Students are giving less than 50% Right answers it can be considered coincidental. In that case 44 students (50%) are giving at least some Right answers. But actually only those who give more that 65% Right answers can be considered serious right. In that case only 16 students (18%) are seriously answering. So according to this,

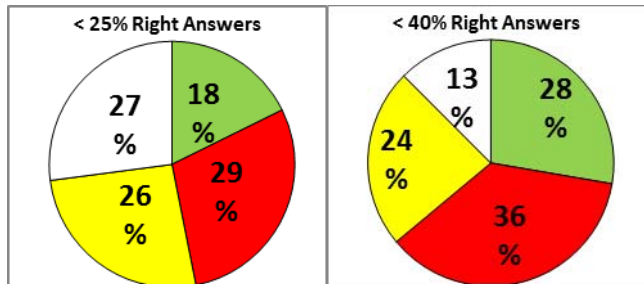
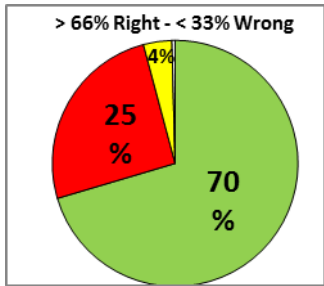


between one fifth and half of the students have gained sufficient knowledge at the school to compete with students of normal level. Another measurement can be, only counting students who have 50% more Right answers than Wrong answers. In that case again 44 students (50%) meet this criteria. But still only a little more than half questions



are Right, because some have even more Don't Know and Empty. If we decide only to count those who have total more than 60% Right answers and less than 30% Wrong answers only 15 students (17%) remain. If we decide that we will only accept less than 20% Wrong answers only 4 students (5%) students remain, and if we say less than 15% Wrong, then only 1 student (1%) remain, and this one student can even meet the demand having 94% Right and 6% Wrong.

Oppositely if we choose those who have less than 25% Right answers we will find 12 students (14%) of which 2 students (2%) even have 0% Right answers. If we say less than 40% right answers we will find 30 students (34%).



CONCLUSION: In a normal population it will not be possible to find 1/3 to 1/2 who are unintelligent and 1/5 to 1/2 who are clever. At least 4/5 should be able to take considerable benefit from an education. The attendance of students last school year with 79 students in class 6-10 was 70% in average. Many students attend around 90 to 95% but as many attend

around 50%. The last waste their time at school and should rather stay at home. It is the students themselves and their parents who shall see to that they give an attendance which can give them a proper benefit from the education.

But we can also see that teachers are quite a deal absent utilizing their occasional holidays in full and even

taking some days extra. We also see how teachers are staying in teachers room for several lessons to make lesson plans and educational materials, which must be produced outside of lessons. And it is a rule that teachers stay in teachers room 10 to 15 minutes into the lesson and that they return 5-15 minutes before lessons are complete, as well as several teachers spend more time outside the classroom than inside. This attitude can't give the students the right sense of punctuality and attendance.

Another reason for students to be neglect towards their education is the engagement of the teachers. The above mentioned lack of punctuality is one aspect which can put the students down. But also the lacking in interactive teaching methods which can activate the students is an important factor.

The attitude of being in school with the primary purpose of teaching and learning in stead of relaxing and playing is unfortunately still predominant though there are clear signs that it is under transformation.

This change is influenced by the efforts of Himalayan Project and in future hopefully even more by PONA Foundation's "School Empowerment Project" where the functions of the school is elaborated on many fields. Especially the Teachers Training Program and the PONA Scholarship Program will empower both the teachers and the students.

To evaluate after a few years how far the PONA-SEP is making differences at Bakanje School, this Baseline Survey will be repeated unaltered, and it is therefore that the questions are not published. If they were the replies could be prepared, giving a more positive result than reality. So please, STUDENTS and TEACHERS, let us see the change of knowledge in Bakanje. Let us see that you can not only compete with the schools of Solukhumbu District but also with the best schools in Nepal.

