

# Baseline Survey

## Ghara, Myagdi

Submitted to  
Nepali Village Initiative Association  
**(NVIA)**  
Australia



August 2013

**Submitted By:**

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**(REED-NEPAL)**

## **ABBREVIATION**

B.Ed.	Bachelor of Education
COP	Community Orientation Programme
DEO	District Education Office
ECD	Early Childhood Development
EFA	Education For ALL
Govt.	Government
HS	High School (Secondary School)
HSS	Higher Secondary School
I.A.	Intermediate of Arts
I.Ed.	Intermediate of Education
LA	Learning Achievement
LS	Lower Secondary
NCED	Nepal Council for Education Development
PS	Primary School
PTA	Parents Teachers Association
SLC	School Living Certificate
SMC	School Management Committee
SSRP	School Sector Reform Programme
VDC	Village Development Committee

### **Acronyms**

REED	Rural Environmental and Educational Development
NVIA	Nepali Village Initiative Association
AHF	Australian Himalayan Trust
HT	Himalayan Trust

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1.0	Survey Form
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## **EXECUTIVE SUMMARY**




Rural Education and Environment Development Center (REED) has been conducting teacher training program focusing mountainous part of Nepal since 2000. Besides training, schools are getting teaching learning materials and physical infrastructure support in different schools. Nepal Government has planned to enrol all the school age children in the school up to 2015 and maintain quality in education. REED is also working with the motto of *Quality education our commitment*. In order to support government's education policy, REED conducts different training, workshop, awareness program as well as varieties of education related programme by which more and more children being benefited and maintains quality in education. We believe without quality and qualified resource person and teachers, it is quite difficult to maintain quality in the classroom through child friendly schools. The programme strongly supported the Millennium Development Goal (MDG), Education for All (EFA), and School Sector Reform Program (SSRP) goals for effective service delivery. Teacher training program was providing support in Solukhumbu, Taplejung and Myagdi district. Along these districts key teachers networking still continue in Rasuwa. In fact most of the teachers are theoretically trained by government and other organisation but not practically trained. Thus it is quite hard to replicate their learnt skill in the classroom. For better replication of learnt skill REED focused learning by doing practically based training and trainer had been frequently visiting each projected area school through in-school support program. Teachers are getting more support, appropriate feedback and counselled by trainer during post training part of the program.

Most of the children are still far from the main stream of quality education. For supporting government plan REED is providing quality education in various districts. Various non-governmental organisations are supporting in education field which is always highly appreciated by the Government of Nepal. REED gets fund from various donor groups to enhance quality and behaviour change. NVIA is highly interested to promote quality education in Shikha and Ghara VDC of Myagdi district through teacher training program.

As per the stakeholders request and donors commitment, teacher training programme is extending in new area of Myagdi covering 8 schools of Ghara VDC. For the extension, REED team collecting overall data and analysing the exciting situation of projected area has done base line survey recently.

This report covers mainly the current available school physical facilities, number of schools, number of working teachers, number of students, student teachers attendance rate, dropout rate, pass rate, student learning environment, and teaching learning process current situation of 8 schools of Shikha and Ghara VDC. The report prepared based on the survey form, flash form of school, observation of team and interaction with stakeholder provided information.

## **1. OBJECTIVES OF THE STUDIES**

-  To find out the current situation of teaching learning activities of targeted schools.
-  To find out the beneficiaries of the programme.
-  To prepared the data based for further implementation.

## **2. FEASIBILITY OF THE PROJECT AREA**

Myagdi district is a bit far from the capital of Nepal and the people of Myagdi, are especially ethnic group - Magar community is very far in terms of getting education, economic status in comparison with other groups, more women are still illiterate and most of the people depend on poor productivity of land. Parents do not send their children regularly to the school due to lack of awareness. They prefer to send them for domestic works and after poor schooling they send them to work as labors in Arabian countries for short time money. It is very hard for teachers to convince parents for sending their children regularly to school. Students attending the school are not feeling entertained in their learning in the classroom. The reason behind may be the classroom environment, there may not be interactive teaching learning activities, and friendly environment among teachers-students-parents-community. REED team asked some questions to community people about their daily activities and family status. And found most of youth have left school after passing 5<sup>th</sup> - 10<sup>th</sup> grade and they either went overseas working as labor or working in Nepal. Government already planned to enrol all school age children in the school by 2015 but most of the children still far from the government goal mainly in rural area. Most of the population occupied by ethnic group -Magar, and some are other castes in Ghara. Ethnic group of that area are less literate and behind from other groups in terms of getting education, economic condition and socially discriminated. The pass rate in SLC (School Leaving Certificate) level examination is below than 30 % in contrast to some other boarding school in town claiming 100% of pass rate. One of the great challenges for this area is the people attracted to English medium school and transferring their children to city if they can afford and remained those who could not. So the concern of the people to the public school is decreasing.

