Dear HuaQiao Foundation and Ramona Johnson,

We are pleased to report on the annual teaching programs in six schools: Demang, Bon skor, Serji Methok School, Rabgan, County Primary School, (Mangra (Guinan) County, and Wajia in Khri ka (Guide) County, (Mtsho lho) Hainan Tibetan Autonomous Prefecture, (Mtsho sngon) Qinghai Province, PR China.

Contributions of 25,000RMB in January and 24,800RMB in July 2012 from HuaQiao Foundation, 9,535RMB in July from Ramona Johnson, and 10,910RMB (January 2012) and 12,550RMB (July 2012) from local contributions made this project possible. The teaching programs reached 650 students in the winter of 2012 in five schools, and 490 students in the summer of 2012 in six Tibetan village schools. Twenty-seven teachers (January 2012) and 30 teachers (July 2012) from universities across China in the winter and summer holidays of 2012 participated.

During the teaching program, teachers taught English, Tibetan, Chinese, and math. Half of the teachers were from local communities, resulting in effective communication between the teachers and students. Textbook adjustments were made according to past experience and a recent teaching evaluation.

During the program, 20RMB was collected from each student as a textbook fee supplement to the donor contribution. FCA staff evaluated the project with surveys to teachers and students. Their feedback is provided in the following pages.

The program strengthened students’ knowledge of Tibetan, English, and Chinese thereby empowering students in their encounters with the outside world. The program also raised parents' and local government's awareness of the importance of education.

I extend sincere appreciation for your continuing support of these teaching programs.

Sincerely,

Nangchukja
Director
Friendship Charity Association
www.friendshipcharity.org
Teacher Comments

**Rinzang** is a local Tibetan teacher, “This program allowed students to use their holiday time for studies rather than waste it. It also helped them to remember what they learned in school. I brought Tibetan riddles, folktales, and jokes during the teaching thus students didn’t get bored quickly and stayed with the class.”

**李普姆卓玛** is from Northwest University for Nationalities, “Generally, students have very poor Chinese pronunciation. On the other hand, the Chinese textbook could be improved.”

**Huang Yuxia** is from Shanghai International Studies University, “This program benefits the local students by improving students’ language skills and allowing them to communicate with the larger world outside their community. However, textbook design should be improved and better pre-training of the teachers would be great.”

**阿木卓玛** a local Tibetan teacher and supervisor of the program, “First, the harsh weather brought much inconvenience to the program. Second, I was not really satisfied with the timing as it was too close to the New Year and we didn’t have more than twenty-five days. Third, we are thankful for the great kindness and hard work done by the teachers. Fourth, the students’ behavior and study brought created a great environment at the school.”

**Ado** is from Qinghai Normal University, “I usually begin my class with reviews of the previous class and then continue with new lessons and practice. The textbook I taught was very appropriate and helpful, however, grade two students had some difficulties.”

**Dongdrub Drolma**, “This program allowed students to become more interested in studies and this has directly impacted their parents. Most students’ parents have a positive attitude toward their education.”

**Padmatso**, “I think this program is very important for local education. Parents are also supportive. Without this program, most local students in the villages help their families with daily housework and don’t spend much time on studies. Parents also would not see other alternatives for their children.”
**Photographs**

Related photos may be viewed at: www.flickr.com/photos/friendshipcharityassociation/.

Teachers prepare lessons.

A teacher teaches math.
Students do exercises on the blackboard.

A small class.
Students in class.

Students review outside classrooms.
Students review outside classrooms.
Students in an English speaking contest in front of all the students.
A student takes the program survey.

A student works on her English writing assignment.
Students attend class outside the classroom.
Students inside the classroom.
Students inside the classroom.
Student inside the classroom.
Students outside the classroom.
A student shows her assignment result.
Teacher and students inside the classroom.
Students take final exams.
Students take exams.
Top students receive awards.
Top students receive awards.
Awarded students.

[Image of awarded students]

[Image of an honorary certificate in Chinese]
Group photo of students in Waja Tibetan Community.

Teacher and students group photo in Bon skor Tibetan Village School.
Project Review Summary

Bon skor Tibetan Community has approximately 2,400 residents. Ninety-five to ninety-eight percent of locals (aged 18 – 80) were illiterate in 2005. There were 6 college graduates and 7 college students out of 2,400 Tibetans in 2011. FCA held a teaching program in Bon skor Tibetan Community School in 2005 that was continued twice a year during the school holiday periods. Initially, eighty percent of locals were reluctant to send children to school; they preferred to keep them at home herding and farming. This teaching program was a great success, as indicated by students’ interest in learning English, Tibetan, and Chinese (as indicated by students' higher exam scores), and attendance that parents’ attitude became increasingly positive.

