A Report on

Baseline Survey 2014
RIMA RC, Myagdi

Submitted to
Nepali Village Initiative Association
(ΠVIΛ)
Australia

Submitted By:

LEARN – LIFTING EDUCATION, ADVANCING RURAL NEPAL

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ABBREVIATIONS and ACRONYMS

B.Ed.	Bachelor of Education
COP	Community Orientation Programme
DEO	District Education Office
DoE	Dept. of Education
ECD	Early Childhood Development
Govt.	Government
HS	High School (Secondary School)
HSS	Higher Secondary School
PS	Primary School
I.A.	Intermediate of Arts
I.Ed.	Intermediate of Education
LS	Lower Secondary
NCED	Nepal Council for Education Development
NGO	Non Governmental organisation
PCF	Per Child Fund
PTA	Parents Teachers Association
LEARN	Lifting Education, Advancing Rural Nepal
RC	Resource Centre
RP	Resource Person
SLC	School Living Certificate
SMC	School Management Committee
SS	Secondary School
VDC	Village Development Committee

1.   EXECUTIVE SUMMARY

LEARN provides teacher training programme for improving quality of education in rural schools of Nepal. Working in cooperation with department of education (DoE) and district education office (DEO), it plays supportive role to the government programmes that share similar aims. LEARN has been already successful to promote quality education through teacher training in two VDCs of Myagdi disctrict of rural Nepal.

In service teacher trainings has been realized as an essential aspect in teaching learning in recent days due to the failures of traditional methodology against the challenges of emerging hi-tech modern society. By the fact, in response to the request from the local educational leaders for the programme extension, LEARN is enthusiastic to spread its active involvement in the new region.

This report covers the baseline survey of Rima resource center, which occupy two Village Development Committee (VDC) namely Ramche and Histan Mandali, with the target to 93 teachers and 600 beneficiary students of ten government schools including two higher secondary, one secondary, three lower secondary and four primary schools.

This report mainly presents the current number of schools, number of working teachers, number of students, student teachers attendance rate, drop out rate, pass rate, student learning environment and achievement, and teaching learning process in current situation of 10 schools. The report prepared based on the survey form, flash form of school, observation of team and interaction with stakeholders.

2.   BACKGORUND OF THE PROJECT AREA

Myagdi is a mountainous district situated in Dhawalgiri region, western part of Nepal which is accessible with black top motorable road up to Beni and rough muddy road beyond it. It is well known for its rich Himalaya ranges and natural beauty making it a top tourist destination via Pokhara. Mt. Annapura (8091mtr.) and Dhawalagiri (8167mtr.) are the highest mountains of the zone in Dhawalagiri region. The dominant inhabitants of Myagdi are Magarand the other castes include Brahman, Chettri, Thakali and Dalits (so called low caste).

The total population of Myagdi is 113641 (Census 2011). It has 41 VDCs in total out of which 54.77 % (62246) of total population are female and 45.22% (51395) are male. In total 245 community schools, 151 PS, 33 LSS, 42 SS, 19 HS community (government) and 28 private schools are running all over the district. According to Open Nepal data source, total 50388 students are studying in grade 1 to 12 in total and 1570 teachers are working at the all school.

The new project area (Rima RC) covers the ten schools. This area is in the distance of six hours travel on foot from Beni, district headquarter to Rima Center. The Rima RC includes two VDCs as Ramche and Histan Mandali. Total population of Ramche VDC is 1168 and 1230 in Histan Mandali (census 2011) and 609 children enrolled in this year (LEARN Baseline survey 2014). In two VDCs total 93 teachers are teaching in all level (ECD to higher secondary level).