The teachers at Shree Chandra Jyoti Secondary School:



Headmaster Ang Dawa Lama
Secondary Science Teacher (7-8)
Permanent Government employed

Bed Nedhi Kaffle
Lower Secondary Nepali
Teacher ((1-5)-6-9(-10))
Permanent Government
employed



Dharma Prasad Niraula



Secondary Mathematics and
Science Teacher (9-10)
Temporary Private employed
by school

Dinesh Kumar Singh
Lower Secondary Mathematics
and Social Studies Teacher
(6-7-8)
Temporary Government
employed





Jhawaralal Shah
Secondary English Teacher (8-10)
Temporary Government employed



Domi Sherpa
Primary English Teacher (1-5)
Permanent Government
employed



Tenji Sherpa
Primary Mathematics Teacher
(1-5)
Permanent Government
employed



Lhakpa Sherpa
Primary Nepali Teacher (5-7(-
10)) (science 6)
Permanent Government
employed (PONA Coordinator)



Nuru Jangbu Sherpa
Lower Secondary English and
Economics Teacher (1-7)
Temporary Private employed
by Himalayan Project



Purna Shrestha
Social Studies Teacher (8-10)
Permanent Government
employed



Ghita Kharki
Primary Nepali Teacher (1-4)
Permanent Government
employed



Pasi Sherpa
Early Childhood Development
Teacher (N-2)
Temporary private employed by VDC and school



Dati Sherpa
Accountant
Functioning teacher in primary level, social studies (1-5)
Temporary Government
employed, adding from school

Ngima Chhiring Sherpa
School Management
Committee Chairman
Elected by Parents



Puskar Joshi
Teachers Trainer
PONA-SEP employed

From Bakanje WEP BASELINE SURVEY NOVEMBER 2014

The Bakanje WEP Baseline Survey was performed in November 2014 and 2014. Unfortunately the analysis of 2012 didn't include the Educational questions but it will be analysed in near future. But here the results of the 2014 survey can be published. Out of 291 women answering the questionnaire 172 replied the educational questions, the rest didn't have relation to children in the relevant age.

Question 37: Do you ask your children about their school?: Never = 2%, Sometimes = 20%, Once a month = 3%, Once a week = 3%, Almost Daily = 18%, Daily = 53%, Others = 1%

Question 38: Do you talk to teachers about your children's education?: Never = 25%, Once a Year = 29%, Twice a Year = 22%, Three times a Year = 8%, Four times a Year = 11%, More = 3%, Others = 1%

Question 39: Do you attend meetings at school about your children's education?: Never = 21%, Rarely = 8%, Once a Year = 29%, Twice a Year = 20%, Three times a Year = 19%, More = 2%, Others = 1%

Question 40: Who are most responsible for the education of your children?: None = 0%, Themselves = 11%, Teachers 42%, Parents 91%, Myself = 0%, Others = 1%

In the first 3 questions there could be only one answer but in the last question it was optional to give more answers. It is interesting to see that the majority of Mothers find the parents most responsible. The majority of those replying "Teachers" are also replying "Parents" or both "Themselves & Parents". But 11 (6%) reply only "Teachers" and 2 (1%) reply "Teachers & Themselves".

**A Report on the 1st Phase of Educational Improvement
Program at Chandra Jyoti Secondary School Bhakanje
Solukhumbu Nepal
30 October – 12 November**



**Himalayan Project Nepal with the Financial
Support of PONA Foundation Denmark
2014**

by Teacher Trainer Puskar Joshi

Resource Team

Mr. Puskar Joshi

PONA Foundation Personnel

Ulla Laier, Nana Marie Kristensen and Mr. Kurt Lomborg

Himalayan Project Representatives

Mr. Namgyal Sherpa

Ms. Janaki Khadka

School Management Committee Representative

Mr. Nima Tshiri Sherpa (School Chair)

Advisor

Mr. Kurt Lomborg

Acknowledgement

This program was organized by Himalayan Project Nepal with the financial support of PONA Foundation Denmark. The following is the addresses of the Himalayan Project Nepal.