In subsequent years, school attendance increased and Bon skor Tibetan Community School earned a reputation for having good quality English and Tibetan instruction. Twenty-five students took the college entrance examination in June 2012. Eight students entered four-year BA programs in universities in Qinghai, Sichuan, and Gansu. The remainder of the students entered three-year associate degree colleges. This is the first time Bon skor Tibetan Community has had a high number of students take the college entrance examination. These students were the first group to have attended the FCA English Teaching Program in 2005. Currently, there are approximately 405 Bon skor students in kindergarten to college. Ninety-nine percent of locals send children to school and parents admire graduated students who have official jobs.

Due to the overwhelming number of students in the teaching program, FCA recruited only local primary school students in the teaching program in 2010. Parents of junior and senior middle school students approached the school and FCA regarding the lack of teaching programs for their children. FCA then suggested that locals hold self-organized teaching programs for these students and FCA recruited teachers. As a result, many groups of local residents held small family-based classes for their children while FCA provided textbook and teachers while parents paid.

With ample indication of teaching program success, FCA brought similar teaching programs to three other local community schools in 2008 and in subsequent years. Once aware of the positive impact of these teaching programs, many community schools approached FCA for external assistance. Currently, FCA holds Tibetan, Chinese, English, and math teaching programs in six primary schools. We wish to increase such teaching programs while exploring the possibilities of locals managing such programs in a self-sustaining way.
Teaching Program Description

Teachers were assigned to each class depending on the subjects that they taught. Each class was taught Tibetan, Chinese, and English. Certain teachers taught more than one language and some taught the same language to two or three classes consequently, each class had at least two teachers. According to the students’ language levels, subjects were taught in Tibetan, Chinese, English, or with two languages, e.g., Tibetan was taught in Tibetan, while two teachers taught the advanced class English with one providing some assistance in Chinese.

Textbooks for the teaching program were selected and organized by FCA based on students’ level and in discussion with local teachers. Lessons were created from different textbooks. All teaching materials were collated and printed in Xining. The materials served to improve students' English skills by further building their vocabulary and grammar. All students were encouraged and given opportunities to practice speaking and listening as well as translation.

Chinese language textbooks were selected to improve students' pinyin skills and increase their Chinese vocabulary. Students were taught and practiced reading, grammar, writing, and speaking skills. While some students speak excellent Chinese, other students have very poor Chinese language skills. Although they understand spoken Chinese, they cannot write and speak it well. Chinese language teachers were from inland universities.

The Tibetan teacher, from a monastery, taught Tibetan to all three classes. After the teaching began, teachers realized that students had to do housework and their winter break assignments after classes. Students suggested that they bring their homework to school and receive instruction from the teachers when extra help was needed. The amount of homework given by the holiday teachers thus decreased.

Besides, the teaching programs of these three languages, arts (such as sketching), creative writing, sports, music (singing sessions, organized and attended by teachers and students), school trips (including trips to the Yellow River, climbing mountains, and visiting local temples) were held to positively reinforce teacher-student relationships and allow teachers and students opportunity to know and learn from each other’s backgrounds, cultures, and experiences.

FCA evaluations were given to all students and teachers. All participants’ voices, especially students’, were considered for future improvements of the teaching programs. After the programs, three students from each class received prizes according to their performance during this program. All the teachers were awarded an honorary certificate by FCA.
## A. 2012 Winter Program Expenditure

### Donor Contribution:

<table>
<thead>
<tr>
<th>Item</th>
<th>Detail</th>
<th>Total RMB</th>
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<tbody>
<tr>
<td>Food</td>
<td>500 RMB*5 school</td>
<td>2,500</td>
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<tr>
<td>Teacher bus fee</td>
<td>35RMB*27 teachers</td>
<td>945</td>
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<td>Teacher stipends</td>
<td>700RMB*27 teachers</td>
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<tr>
<td>Cook stipend</td>
<td>500RMB*4 cooks</td>
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<tr>
<td>Book</td>
<td>1RMB per student</td>
<td>655</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>25,000</strong></td>
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### Local Contribution:

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<tr>
<td>Food</td>
<td>500RMB per school</td>
<td>1,500</td>
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<tr>
<td>Misc</td>
<td>E.g., beverages and fuel for teachers</td>
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<tr>
<td>Accommodation</td>
<td>Local rooms and bedding for teachers</td>
<td>500</td>
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<tr>
<td>Student prizes</td>
<td>6 students* 5 schools, 20RMB each</td>
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</tr>
<tr>
<td>Teacher certificates</td>
<td>27 teachers* 30 RMB each</td>
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<td>Books</td>
<td>650 students* 20RMB</td>
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<td><strong>TOTAL</strong></td>
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B. 2012 Summer Program Expenditure