Table 1: Total Population of VDCs

SN	VDC	Female	Male	Total	House hold
1	**Histan Mandali**	738	492	1230	460
	Ramche	708	460	1168	492

Source: Census 2011

Table 2: Total Children Enrolled in the District in 2013/14

Myagdi Students' enrollment

SN	Level	Girls	Boys	Total
1	G1-5	9033	9035	18068
2	G6-8	9716	8848	18564
3	G9-10	4706	4440	9146
4	G11-12	2838	1772	4610
		26293	24095	50388

Source: *Open Nepal*

## 3.	OBJECTIVES OF THE STUDY

The major objectives of the baseline study are:
1. To find out the current situation of teaching learning activities of targeted schools
2. To find out the beneficiaries of the programme
3. To prepare the data base for further implementation

## 4.	TOTAL SCHOOLS OF THE PROJECT AREA

In this new project area, there are four primary schools, two secondary school and one higher secondary schools running at present. All the schools are community schools. There is no any private school found running in the area.

Table 3: Number of Different Schools (Level wise) in Project Area

SN	Name of VDCs	Number of Schools	Remarks
1	Primary School	4	
2	Lower Secondary School	3	
3	Secondary School	2	
4	Higher Secondary	1	
Total VDCs- 2		10	

Source: LEARN survey 2014

## 5.	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 and statistics available on internet browsing.

## 6.	DATA ANALYSIS

6.1. Physical facilities

- 75 % of schools have electricity and 70% of schools have computer facility.
- Approximately 3 schools can receive health facilities within 3o minute to 1 hours walking distance rest of the schools can receive within 30 minutes walk.
- Almost all schools have enough classrooms for separate class teaching except some improvement in furniture for child friendly environment

- 90% of school have compound wall
- 100% of school has safe and managed drinking water available and toilet facility
- 4 schools provide library but they lack enough books
- 90% of school has whiteboard in each classroom.

A classroom in Aula, Rima

6.2. Classroom organisation and management

Around 75% of schools were found with empty walls and teachers going to schools without proper plans**.**

- Most schools were clean and tidy with sufficient light in the classroom
- 25 % schools have (in some classroom) students and teachers made charts display in the classroom, however they need proper management and designing skills.

Kafaldada LS, Kafaldada

- 20% schools were hanging teaching learning materials in the classroom and rests had bare walls
- Seating arrangement of students traditionally in rows in all schools

[Classroom in Himanchal HS, Nagi (top left), Adarsha SS, Rima (top right), Gharamdi LS, Gharamdi (bottom left) and Shivalaya PS, Dosalle (bottom right)]

6.3. School wise Teachers' Profiles

Table 4: Teachers of Ten Schools

Number of male and female teachers				
		No of Teacher		Total
SN	Schools	M	F	
1	Himanchal HSS, Nagi	12	7	19
2	Shanti Kalika PS	0	2	2
3	Deurali LS, Ramche	5	5	10
4	Shree Kafaldada LSS, Ramche	6	3	9
5	Shree Chandra PS	2	3	5
6	Adarsha SS, Rima	9	3	12
7	Shree Mandali PS, Aula	4	2	6
8	Shree Shivalaya PS, Dosalle, Histan	4	1	5
9	Tikot SS	12	4	16
10	Gharamdi LSS	3	6	9
				93

There are 93 teachers currently teaching in the area. Most of the teachers are temporarily engaged and are mostly men. Females represent mostly in junior levels with around 30 %. There are;

- Total 61 % (57) male and 39% (36) female teachers are teaching in primary to Higher secondary level
- 39.2 % (20) teachers are SLC passed and 4.9% are under SLC
- 4% of teacher are in ECD , 48% (45) teachers are in PS, 29% are in LS and 12% teachers are in secondary and 6% teachers are in HSS level

LEARN and teacher staff in Histan Tikot

- 35% teachers are permanent (government), 45% government temporary and 15% percent are from organisation and school income support.
- more than 20% teachers has 9-12 years teaching experience in different levels and 41% teachers has more than 13 years teaching experienced.
- 31% teacher has taken 10 months government package training and 52% teachers are trained from educational college only, 10 % of them are never trained.