Classrooms are sufficient in most of the schools. But rooms are not neat and clean. Due to lack of child friendly furniture students feeling quite uneasy during class running period and quite hard to move around class for teacher also. Data showed most of teacher are trained but REED team found teacher focused only in textbook and no any teaching learning materials used by teaches. No any materials found inside the classroom except chalk and duster. Every school has good facility of toilet (but not separate toilet for girls and boys) and drinking water.

There are 33 female teachers and 26 male teachers in 9 schools including one English medium private school and one from Shikha VDC. In the same way, there are 586 students altogether. Excluding one private school, there are 471 students in total and out of them 229 are girls in the public schools. This showed 51% of girls in the school. The analysis of the data shows 13% dropout rate and 51.625% aggregate learning achievement. The number of students are less and decreasing, except few, due to parents' compulsion to transfer them in search of better education to their child. Some of the schools are at risk of being merged to another neighboring school due to poor quality in education and losing trust from the local parents. While the parents are obliged to invest a huge amount in private schools despite the fact that Nepalese

government has invested a big amount of budget in education to provide quality education to all the children of Nepal and has built schools even in very remote areas. However, illiteracy is still in existence and quality education is limited in mere papers. Public schools have been a demarcation to class division. Those who are unable, helpless and poor are primarily sending their children to the public schools. This is a great challenge for the government and all the stakeholders to provide quality education and alter this basic concept.

Besides, there is a huge gap between school and community. Most of the community are not aware of school activity and SMC/PTA members are also not familiar with their role, duty and responsibility toward schools enhance promote quality in the school. Most of the teachers use old teaching strategy that is like one way communication. Due to low students participation of students in classroom activity, learning achievement found very low and no more possibility of creativeness of students.

### **3. TOTAL SCHOOLS OF PROJECT AREA**

There are total 9 schools including 8 from Ghara VDC 1 from Shikha in the new project area. One higher secondary, two lower secondary and 5 primary schools, out of four schools. These are; Punhill PS, Laliguras PS, Himalaya PS, Khibang LS, New Annapurna EBS, Muktimarga HSS, Bhawani PS, Mukti Path PS, and Pokhare PS.

### **4. METHODOLOGY**

The following tools are used for data collection and studies:

Survey data collection forms (see annex), teachers class teaching observation form (see annex), field visit observation, interaction with Teachers, SMC and students, use flash report forms of school.

### **5. ANALYSIS**

#### **5.1 Physical facilities in Schools**

- Very few schools possess computers but they are also not utilized due to the lack of proper operation skills.
- All schools except few have enough classrooms for separate class teaching but most of them are with muddy floor and dusty rough irregular walls.
- Quite difficult to manage classroom for group work and other students participation activity due to long and attached furniture.
- Most of the schools have playground available but they are not well managed and well fenced for students' security
- 50% of school only has safe and managed drinking water available.
  - Toilet facility is available in all schools but



- no separate toilet for girls and boys
- No any library and reading books in the school.

## 5.2 Teachers Data

Teachers data of nine schools				
SN	Name of the School	No of Teacher		Total
		M	F	
1	Punhill PS, Ghorepani	0	2	2
2	Laliguras PS, Chitre	0	4	4
3	Khibang LS, Khibang	7	4	11
4	Muktimarga HSS	10	5	15
5	Bhawani PS	1	4	5
6	Muktipath PS	0	3	3
7	Shree Pokhare PS, Pokhare	3	3	6
8	Himalaya PS , Shikha	0	3	3
9	New Annapurna EBS	5	5	10
	Total	26	33	59

Data showed 56% teachers are female but most of the female teachers in ECD or primary level very few female teachers in lower secondary and secondary level. Only 16% teachers are permanent rest are temporary and private.

- 37% of teachers are never trained.
- 39% of teachers are less than 2 years teaching experience.
- 7% of teachers are 3 to 5 years teaching experience.
- 12 % of teachers are 5 to7 years teaching experience.
- 8 % of teachers are 8 - 10 years teaching experience.
- 34% of teachers are above 10 years teaching experience.