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<tr>
<td>Books</td>
<td>490 students*10RMB</td>
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<td>Food for teachers</td>
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<tr>
<td>Teacher bus fee</td>
<td>35RMB*30 teachers</td>
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<tr>
<td>Teacher stipends</td>
<td>700RMB*30 teachers</td>
<td>21,000</td>
</tr>
<tr>
<td>Cook stipend</td>
<td>500RMB* 6 cooks</td>
<td>3,000</td>
</tr>
<tr>
<td>Student prizes</td>
<td>6 students* 6 schools, 15RMB each</td>
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<tr>
<td>Teacher certificates</td>
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<tr>
<td>Administration fee</td>
<td>Project site visits</td>
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<td></td>
<td><strong>Ramona Johnson</strong></td>
<td><strong>9,535</strong></td>
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</tr>
</thead>
<tbody>
<tr>
<td>Local Contribution:</td>
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<td></td>
</tr>
<tr>
<td>Food for teachers</td>
<td>1,000RMB per school</td>
<td>6,000</td>
</tr>
<tr>
<td>Misc.</td>
<td>E.g., beverages for teacher</td>
<td>600</td>
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<tr>
<td>Teacher bus fee</td>
<td>30 teachers* 35RMB</td>
<td>1,050</td>
</tr>
<tr>
<td>Books</td>
<td>490 students* 20RMB</td>
<td>4,900</td>
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<td><strong>TOTAL</strong></td>
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STUDENT SURVEY

JANUARY 2012
Ban shul Tibetan Community School

PART I: STUDENTS

1. **Attendance:** 127 students attended the Ban shul Teaching Program.
2. **Gender:** 54% male, 46% female.
3. The average **age** of students the Ban shul Teaching Program was 14.
4. **Average number of attendants per class** in Ban shul Village School was 42.

PART II: EDUCATION

5. **Improved knowledge of:**
   - 37% = English
   - 24% = Chinese
   - 39% = Tibetan

6. **Students could not learn (above) these things from their school because:**
   - 63% = the condition in the family and school is poor
   - 11% = had family chores to do
   - 26% = didn’t work hard

7. **Students think the textbook is:**
   - 57% = appropriate
   - 28% = difficult
   - 15% = easy

8. **Three problems in Ban shul Teaching Program:**
   a. Poor study environment.
   b. Lack of strict rules.
   c. Not all village students attended the program.

9. **80% students suggest these changes:**
   a. Tibetan history and mathematics should be taught.
   b. Allow all the village students to attend program.
   c. Encourage students to work hard and respect teachers and students.

10. **100% of students’ family members are pleased that they attend the program.**
11. 67% students think this teaching program is different from their regular school classes in these ways:
a. Teachers and students play games together in class.
b. Different teaching methodology.

12. Before attending this program, in holidays, students did:
41% = homework
38% = family chores
21% = herding

13. Students like to study English because they want to:
37% = be an English teacher
42% = families decide
21% = study abroad

14. Students’ favorite subject is:
38% = English
43% = Tibetan
19% = Chinese

PART III: STUDENTS’ FAMILIES

15. Students’ families live in:
100% = herding areas

16. Parents:
Note: have/have no father or mother = students from families with/with no father or mother.
97% = students have a father
3% = students don’t have a father
95% = students have a mother
5% = students don’t have a mother

17. Students’ fathers:
100% = speak Tibetan
96% = illiterate in Chinese
86% = fathers never attended school
59% = illiterate in Tibetan
41% = literate in Tibetan
18% = attended school for 1-6 years
4% = literate in Chinese

18. Students’ mothers:
100% = speak Tibetan
98% = illiterate in Chinese
90% = never attended school
84% = illiterate in Tibetan
16% = literate in Tibetan
11% = attended school for 1-4 years
2% = literate in Chinese

19. Siblings:
37% = sister 2 spent 1-6 years in school
29% = sister 1 spent 7-15 years in school
21% = brother 1 spent 7-15 years in school
14% = brother 2 spent 1-6 years in school

20. Family income from:
71% = livestock
3% = doing business
5% = government work
21% = migrant labor

21. Students’ families borrowed money from:
51% = other families
40% = a bank
9% = other villagers

22. Living expenses (transportation, medical, and food cost at school):
100% = from parents
County Primary Boarding School

PART I: THE STUDENTS
1. **Attendance**: 200 students.
2. **Gender**: 57% male, 43% female.
3. The average **age** of students’ was 12.
4. **Average number of attendants per class** was 50.