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Phone: 977 1 6914163

Email: hipron@wlink.com.np

Website: www.nepalhelp.dk

Terms of Reference

School Management Committee (SMC)

The School Management Committee of Chandra Jyoti Secondary School, Bhakanje, Solukhumbu, Nepal

Participants/Teachers/Trainees

The teachers of Chandra Jyoti Secondary School

Subject Training

Training focused on particular areas of teaching such as Science, Mathematics, Nepali, English, Social Studies, Economics, Computer, etc.

Himalayan Project

Himalayan Project has committed to help transform the system of education in Chandra Jyoti Secondary School through various intervention programs.

PONA Foundation

PONA Foundation has committed to long-term financial and technical assistance to improve the quality, relevancy and accessibility of education to benefit the children of Bhakanje village and its neighboring areas.

Executive Summery

Chandra Jyoti Secondary School is a public school that provides education to the local community children of Bhakanje and neighboring villages. Though the school is a public initiative run under the administration of Nepal Government, it is externally supported by Himalayan Project Nepal with the financial assistance of PONA Foundation Denmark.

In order to improve the overall education scenario of Chandra Jyoti Secondary School Himalayan Project has committed a three-year long educational support program. The program is designed as per the need of school and on the basis of recommendations of educational experts involved.

One of the major goals of the educational improvement program of Himalayan Project at Chandra Jyoti Secondary School is to provide regular teacher-training and follow-up programs to the school's teachers, counseling to the school's children, and programs for parents to make them more concerned toward the school's activities so as to ensure educational improvement in the school.

This first phase of the three-year cycle of educational improvement program was organized from 30 October to 12 November 2014.

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1.0 Background

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8.0 Experience of the Training Expert

9.0 Recommendation for Future Use

Appendix I: Evaluation/Teaching Observation Questionnaire

Appendix II: Curriculum Based Annual Planning Worksheet

Appendix III: Lesson Plan Worksheet

Appendix IV: Training Evaluation Questionnaire

1.0 Background

Chandra Jyoti Secondary School is located in the southern foothills of the Everest region in Solukhumbu District in Nepal. It is in the lower part of one of the oldest trekking routes to the Khumbu region. The school can be reached within two days from the Kathmandu Valley – a day’s bus travel from Kathmandu to Shivalaya, and a second day’s walk to the village of Bhakanje.

Chandra Jyoti Secondary School teaches approximately 150 rural economically, socially and culturally disadvantaged children from Grade 1 to 10. The school has a total of 13 teaching faculty who, even though competent in their subject matter, are insufficiently oriented toward updated teaching and testing approaches and materials. The teachers are also in need of advancing professionalism. As such is the case, there is a lack of positive impact on students’ school attendance and learning outcomes. At this point, the school’s teaching learning culture is in need of transformation to meet the challenges of present day as well as the educational aspiration of parents and children.

The first phase of three-year cycle of the educational improvement program at Chandra Jyoti Secondary School was designed to interfere with the existing practices so as to give a clear direction to positive change. For this, a program with the focus on teacher-training was planned in the aftermath of several rounds of discussion among the Himalayan Project personnel and training experts. Besides, other contributing factors to educational development such as student counseling and parents’ awareness programs were taken into consideration. During the planning emphasis was given on finding out the best ways to motivate the teachers to engage in the training and encourage them to utilize the newly learnt approach. Also, other influencing factors such as school’s parents’ and school’s management committee’s active involvement were well weighted.

2.0 Program Objectives

2.1 General objectives

Generally the educational improvement program was intended:

- To orient teachers to the curricula, teaching and testing approaches;
- To help teachers develop academic plan to be consistent with the curricula of Nepal Government;
- To discuss pertinent issues – role of the teachers, learning environment, style and process, teaching and testing approaches – to implement the academic plan smoothly and meaningfully;
- To counsel students;
- To carryout parents' meeting.

2.2 Specific Objectives

- (1) To find out the existing issues of teaching and learning;
- (2) To familiarize teachers with recent curricula aim, teaching and testing approaches, and encourage them to use curriculum objectives instead of textbook content;
- (3) To help teachers prepare annual and daily lesson plans and present them for feedback;
- (4) To discuss on appropriate learning environment, styles and process;
- (5) To orient teachers toward meaningful learner-centered teaching approach;
- (6) To help and encourage teachers to prepare and demonstrate learner-centered lessons and get feedback;
- (7) To discuss about the roles of the teachers;
- (8) To discover students' interests and their future goals;
- (9) To understand educational needs of the local community and also to define the roles of the school, parents, management committee, and students in the meaning learning.

