Final Report

to

Ms. Ramona Johnson

for

Teaching Program in Guday Tibetan Community

PROJECT SUMMARY

● What?
  An English, Tibetan, and Chinese Teaching Program in Guday Community benefited 163 students and 3 teachers.

● When?
  10 January - 10 February 2010

● Where?
  Guday Community, Tongren County, Huangnan Tibetan Autonomous Prefecture, Qinghai Province, PR China.

● Value?
  Donor's Contribution = 5,114.55RMB (750USD)
  Local Contribution = 1,600.00RMB (234.94USD)

By

www.friendshipcharity.org

Monday, 10 May 2010
Dear Ms. Johnson,

We are pleased to report on the success of the teaching program you sponsored in Guday Tibetan Community (Tongren County, Huangnan Tibetan Autonomous Prefecture, Qinghai Province, PR China). With your contribution of 5,114.55RMB (750USD), plus a local contribution of 1,600RMB that covered teachers' payment, food, transportation, and books, this teaching program came into action. The 30-day program (January-February 2010) consisted of three classes in English, Tibetan, and Chinese taught by three instructors. 163 students attended classes.

On the first day of the program, 163 students attended the classes. Teachers firstly divided the students according to their grade. Class One was for primary school students, Class Two was for junior middle school students, and Class Three was for senior middle school students. On the second day, another adjustment was made. Some students from primary school had better English than some junior middle school students and they were moved to another class. Each class had about 50 – 54 students and their ages ranged from 9 – 18. Teachers used a student-centered teaching approach as much as possible.

Each teacher received 600RMB as a stipend, 300RMB for food, and 100RMB for transportation. Locals also provided a food subsidy for 30 days.

Sincerely,

Nangchukja
Wangmo (left), a student of the local County Middle School, said, "This is the first holiday time for me to study without doing family chores. Some of my classmates are attending programs like this in the local town. However, with the tuition and accommodation [fees], my family cannot afford it as our family income depends on my mother. This program is cost-effective and the lessons are quite interesting and challenging. Finally, our community is very quiet since it is far from the local town, which provides a great environment to study."
Mr. Danzen, a local villager, said, “I heard that an association helped us hold this teaching program. This program kept my nephew busy with homework since the beginning. Last year at this time I took him to the local town to study English and Tibetan. It cost 200RMB for 20 days, plus an additional 80RMB to rent a room. When I visited him at the end of that program, I had found that, surprisingly, he didn't attend the program, but was fooling around in the town. This time is totally different because the program was held in our community and we could supervise his attendance. Furthermore, we didn’t have to pay the tuition and rent. I hope this program continues in coming years.”
Dkon mchog bstan 'dzin (left), a local lama said, “This is great. With Ms. Ramona Johnson’s generous support, we were able to hold this teaching program. Many of our locals have wished to have such a teaching program in the village to put students’ holiday time to good use. We could never do this by ourselves due to lack of money.”
Information from Teachers

1.1

<table>
<thead>
<tr>
<th>Name</th>
<th>Classes</th>
<th>Students</th>
<th>Hours/Week</th>
<th>Subject</th>
<th>Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jigmed Sherab</td>
<td>3</td>
<td>100 boys / 63 girls</td>
<td>30</td>
<td>Tibetan</td>
<td>Sum bcu ba and Rtags 'jugs</td>
</tr>
</tbody>
</table>

What aspects of teaching should be improved? Our teaching approaches are still traditional, e.g., teachers teach and students are not willing to ask questions. Therefore, it can be improved by practicing a more student-centered approach.

1.2

<table>
<thead>
<tr>
<th>Name</th>
<th>Classes</th>
<th>Students</th>
<th>Hours/Week</th>
<th>Subject</th>
<th>Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sangjie Dondru</td>
<td>3</td>
<td>100 boys / 63 girls</td>
<td>30</td>
<td>Chinese</td>
<td>中级汉语教程 Junior Chinese Textbook Vol 1</td>
</tr>
</tbody>
</table>

Describe the teaching methodology you used during class? I started class with dictation; did exercises every day; compositions once a week; made sentences using the new words; only spoke Chinese in class; and selected good writings from another book and had students recite them.