PART II: EDUCATION
5. **Improved knowledge of**:
   - 41% = English
   - 33% = Chinese
   - 26% = Mathematics

6. **Students could not learn these (above) things from their school because**:
   - 44% = did not have English teachers
   - 34% = did not have good communication with teachers
   - 22% = did not work hard

7. **Students think the textbook is**:
   - 13% = easy
   - 26% = hard
   - 61% = appropriate

8. **100 % students see these three problems in the program**:
   a. Untidy classroom.
   b. The time of starting program is late.
   c. Very cold in the classrooms.

9. **100 % students suggest these changes**:
   a. A Tibetan history class.
   b. Strict rules are needed.

10. **100 % of students’ family members are pleased that they attend the program.**
11. 78% students think this teaching program is different from their regular school classes in these ways:
   a. Less homework.
   b. Class activity is interesting.
   c. Teachers are easy-going.

12. Before attending this program, in holidays, students did:
    77% = homework
    23% = family chores

13. Students like to study English because they:
    45% = want to be English teachers
    30% = want to study abroad
    17% = just like learning English
    8% = don’t know

14. Students’ favorite subject is:
    31% = English
    40% = Tibetan
    29% = Chinese

PART III: STUDENTS’ FAMILIES

15. Students’ families live in:
    94% = farming areas
    6% = herding areas

16. Parents:
    Note: have/ have no father or mother = students from families with/with no father or mother.
    99% = have a mother
    1% = don’t have a mother
    98% = have a father
    2% = don’t have a father

17. Students’ fathers:
    100% = speak Tibetan
    76% = illiterate in Chinese
    65% = never attended school
    53% = illiterate in Tibetan
    47% = literate in Tibetan
    33% = attended school for 6-15 years
    24% = literate in Chinese

18. Students’ mothers:
    100% = speak Tibetan
    88% = illiterate in Tibetan
    85% = never attended school.
    91% = illiterate in Chinese
    12% = literate in Tibetan
    9% = literate in Chinese
    9% = attended school for 6-15 years
19. Siblings:
26% = brother 2 spent 2-6 years in school
22% = sister 2 spent 2-9 years in school
16% = sister 1 spent 2-14 years in school
26% = brother 1 spent 2-14 years in school

20. Family’s income from:
61% = migrant labor
28% = farming
7% = official job
4% = doing business

21. Students’ families borrowed money from:
53% = a bank
38% = other families
9% = other villagers

22. Living expense (transportation, medical and food cost at school):
100% = from parents
Serji Methok School

PART I: THE STUDENTS

1. **Attendance:** 128 students.
2. **Gender:** 56% male, 44% female.
3. The average **age** of students was 13.
4. **Average number of attendants per class** was 42.

PART II: EDUCATION

5. **Improved knowledge of:**
   28% = Tibetan grammar
   39% = how to be confident in study
   33% = Chinese writing

6. **Students could not learn the (above) things from their school because:**
   30% = teachers were changed often
   33% = too many students with few teachers
   27% = did not work hard
   10% = no English teacher

7. **Students think the textbook is:**
   21% = easy
   17% = hard
   62% = appropriate

8. **66% students see these three major problems in this teaching program:**
   a. Too much reciting work.
   b. Cold classroom.
   c. Some students don’t pay much attention to the lesson.

9. **68% students suggest these changes:**
   a. Students need a math teacher.
   c. Strict rules.
   e. Improve the tidiness of classroom.

10. **100% of students’ family members are pleased that they attend this program.**

11. **69% students think this teaching program is different from their regular school classes in these ways:**
   a. The teaching program is enjoyable.
   b. More extracurricular activities.
   c. Students and teachers play games together.

12. **Before attending this program, in holidays, students did:**
    59% = homework
    36% = family chores
    5% = play
13. Students like to study English because they want to:
49% = be English teachers
32% = go abroad
19% = don’t know

14. Students’ favorite subject is:
43% = Tibetan
37% = English
20% = Chinese

PART III: STUDENTS’ FAMILIES

15. Students’ families live in:
100% = herding areas.

16. Parents:
Note: have/have no father or mother = students from families with/with no father or mother.
96% = have a father
98% = have a mother
4% = don’t have a father
2% = don’t have a mother

17. Students’ fathers:
76% = illiterate in Tibetan
73% = never attended school
89% = illiterate in Chinese
68% = Tibetan speaking
32% = students’ father speaks Chinese
11% = literate in Chinese
23% = attended school for 1 to 6 years
24% = literate in Tibetan

18. Students’ mothers:
87% = illiterate in Tibetan
93% = illiterate in Chinese
89% = never attended school
100% = speak Tibetan
13% = speak Chinese
11% = attended school for 1-6 years
7% = literate in Chinese
13% = literate in Tibetan

19. Siblings:
20% = brother 1 spent 6-14 years in school
17% = sister 2 spent 2-6 years in school
19% = brother 2 spent 2-6 years in school
26% = sister 1 spent 6-14 years in school

20. Family’s income from:
9% = migrant labor
88% = livestock
3% = government work.

21. Students’ family borrowed money from:
53% = a bank
47% = other families

22. Living expense: (Transportation, medical, food cost at school)
100% = from parents and tuition is free
Demang Tibetan Village School

PART I: STUDENTS
1. Attendance: 40 students
2. Gender: 57% male, 43% female.
3. The average age of students was 12.
4. Average number of attendants per class was 20.