3.0 Program Highlights

(1) The training highlighted mostly in:

- Using of curriculum and curriculum planning
- Application of learner-centered teaching approaches based on curricula objectives
- Application of teaching in children's real-life
- Discussion on learning style and process
- Conceptualizing concept-based teaching
- Motivating teachers' for active involvement in tasks development, presentation and feedback sharing

(2) The counseling emphasized mostly in:

- Discovering children's individual interests and problems, and their future goals and existing problems

(3) The parents' meeting underscored:

- Maximizing parents' and school management committee's involvement in school
- Making parents more committed to their children's educational success

4.0 Program Schedule

Days	1000-1115	1130-1245	1330-1445	1500-1615
Oct 30 to Nov 02	Preliminary assessment through teaching observation			
03 Nov	Training orientation and trainee expectation	Learning principles and styles	Role of the teacher and learning process	Orientation to curriculum
04 Nov	Relation of curriculum to textbooks and teaching materials	Annual planning as per the curriculum	Annual planning presentation	Discussion on learner-centered teaching (principles and strategies)
05 Nov	Learner-centered teaching (demonstration)	Lesson planning principles and strategies	Preparation of lesson plan based on the trainer's demonstration	Discussion on groups' lessons
06 Nov	Preparation of subject wise lessons based on teaching principles and demonstration	Micro teaching and feedback		Individual preparation for practice teaching
07 Nov	PTA			
08 Nov	Grade 9 and 10 Counseling			
9-11 Nov	Practice teaching and feedback			
12 Nov	Grade 6-8 counseling			Program feedback



5.0 List of Participants

- 1) Ang Dawa Sherpa – Head Teacher/Science Teacher
- 2) Bed Nidhi Kafle – Assistant Head Teacher/Nepali Teacher
- 3) Nurbu J. Sherpa – English, Economics Teacher
- 4) Dati Sherpa – Accountant
- 5) Tenji Sherpa – Primary School Teacher
- 6) Purna Shrestha – EPH Teacher
- 7) Gita Karki – Primary Teacher
- 8) Jwaharlal Shah – English Teacher
- 9) Dome Sherpa – English Teacher
- 10) Lakpa Sherpa – Nepali Teacher
- 11) Dharma Niraula – Science and Math Teacher
- 12) Pasi Sherpa – Primary Teacher
- 13) Dinesh Kumar Singh – Social Studies and Math Teacher

6.0 Program Activities

30 October to 02 November 2014

- An informal discussion with Chandra Jyoti Secondary School's Chairperson of the School Management Committee, Head-teacher and teachers was held to make an arrangement of preliminary teaching observation of all/majority of the school's teachers.

- Mr. Puskar Joshi, training expert, carried out a systematic teaching observation to understand the existing teaching and learning situation of the school. The training expert used Evaluation/Teaching Observation Questionnaire for the observation (See Appendix I)

03 November 2014

- It was the first day of teacher training. The training program started with a general introduction of participants, teacher-trainer and PONA Foundation representatives.
- The PONA Foundation representative, Ms. Ulla Laier, expressed her desire that the program would be a valuable one to improve the education of Chandra Jyoti Secondary School.
- The trainer highlighted that the purpose of the training was to improve the quality, equity, relevancy and accessibility situation of Chandra Jyoti Secondary School's education to benefit the local population of Bhakanje village.
- Later, a discussion on the training objectives was carried out. The participants were asked if they wanted to discuss any other important educational problems not mentioned in the objectives.