How do you compare the textbook you used to the students' regular textbooks? The textbook we used was much easier and interesting than their regular textbooks. There is pinyin, which helps Chinese learners pronounce words correctly, with the characters. Furthermore, the exercises in our textbook included multiple choice, dialogues, making sentences, composition, etc. There were also synonyms, homonyms, antonyms, and explanations of common words.

1.3

<table>
<thead>
<tr>
<th>Name</th>
<th>Classes</th>
<th>Students</th>
<th>Hours/Week</th>
<th>Subject</th>
<th>Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>Namkha Cairang</td>
<td>3</td>
<td>100 boys / 63 girls</td>
<td>26</td>
<td>English</td>
<td>ABC, New Concept English, English for Tibetan Speakers</td>
</tr>
</tbody>
</table>

What aspects of teaching should be improved? The junior middle school students among the 163 students have learned English for 2-3 years and cannot think of things directly in English. When they heard information, they often translated sentence by sentence into Tibetan and Chinese instead of English, which is slow. At the same time, there are big differences between English, Tibetan, and Chinese in sentence structure and word order. Students rely on Tibetan to understand the English translation, which is not only slow but also hard to understand. Therefore, their English listening and speaking should be improved.
Project Number: FCAPN28

Project Photographs

Guday Community
Students in the Guday community teaching program.
The local cook brings tea to students.
A teacher teaches Chinese.
Local lamas talk to students.
Students in class.
A student does exercises.
Cooking for the teachers.
Student takes exam.
Taking exam.
Students take a final exam in the porch of classroom while a teacher observes.
English Test for High School Students in English Teaching
Program of G ישןאַוּ נְעָרִיָּה.

Grade _Name _ Score _

1. To mark the opposite meaning of the words.
2. 1. Good - bad
2. Hot - cold
3. Big - small
4. Yellow - black
5. Happy - sad
6. Fast - slow
7. Small - big
8. Fast - slow
9. Old - young
10. Black - white

2. Put the verbs in the right form.
1. Everyday the sheep ________ (walk) down the road.
2. The woman ________ (wash) the clothes.
3. The cat ________ (play) with the children.
4. The girl ________ (eat) nothing.
5. The teacher ________ (read) a letter to Dolly yesterday.
6. I ________ (write) a letter to my friend.
7. They ________ (write) a letter to their teacher.
8. We ________ (study) English in our classroom.

Exam.
A teacher checks an examination sheet.

Teachers prepare student awards.
An awarded student.

Awarded students.
Students dance at the end of the teaching program.

‘Thub bstan mdo bsnags 'phel rgyas slob glying’ or Guday Community Primary School.
Dear Donor,

Guday Community School has successfully completed the first Tibetan-Chinese-English Training Program with assistance from Ms. Ramona Johnson. 163 local Tibetan students participated in this program. During the one-month training, students made huge progress in their studies and developed an interest in study. Furthermore, locals have been very supportive of such programs by giving positive reactions, e.g., sending their children to the program. Locals’ parents wish to have such teaching program for several years to further improve their children's education.

From: Guday Community Primary School.

3 February 2010
Community Background

Guday Community Primary School was built in 2009 and is approximately 12 kilometers from Rma lho (Huangnan) Prefecture seat, and 220 kilometers from Xining, the capital of Qinghai Province. It is 3,000 meters above sea level.

The school has only 1 grade for local students including monks. There are 50 students and 1 teacher. There are 3 classes per day--2 classes in the morning and 1 in the afternoon. Each class lasts 2.5 hours.

The purpose of this school to build is to train all the local students during winter and summer holidays. We provided three subjects, Tibetan, English and Chinese.