PART II: EDUCATION

5. Students’ feedback on teachers and teaching methods:
   a) 58% students think that teachers were active and prepared lesson well;
   b) 24% students improved Chinese reading and writing;
   c) 18% students think that the student-centered methods could help them a lot.

6. What do you think about the books used in the teaching program?
   a) 63% appropriate
   b) 29% difficult
   c) 8% easy

7. Positive sides of teaching program:
   a) 58% great source of study
   b) 34% full advantage of winter holiday
   c) 8% able to talk about college life with teachers

8. Negative sides of teaching program and its possible solutions:
   a) 68% too cold in the classroom.
   b) 32% duration of teaching program was too short.

9. The average exam score in the teaching program:
   a) Average Tibetan exam score: 76
   b) Average Chinese exam score: 69;
   c) Average English exam score: 72.
10. The favorite subject in the program:
   a) 42% Tibetan;
   b) 35% English;
   c) 23% Chinese.

11. The boring subject in the program:
   None

12. What do parents think about the teaching program?
   100% students’ parents think that such program must have a great influence on students’ future education.

13. What’s the most difficult thing on your studies?
   a) 68% Chinese
   b) 19% Mathematics
   c) 13% no difficulties
PART III: STUDENTS’ FAMILIES

14. The number of illiterate people in your family?
Each family has an average of 3 illiterate people.

15. The number of your siblings and their education?
An average of 2 siblings are pupils and junior middle school students.

16. What is the source of your family income?
a) 58% labor work
b) 28% farming
c) 14% business (shop, driving)

17. What do you expect for the next teaching program?
100% students want to have Tibetan history and math classes.
Bon skor Tibetan Community School

PART I: STUDENTS

1. **Attendance:** 155 students.
2. **Gender:** 44% male, 56% female.
3. The average **age** of students the Bon skor Teaching Program was 13.
4. **Average number of attendants per class** in Bon skor Village School was 51.

PART II: EDUCATION

5. **Improved knowledge of:**
   - 50% = English
   - 36% = Chinese
   - 14% = Tibetan

6. **Students could not learn (above) these things from their school because:**
   - 55% = the condition is poor
   - 16% = had family chores to do
   - 29% = didn’t work hard

7. **Students think the textbook is:**
   - 68% = appropriate
   - 22% = difficult
   - 10% = easy

8. **Three problems in Bon skor Teaching Program:**
   a. Very cold in the classrooms.
   b. Lack of strict rules.
   c. Not all village students attended.

9. **82% students suggest these changes:**
   a. Tibetan history and Mathematics should be taught.
   b. All the village students attend program.
c. Encourage students to work hard and respect teachers and students.

10. **100% of students’ family members are pleased that they attend the program.**

11. **64% students think this teaching program is different from their regular school classes in these ways:**
   a. Teachers and students play games together.
   b. Different teaching methodology.

12. **Before attending this program, in holidays, students did:**
   39% = homework
   32% = family chores
   29% = herding

13. **Students like to study English because they want to:**
   39% = be an English teacher
   31% = families decide
   30% = study abroad

14. **Students’ favorite subject is:**
   37% = English
   45% = Tibetan
   18% = Chinese

**PART III: STUDENTS’ FAMILIES**

15. **Students’ families live in:**
   100% = agro-pastoral areas

16. **Parents:**
   Note: have/have no father or mother = students from families with/with no father or mother.
   96% = students have a father
   4% = students don’t have a father
   98% = students have a mother
   2% = students don’t have a mother

17. **Students’ fathers:**
   100% = speak Tibetan
   96% = illiterate in Chinese

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•41•
88% = fathers never attended school
63% = illiterate in Tibetan
37% = literate in Tibetan
18% = attended school for 1-6 years
4% = literate in Chinese

18. Students’ mothers:
100% = speak Tibetan
95% = illiterate in Chinese
90% = never attended school
86% = illiterate in Tibetan
14% = literate in Tibetan
11% = attended school for 1-4 years
5% = literate in Chinese