- The actual training began with a brainstorming session: The participants were asked to recall a memorable lesson they had during their school days. They were then asked to give reasons why the lesson was memorable for a long time in their life. This was done to highlight what makes a teacher and/or lesson interesting and memorable to the child.
- A session on learning style was carried out later. The participants were involved in expressing how children are different from adults and within themselves.
- The trainer explained how different people learn differently as doers, thinkers, watchers and deep thinkers. The session emphasized the need for recognizing every child as a different individual having his/her own potential, interests and goals.
- A session on learning process concentrated on the discussion of how five senses are involved in the learning process and how they help develop cognition.
- Then a discussion on various roles of teachers was carried out. The session highlighted the need for a teacher to think him/herself beyond his/her traditional role of preacher and the source of knowledge in order to make their teaching productive.

- The final session was on introduction to curricula. The participants were asked to familiarize themselves with the curriculum contents – goals, objectives, content, method of teaching, evaluation, kind of materials they would need.
- The participants were also asked to differentiate between how they were teaching (focusing on a single textbook) and what the curriculum wanted them to teach.

04 November 2014

- This day teachers were asked to recall the previous session on curriculum orientation. Then a discussion on the difference between a curriculum and textbooks was carried out. It was highlighted that while curriculum directs teaching, learning and evaluation, textbooks are merely teaching materials, which they could make themselves.
- Then the participants were given a sample of annual planning based on curriculum. They were asked to work in groups and make subject-wise plans. The participants were given **Curriculum Based Annual Planning Worksheet** (see Appendix II).
- Once they have finished, they were asked to present their work. A discussion was carried out the presentation of annual planning.



- Then participants were asked to think of their own materials to use in the classroom to fulfill the curriculum objectives.
- Later at the end of the day, a discussion on learner-centered teaching approach was carried out highlighting the three stages of teaching – input, practice and evaluation. Teachers were also asked to pay attention to before and while teaching, and application stages. They were also asked to keep in mind learning styles and processes as important aspects of their teaching.

05 November 2014

- Based on the three stage teaching approach discussed on the previous day, the training expert demonstrated an English and mathematics lessons using real life materials.
- The participants were asked to comment on those lessons based on the discussions carried out on previous sessions.
- Later, a discussion on how to plan a good lesson was carried out. Initially the class discussed why flexibility and variety were important while planning a lesson. Later, they were asked to discuss the factors that contribute to flexibility and variety: ability to change materials when one material or approach doesn't work; ability to use various materials or methods, etc.





- Then participants were given time to prepare a good lesson plan working in groups based on one of the demonstrations given by the trainer earlier. They were asked to use **Lesson Plan Worksheet** (see Appendix III).
- Once they have done so, they were asked to present to the class and get feedback.
- In the end, the participants were re-grouped and asked to prepare subject wise lessons to teach for 15 minutes as done by the training expert to be followed by a feedback session each. They were constantly reminded of the principles of learning styles, processes, curriculum objectives, role of the teacher, learner-centered three stage teaching approach, and the principles of planning.
- The teachers were told that groups would present their lessons on the following day.

06 November 2014

- On this day, the training expert reminded the group presenters to teach for 15 minutes. Then group members were asked to present their lessons.
- Each group and its presenter were given feedback on the planning and the teaching after their micro teaching was over.
- As per the intention of the training, the trainer re-grouped the class and asked teachers to make further lessons on different subjects/areas. They were told that a new person



would teach and get feedback. This was done to give an opportunity to each teacher to teach their peers using the newly learnt knowledge and skills get feedback and develop confidence.

- Once the preparation was over, the remaining participants who had not got the opportunity to teach before were given time to present their micro lessons. Each group and its presenter were then provided with feedback on the planning and the teaching.
- At the end of this day, every participant was asked to choose and prepare a lesson. They were given time to prepare their lesson plan, materials. They were told that they would teach the lesson in the class later during practice teaching time.

07 November 2014

- This day a parents' meeting was called by the school's management committee. The idea of the program was demonstrate the skills and knowledge of how to conduct such meeting and make it fruitful.
- The meeting was organized in an open space in front of the school where parents, teachers, school management committee members and Himalayan Project personnel seated in a circle.
- Initially, the school's management committee Chairperson Mr. Neem Tshiri Sherpa delivered a speech.