The school has no certain funds to finance its efforts and must depend on local villagers. Each family’s annual income is about 6,000RMB. Mostly, this money comes from digging caterpillar fungus in May each year. The price of fungus is reduced recently and is not a sustainable activity, given government policy restrictions. Locals earn a bit of cash from selling barley and rapeseed.

Activities / Duration

<table>
<thead>
<tr>
<th>2010</th>
<th>Activities</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 January</td>
<td>Divided classes</td>
<td>Students, teachers, headmaster,</td>
</tr>
<tr>
<td>11 January</td>
<td>Training begins</td>
<td>Students, teachers and headmaster</td>
</tr>
<tr>
<td>30 January</td>
<td>1 day break</td>
<td>Students, teachers and headmaster</td>
</tr>
<tr>
<td>31 January</td>
<td>Instruction, conducting final exams</td>
<td>Students, teachers and headmaster</td>
</tr>
<tr>
<td>February</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 February</td>
<td>Final exams, prizes, break</td>
<td>Students, teachers, headmaster, Nangchukja</td>
</tr>
</tbody>
</table>

Project Committee Members

<table>
<thead>
<tr>
<th>Name in Wiley</th>
<th>Name in Tibetan</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dkon mchog bstan 'dzin</td>
<td>དཀོན་མཆོག་བȪན་འཛིན།</td>
<td>Headmaster</td>
</tr>
<tr>
<td>Blo bsang sbyin pa</td>
<td>བོ་བཟང་ེྲིན་པ།</td>
<td>Vice-headmaster</td>
</tr>
<tr>
<td>Nam mkha tse ring</td>
<td>ཐུན་མཁའ་ཚǃ་རིང་།</td>
<td>Teacher</td>
</tr>
<tr>
<td>Tshul khrims</td>
<td>བོ་དྲུག་ེྲིན།</td>
<td>Financial Manager</td>
</tr>
<tr>
<td>Dge ‘dun bsam gtan</td>
<td>དགེ་འȭན་བསམ་གཏན།</td>
<td>Accountant</td>
</tr>
<tr>
<td>Chos bzang</td>
<td>ཆོས་བཟང་།</td>
<td>Teacher</td>
</tr>
</tbody>
</table>
1.1 Donor's Contribution:

<table>
<thead>
<tr>
<th>Receipt No.</th>
<th>Item</th>
<th>Detail</th>
<th>Total RMB</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 + 02</td>
<td>Stipend</td>
<td>600RMB per teacher in 30 days; 300RMB each teacher for food stipend with the local contribution for 30 days; and 100RMB for their transportation fee.</td>
<td>3,000.00</td>
</tr>
<tr>
<td>03</td>
<td>Book Fee</td>
<td>163 students x 12.26RMB per student/book</td>
<td>2,000.00</td>
</tr>
<tr>
<td>04</td>
<td>Administrative fee</td>
<td>Telephone, photocopies, and transportation</td>
<td>114.55</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>5,114.55</strong></td>
</tr>
</tbody>
</table>

1.2 Local Contribution:

<table>
<thead>
<tr>
<th>Item</th>
<th>Detail</th>
<th>Total RMB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td>1,500RMB for 30 days.</td>
<td>1,500.00</td>
</tr>
<tr>
<td>Misc.</td>
<td>E.g., beverages for teacher.</td>
<td>100.00</td>
</tr>
<tr>
<td><strong>Total Local Contribution</strong></td>
<td></td>
<td><strong>1,600.00</strong></td>
</tr>
<tr>
<td><strong>Total Project Expenses</strong></td>
<td></td>
<td><strong>6,714.55</strong></td>
</tr>
</tbody>
</table>
Project Number: FCAPN28

Expenditures

Receipt No. 01

Receipt No. 02
Receipt No. 03

Receipt No. 04

Receipt

This is to certify that I, Nangchukja / Robert, the project manager have spent 114.55RMB for photocopy, telephone fee, and bus tickets for this teaching project.

Date: March 23, 2010

Signature: [Signature]