19. Siblings:
35% = sister 2 spent 1-6 years in school
26% = sister 1 spent 7-15 years in school
29% = brother 1 spent 7-15 years in school
17% = brother 2 spent 1-6 years in school

20. Family income from:
69% = livestock
8% = doing business
2% = government work
21% = migrant labor

21. Students’ families borrowed money from:
46% = other families
53% = a bank
1% = other villagers

22. Living expenses (transportation, medical, and food cost at school):
100 % = from parents
Bon skor Tibetan Community School

PART I: STUDENTS

1. **Attendance**: 130 students.
2. **Gender**: 45% male, 55% female.
3. The average **age** of students the Bon skor Teaching Program was 13.
4. **Average number of attendants per class** in Bon skor Village School was 43.

PART II: EDUCATION

5. **Improved knowledge of**:
   - 19% = English
   - 32% = Chinese
   - 49% = Tibetan

6. **Students could not learn (above) these things from their school because**:
   - 63% = the condition in the family and school is poor
   - 17% = had family chores to do
   - 20% = didn’t work hard

7. **Students think the textbook is**:
   - 10% = easy
   - 24% = difficult
   - 66% = appropriate

8. **Three problems in Bon skor Teaching Program**:
   a. Project duration was short.
   b. Lack of strict rules.
   c. Not all village students attended the program.

9. **86% students suggest these changes**:
   a. Tibetan history and math should be taught.
   b. All the village students should attend the program.
   c. Work hard and respect teachers and classmates.
10. 100% of students’ family members are pleased that they attend the program.

11. 71% students think this teaching program is different from their regular school classes in these ways:
   a. Some students were often late.
   b. Teachers and students played games together after school.
   c. Different teaching methodology.

12. Before attending this program, in holidays, students did:
   38% = homework
   41% = family chores
   13% = herding
   8% = farming

13. Students like to study English because they want to:
   46% = be an English teacher
   31% = families decide
   23% = study abroad

14. Students’ favorite subject is:
   36% = English
   41% = Tibetan
   23% = Chinese

15. Students’ families live in:
   100% = agro-pastoral areas

16. Parents:
   Note: have/ have no father or mother = students from families with/with no father or mother.

   96% = have father
   4% = don’t have a father
   97% = have a mother
   3% = don’t have a mother
17. Students’ fathers:
100% = speak Tibetan
93% = illiterate in Chinese
86% = fathers never attended school
69% = illiterate in Tibetan
31% = literate in Tibetan
20% = attended school for 1-6 years
7% = literate in Chinese

18. Students’ mothers:
100% = speak Tibetan
96% = illiterate in Chinese
92% = never attended school
86% = illiterate in Tibetan
14% = literate in Tibetan
9% = attended school for 1-4 years
4% = literate in Chinese

19. Siblings:
40% = sister 2 spent 1-6 years in school
39% = sister 1 spent 7-15 years in school
26% = brother 1 spent 7-15 years in school
19% = brother 2 spent 1-6 years in school

20. Family income from:
49% = livestock
26% = farming
7% = doing business
2% = government work
16% = migrant labor

21. Students’ families borrowed money from:
41% = other families
49% = a bank
10% = other villagers

22. Living expenses (transportation, medical, and food cost at school):
Living expenses are from students’ parents.
Rabgan Tibetan Village School

PART I: THE STUDENTS

1. **Attendance:** 73 students attended the Rabgan Teaching Program.
2. **Gender:** 44% male, 56% female.
3. The average **age** of students in the Rabgan Teaching Program was 12.
4. **Average number of attendants per class** in Rabgan Village School was 24.

PART II: EDUCATION

5. **Improved knowledge of:**
   - 41% = English
   - 28% = Chinese
   - 31% = Mathematics

6. **Students could not learn these (above) things from their school because:**
   - 47% = did not have English teachers
   - 31% = did not have good communication with teachers
   - 22% = did not work hard

7. **Students think the textbook is:**
   - 26% = easy
   - 21% = hard
   - 53% = appropriate

8. **87% students see these three problems in the program:**
   a. Some students couldn’t finish homework on time.
   b. The duration of teaching program is shorter.

9. **100 % students suggest these changes:**
   a. Tibetan history and math class should be taught.
   b. Strict rules are needed.
   c. Classroom tidiness needs improvement.
10. 100% of students’ family members are pleased that they attend the program.

11. 81% students think this teaching program is different from their regular school classes in these ways:
   a. Less homework.
   b. Class activity is interesting.
   c. Teachers are highly responsible.