## 5.3 Teaching Learning Material and Activities

There is no any library and no any teaching learning materials in the classroom. Most of the teachers are using only textbook and chalk -duster while teaching in the classroom. No any interactive teaching in the classroom. Due to lack of group work and students participation, they don't get chance to perform their individual skills as well as feeling. Students found feeling more hesitation to come in front of the classroom. There is no any curriculum as well as teachers guide in the school.





## 5.4 Learning achievements/outcomes

Learning Achievement of each school													
SN	School	Grade										Total	Average LA%
		1	2	3	4	5	6	7	8	9	10		
1	Punhill PS, Gorepani		56.5	59.6	51							167.1	55.7
2	Laliguras PS, Chitre	62	72		53	46						233	58.25
3	Khibang LS, Khibang	60	50	54	45	54	33	45	36			213.1	42.61
4	Muktimarga HSS	50	51	45	44	39	38	47	45	38	56	453	45.3
5	Bhawani PS	65	67	49	49	58						288	57.6
6	Muktipath PS	58	70	67								195	<b>65</b>
7	Shree Pokhare PS, Pokhare	28	42	43	55	59						227	45.4
8	Himalaya PS , Shikha	61	69	Trained Half course									
9	New Annapurna EBS			Boarding school Achievement not included									

Each school learning achievement varies from 42 to 57% and average learning achievement is 51.42 %. This learning achievement is not satisfactory, this is range of only pass rate line. The Department of Education (DoE) has very optimistic decision to maintain at least 60% achievement to each school.

## 5.5 Total Enrollment and dropout of Students in 2069 (2013)

Enrollment and Dropout (2069) 2013 1-5										
SN	School	No of students enrolled			No of students appeared in final exam			Dropout no	Dropout %	Retention %
		B	G	Total	B	G	Total			
1	Pun Hill PS	3	4	7	3	3	6	1	14.28	85.71
2	Laliguras PS	9	12	21	6	8	14	7	33.33	66.66
3	Khibang LS	20	16	36	19	16	35	1	2.77	97.22
4	Muktimarga HSS	56	56	112	49	52	101	11	9.82	90.17
5	Bhawani PS	21	20	41	21	20	41	0	0	100
6	Muktipath PS	6	8	14	6	8	14	0	0	100
7	Pokhare PS	16	14	30	12	13	25	5	16.66	83.33
8	Himalaya PS	9	16	25	7	11	18	7	28	72



Enrollment and Dropout 6-8									
School	No of Students enrolled			No of students appeared in final exam			Dropout no.	Dropout %	Retention %
	G	B	Total	G	B	Total			
Khibang LS	15	8	23	15	8	23			100
Muktimarga HSS	59	43	102	55	38	93	9	8.82	91.17
<b>Class 9-10</b>									
MHSS	76	69	145	49	52	101	44	30.34	69.65

Average dropout rate is 13% and; it shows retention rate is 87%. Generally, schools are facing problem for retention of students in their school than enrollment. Some of the schools have still children not enrolled in its catchment area due to lack of awareness about the importance of education. A number of *Dalits* (so called lower caste) dwell in Ghara who are backward in terms of social, economic and educational aspects. Because of which more children are still out of the school and most of the students quit their study after 5<sup>th</sup> or 8<sup>th</sup> grade. They either engage in farming or become porter or some go to overseas for earning money to sustain their daily life.

## **6. FINDING**

These are the major finding from baseline survey.

- Furniture are very long and difficult to group work
- Old school have dark, muddy floor and small size classroom
- Students drop out and repetition is high.
- Classroom teaching learning is not child friendly and very traditional
- Student daily attendance is very low.
- Community participants is low at the school level
- There are more untrained teachers in the area.
- Trained teachers have problem in applying their skill in classroom due to lack of proper skills and materials.
- Students' creative part of learning is not focused.
- Supervision and monitoring is inadequate.
- Student learning achievement is very low.
- School age children are still out of school
- School management system is weak and service delivery is not efficient.



## **7. RECOMMENDATIONS**

The following activities should be launched for improving learning environment:

- Need to aware the community and conduct SMC/PTA training for their capacity building.
- Enhance quality in the schools, training provide to all teachers in whole school approach.
- It's better to provide child friendly furniture in each school.
- The teachers need to be trained for child friendly teaching and learning.
- Develop mechanism for monitoring the impact of teacher training program and follow up through in-school support.
- Teaching learning material support to the schools.
- Partnership work with District Education office and local organization
- Best practices sharing and interaction among different institution.

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