- Then the training expert made some rules of conducting the meeting. He gave each parent a minute time to introduce, express his/her issues in regard to the school activities, his/her child's education, present his/her suggestions, and make their commitments.
- Every parent's comments were recorded by the training expert.
- Once the parents have finished, the teachers including the Head-teacher were given time to respond to the parents' concerns and make their own commitment.
- The trainer also spoke on issues that needed academic response.
- Mr. Kurt Lomborg was also given time to speak as the representative of the Himalaya Project/PONA Foundation.
- The program was concluded by the school management committee Chairperson.

08 November 2014

- This day the training expert had a plan to counsel grad 9 and 10 students however, he couldn't do so as the Head-teacher was in the opinion that children would not come to school on Saturday. The counseling was then postponed until another day.

09 – 11 November 2014

- These were the practice teaching days. Every participant taught for 40 minutes lesson in the real class. They prepared lesson plans and materials in advance.



- During the observation a questionnaire was used. Based on the questionnaire the evaluation of participants' was done.
- Each participant was given instant feedback on his/her teaching, planning and materials.
- On the last day of the practice teaching, an overall feedback was given to the teachers. Mr. Kurt Lomborg was also invited to speak.
- Participants were given the **Training Evaluation Questionnaire** (see Appendix IV) to comment on the training.

12 November 2014

- On this day the training expert talked to children of Grade 6 – 10 in class-wise groups. Even though the initial plan was that he would counsel children individually, the reality of the school was not helpful: the children were too shy to speak face-to-face with an outsider. Even in large group children had little to express.
- The children were asked to tell about what they wanted to do after completing their school. Only Grade 10 expressed their desire. There were two students in Grade 9 to tell their imagination. Students of Grade 6 – 8, even though they could answer other question, they had no imagination about their future.

- The training expert was able to convince all the children they should imagine what they wanted to do after completing the school. And almost all of them said, they would say when the training expert comes back to the school next time.

7.0 Training Feedback

(1) What were the strengths of the training? Which parts of the training did you like most?

Participant Response:

- How to present in class
- How implement activities
- How to group work
- How to do learner-centered teaching
- How to make children find the solutions of the problems on their own
- Using materials
- How to teach simple to complex
- Teaching math using materials

(2) What were the weaknesses of the training? Which parts of the training did you find irrelevant?

Participant Response:

- It was short
- It was too short
- Not enough time
- No time for material preparation
- No certificate
- There was no demonstration from the textbooks





- There was no weakness
- There was no weakness

It could have focused on different subjects

We should speak more in the class – trainer said speak less

(3) Do you think the training time was fruitful and sufficient? If no, why?

Participant Response:

- It was fruitful
- It was fruitful
- Less demonstration
- More time needed
- Could have been 10 days
- Should be longer
- Should be longer
- Should be longer
- Sometimes we felt bored, there could have been time for singing, dancing

(4) In the next phase, what would you like to see in the training?

Participant Response:

- Use of projector and computer
- All subject training
- More time, training on Nepali
- I want more interesting training
- We need knowledge and skills on all subjects
- Better if we have subject related trainer
- I want to see the monitoring of whether the teachers are using materials
- We want to focus on subject teaching

(5) What is your overall impression of the training?

Participant Response:

- We learnt on child-centered teaching
- How to teach math using game was impressive
- The idea that using curriculum is better
- Focus on mathematics teaching was good
- Training was effective, meaningful and effective
- I liked the advice from the trainer
- The training time was spent so interestingly
- Students learnt better after the training
- Effective advice from the trainer

(6) Do you have any comments? Write them below.

Participant Response:

- Teachers should be provided with diary, teaching technique sample books, allowance, and more demonstration by the trainer
- We need more training time
- We want to learn how to teach all subjects
- I didn't like the idea on homework