12. Before attending this program, in holidays, students did:
   68% = homework
   23% = family chores
   9% = play

13. Students like to study English because they:
   41% = want to be English teachers
   30% = want to study abroad
   18% = just like learning English
   11% = don’t know

14. Students’ favorite subject is:
   44% = English
   26% = Math
   30% = Chinese

PART III: STUDENTS’ FAMILIES

15. Students’ families live in:
   100% = farming areas

16. Parents:
   Note: have/have no father or mother = students from families with/with no father or mother.
   100% = have a mother
   99% = have a father
   1% = don’t have a father

17. Students’ fathers:
   100% = speak Tibetan
   84% = illiterate in Chinese
   69% = never attended school
   59% = illiterate in Tibetan
   41% = literate in Tibetan
   31% = attended school for 6-15 years
   16% = literate in Chinese

18. Students’ mothers:
   100% = speak Tibetan
   80% = illiterate in Tibetan
   73% = never attended school.
   84% = illiterate in Chinese
   20% = literate in Tibetan
   16% = literate in Chinese
   17% = attended school for 6-15 years
19. Siblings:
33% = brother 2 spent 2-6 years in school
27% = sister 2 spent 2-9 years in school
16% = sister 1 spent 2-14 years in school
14% = brother 1 spent 2-14 years in school

20. Family’s income from:
72% = migrant labor
21% = farming
3% = official job
4% = doing business

21. Students’ families borrowed money from:
54% = a bank
35% = other families
11% = other villagers

22. Living expense (transportation, medical and food cost at school):
100% = from parents
Serji Methok School

PART I: THE STUDENTS

1. **Attendance**: 87 students.
2. **Gender**: 42% male, 58% female.
3. The average **age** of students was 13.
4. **Average number of attendants per class** was 21.

PART II: EDUCATION

5. **Improved knowledge of**:  
   43% = Tibetan  
   26% = English  
   31% = Chinese

6. **Students could not learn the (above) things from their school because**:  
   35% = Limited resource  
   29% = did not work hard  
   36% = no English teacher

7. **Students think the textbook is**:  
   19% = easy  
   24% = hard  
   57% = appropriate

8. **65% students see these three major problems in this teaching program**:  
   a. No math class.  
   b. Crowded classroom.

9. **67% students suggest these changes**:  
   a. Students need a math teacher.  
   c. Strict rules.  
   e. Improve the tidiness of classroom.

10. **100% of students’ family members are pleased that they attend this program.**

11. **61% students think this teaching program is different from their regular school classes in these ways**:  
   a. The teaching program was enjoyable.  
   b. More extracurricular activities.  
   c. Students and teachers played interesting games together.

12. **Before attending this program, in holidays, students did**:  
   56% = homework  
   31% = family chores  
   13% = play

13. **Students like to study English because they want to**:  
   46% = be English teachers  
   34% = go abroad
20% = don’t know.

14. Students’ favorite subject is:
43% = Tibetan
34% = English
23% = Chinese

PART III: STUDENTS’ FAMILIES

15. Students’ families live in:
100% = herding areas.

16. Parents:
Note: have/have no father or mother = students from families with/with no father or mother.
98% = have a father
97% = have a mother
2% = don’t have a father
3% = don’t have a mother

17. Students’ fathers:
87% = illiterate in Tibetan
79% = never attended school
86% = illiterate in Chinese
100% = students’ father speaks Tibetan
14% = students’ father is literate in Chinese
21% = students’ father attended school for 1 to 6 years
13% = students’ father is literate in Tibetan

18. Students’ mothers:
86% = illiterate in Tibetan
97% = illiterate in Chinese
89% = never attended school
5% = attended school for 1-6 years
3% = literate in Chinese
14% = literate in Tibetan
19. Siblings:
23% = brother 1 spent 6-14 years in school
26% = sister 2 spent 2-6 years in school
19% = brother 2 spent 2-6 years in school
21% = sister 1 spent 6-14 years in school

20. Family’s income from:
24% = migrant labor
69% = livestock
3% = government work
4% = doing business

21. Students’ family borrowed money from:
43% = a bank
57% = other families

22. Living expense: (Transportation, medical, food cost at school)
100% = from parents and tuition is free
Wajia Tibetan Village School

PART I: THE STUDENTS

1. **Attendance:** 113 students.
2. **Gender:** 53% male, 47% female.
3. The average **age** of students was 13.
4. **Average number of attendants per class** was 28.

PART II: EDUCATION

5. **Improved knowledge of:**
   - 40% = English
   - 21% = Chinese
   - 21% = Mathematics
   - 18% = Tibetan

6. **Students could not learn these (above) things from their school because:**
   - 59% = did not have English teachers
   - 14% = did not have good communication with teachers
   - 27% = did not work hard

7. **Students think the textbook is:**
   - 13% = easy
   - 28% = hard
   - 59% = appropriate

8. **87% students see these three problems in the program:**
   a. Some students couldn’t finish homework on time.
   b. The duration of teaching program is short.
   c. The classroom is crowded.

9. **100% students suggest these changes:**
   a. Tibetan history and Mathematics class should be taught.
   b. Strict rules are needed.
   c. Classroom tidiness needs improvement.
10. 100% of students’ family members are pleased that they attend the program.

11. 84% students think this teaching program is different from their regular school classes in these ways:
a. Less homework.
b. Class activity is interesting.
c. Teachers are highly responsible.

12. Before attending this program, in holidays, students did:
61% = homework
22% = family chores
17% = play

13. Students like to study English because they:
39% = want to be English teachers
34% = want to study abroad
21% = just like learning English
6% = don’t know

14. Students’ favorite subject is:
32% = English
3% = Math
29% = Chinese
36% = Tibetan

PART III: STUDENTS’ FAMILIES

15. Students’ families live in:
100% = farming areas

16. Parents:
Note: have/ have no father or mother = students from families with/ with no father or mother.
100% = have a mother
100% = have a father
17. Students’ fathers:
82% = illiterate in Chinese
61% = never attended school
68% = illiterate in Tibetan
32% = literate in Tibetan
39% = attended school for 6-15 years
18% = literate in Chinese

18. Students’ mothers:
86% = illiterate in Tibetan
71% = never attended school
81% = illiterate in Chinese
14% = literate in Tibetan
29% = literate in Chinese
29% = attended school for 6-15 years

19. Siblings:
34% = brother 2 spent 2-6 years in school
22% = sister 2 spent 2-9 years in school
19% = sister 1 spent 2-14 years in school
16% = brother 1 spent 2-14 years in school

20. Family’s income from:
76% = migrant labor
13% = farming
6% = official job
5% = doing business

21. Students’ families borrowed money from:
51% = a bank
36% = other families
13% = other villagers

22. Living expense (transportation, medical and food cost at school):
100 % = parents
Ban shul Tibetan Village School

PART I: THE STUDENTS

1. **Attendance:** 87 students.
2. **Gender:** 53% male, 47% female.
3. The average **age** of students was 14.
4. **Average number of attendants per class** was 29.

PART II: EDUCATION

5. **Improved knowledge of:**
   - 39% = English
   - 32% = Chinese
   - 29% = Tibetan

6. **Students could not learn these (above) things from their school because:**
   - 44% = did not have English teachers
   - 28% = did not have good communication with teachers
   - 28% = did not work hard

7. **Students think the textbook is:**
   - 13% = easy
   - 28% = hard
   - 59% = appropriate

8. **87% students see these three problems in the program:**
   a. Some students couldn’t finish homework on time.
   b. The duration of teaching program was short.
   c. The classroom was crowded.

9. **100 % students suggest these changes:**
a. Tibetan history and math class should be taught.
b. Strict rules are needed.
c. Classroom tidiness needs improvement.

10. 100% of students’ family members are pleased that they attend the program.

11. 86% students think this teaching program is different from their regular school classes in these ways:
   a. Less homework.
   b. Class activity is interesting.
   c. Teachers are highly responsible.

12. Before attending this program, in holidays, students did:
   60% = homework
   27% = family chores
   13% = play

13. Students like to study English because they:
   33% = want to be English teachers
   37% = want to study abroad
   22% = just like learning English
   8% = don’t know

14. Students’ favorite subject is:
   33% = English
   40% = Tibetan
   27% = Chinese

PART III: STUDENTS’ FAMILIES

15. Students’ families live in:
   100% = herding areas

16. Parents:
   Note: have/have no father or mother = students from families with/with no father or mother.
   98% = have a mother
2% = don’t have mother
99% = have a father
1% = don’t have a father

17. Students’ fathers:
100% = speak Tibetan
86% = illiterate in Chinese
71% = never attended school
66% = illiterate in Tibetan
34% = literate in Tibetan
29% = attended school for 6-12 years
14% = literate in Chinese

18. Students’ mothers:
100% = speak Tibetan
93% = illiterate in Tibetan
89% = never attended school.
94% = illiterate in Chinese
7% = literate in Tibetan
6% = literate in Chinese
11% = attended school for 6-12 years

19. Siblings:
34% = brother 2 spent 2-6 years in school
27% = sister 2 spent 2-9 years in school
19% = sister 1 spent 2-14 years in school
16% = brother 1 spent 2-14 years in school

20. Family income from:
21% = migrant labor
73% = herding
2% = official job
4% = doing business

21. Students’ families borrowed money from:
50% = a bank
39% = other families
11% = other villagers
22. Living expense (transportation, medical and food cost at school):
100 % = from parents