Trainer should give demonstration on all subjects not only on English and Math

The training time was not sufficient

There was no dance and singing to refresh trainees

I have no comments

Training on how to make materials is needed

Training in Nepali would help me; I want subject wise training

I have no comments



8.0 The Experience of the Training Expert

- Most of the school's teachers seemed competent in their subject matter but traditional in teaching.
- Even though many teachers of the school said they had some or even long-term training. According to them, the training they had, were not as useful as the one done in the school.
- The teachers of the school previously had no or little information about curriculum and its directions.
- Most of the school's teaching was based on textbooks using lecture/translation method.
- The children in the school seemed very curious to learn differently and they did extraordinary well when the teachers applied group work during the practice teaching.
- There is no culture of making lesson plan in the school and teachers were not sure of how to plan.
- There is lack of concept based teaching, particularly in subjects like mathematics and science.
- Most of the teachers seemed promising to use new approach of teaching. They did remarkably well during the practice teaching.
- Teachers of the school are in constant need of more material support from the school.
- There is no culture of peer-observation in the school. Teachers even don't share knowledge and skills with each other.
- Children in the school are not taught to think but to memorize the textbooks and teacher lecture.
- Parents seemed to be innocent in educational activities of the school but they are very optimistic that their children would get good education because of the involvement of Himalayan Project/PONA Foundation.
- Both parents and children seem to believe everything that the school/teachers do.
- The management committee seemed very much engaged in the school's activities.

9.0 Recommendations for Future Use

- As the teachers have demanded more training time and subject experts to train in all subjects (science, Mathematics, English, Nepali, etc.) in their feedback, Himalayan Project should be ready to offer subject training
- The training also needs to add variety such as fun activities as the trainees have expressed so in their feedback
- There should be regular training and follow up at school. To ensure that teachers are continuously on the track, there should be at least four training and follow-ups each year.
- The head-teacher of the school should make sure that teachers are using the curriculum and have made annual plan accordingly.
- Teachers should use their own materials than just depend on textbooks. For this they should constantly look at the curriculum and its directives. They also can think of real-life materials.
- The school's teaching should ignite students' curiosity. They should be taught how to speak without hesitation. Language teachers can do this giving more speaking lessons.
- There should be a system of planning, record keeping about the teachers plan. The head-teacher should do this.
- In the long run, training should focus on subject-wise concept based teaching training.
- There should constant monitoring of whether teachers are using new methods of teaching that they have learnt during the training. The Head-teacher can be involved in this matter.
- The school should provide teachers with basic materials such as masking tapes, cardboards, newsprints, color pens so that teacher can add variety in their teaching and material use.
- There should be culture of peer observation in the long run. To replace this, school teachers should periodically organize their own workshop to share their knowledge and skills of teaching.

- The teaching in the school needs to make the child think about their future – they should learn to imagine in a realistic way.
- Himalayan Project/PONA Foundation should frequently come into the contact of the school, parents and children.
- Parents and children should be made aware of the roles and responsibilities of teachers so that they also can raise questions against teachers who do not seriously do their work. Such can be done through parent awareness programs.
- The management committee should continue its activities in the school to stop any disorientation.

Appendix I

Evaluation/Teaching Observation Questionnaire

Areas	Name of the teachers												
Objective clarity													
Material preparation and use													
Warm up													
Task setting													
Teaching approach													
Evaluation of learning													
Use and effectiveness of group or pair work													
Classroom management													
Teacher's language and instruction													
Student motivation													
Activity variety													
Fairness													
Lesson plan													
Clarity of content													

Rating: 4 Excellent; 3 Very Good; 2 Ok.

Appendix II

Curriculum Based Annual Planning Worksheet

Textbook Unit/Title	Curriculum Objectives	Number of Teaching Periods (of 40 minute each) Required	Teaching Approach	Required Teaching Materials	Evaluation Method/Tools

Appendix III

Lesson Plan Worksheet

Unit/Lesson Heading:

Objectives:

Materials:

Total time needed:

Activities:

(1) Preparation: How would you motivate your students learn?

(2) Teaching: How would you teach your lesson?

(3) Evaluation: How do you evaluate your students' learning?

Final Remarks: How did the lesson go? What were the strengths and weaknesses of the taught lesson?

Appendix IV

Training Evaluation Questionnaire

- (1) What were the strengths of the training? Which parts of the training did you like most?

- (2) What were the weaknesses of the training? Which parts of the training did you find irrelevant?

- (3) Do you think the training time was fruitful and sufficient? If no, why?

- (4) In the next phase, what would you like to see in the training?

- (5) What is your overall impression of the training?

- (6) Do you have any comments? Write them below.