Table 5: Total No. of Teachers According to Their Status

			No	%
1	**Total Teachers**			
	Male	1	57	61
	Female	2	36	39
2	**Qualification**	**Total**	**93**	**100**

	M.A./M.Ed.	1	9	10
	B.A./B.Ed.	2	19	20
	I.A./ I.Ed.	3	40	43
	SLC	4	20	22
	Under SLC	5	5	5
3	**Level**	**Total**	**93**	**100**
	Higher Secondary	1	6	6
	Secondary	2	11	12
	Lower Secondary	3	27	29
	Primary School	4	45	48
	ECD	5	4	5
4	**Types of teacher**	**Total**	**93**	**100**
	Permanent	1	33	35
	Govt. Temporary	2	42	45
	Private	3	14	15
	Rahat	4	4	5
5	**Teaching Experience**	**Total**	**93**	**100**
	New	1	3	3
	1-2 years	2	9	10
	3-5 years	3	16	17
	6-8 years	4	8	9
	9-12 years	5	19	20
	13-above		38	41
6	**Training**	**Total**	**93**	**100**
	College Education	1	50	52
	Govt. 10 months training	2	30	32
	ECD training	3	4	5
	Never Trained	4	9	11
7	**Subject Teachers**	**Total**	**93**	**100**
	English	1	11	12
	Science	2	4	5
	Math	3	8	9
	Social	4	6	6
	All	5	54	56
	Nepali	6	8	9
	Other	7	3	3

Source: LEARN Baseline Survey 2014

According to the data, 36% teachers are female which is comparatively lesser. Even the majority of the percentage is from teaching upto primary level. Females teaching in LS and SS are very few. Looking at the other data:

- 52% of teachers are only trained in college education which is not effective yet
- 10% teachers have never taken any training

+ 56% of teachers have to teach all subjects mainly in primary level
+ 41% of teachers have more than 13 years experience and 30% have less than 5 years experience
+ 53% of teachers are in ECD and primary level

6.4. Total Enrollment and Retention of Students

Table 6: Students Enrollment and Retention

Schools		Enrollment 1 to 5			Retention 1 to 5			Enrollment 6 to 8			Retention 6 to 8			Total enrolled / Retention		Rtn. %
SN		Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Enrl.	Rtn.	
1	A	14	19	33	15	18	33	28	20	48	28	19	47	81	80	98.76
2	B	1	6	7	1	6	7				0	0	0	7	7	100
3	C	19	25	44	17	21	38	3	15	18	3	15	18	62	56	90.32
4	D	20	28	48	20	28	48	18	21	39	15	19	34	87	82	94.25
5	E	9	3	12	9	3	12							12	12	100
6	F	8	7	15	8	10	18	17	11	28	17	11	28	43	46	106.97
7	G	40	31	71	30	18	48							71	48	67.6
8	H	21	18	39	13	13	26	9	18	27	8	17	25	66	51	77.27
9	I	18	11	29	16	8	24							29	24	82.75
10	J	20	13	33	17	11	28	16	8	24	16	8	24	57	52	91.22
	Total	170	161	331	146	136	282	91	93	184	87	89	176	515	458	88.93

Note: *A=Himanchal HSS, B= Shanti Kalika PS, C=Deurali LS, Ramche, D= Shree Kafaldada LS, E= Chandra PS, F=Adarsha SS, Rima, G=Mandali PS, Aula, H= Tikot SS, Tikot Histan, I = Shivalaya PS, Dosalle, J= Gharamdi LSS*
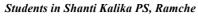*VDCs: Ramche and Histan Mandali*
Source: LEARN survey

As in all the rural government schools in Nepal, schools in Rima have the same problem for students' retention. Mostly, the students get transferred to city schools in search of quality education despite the ten times higher cost. Some of the students quit school for supporting their family.

+ In Rima Center, 89% of retention is seen in the final examination
+ Adarsha Secondary School has got increased participation in the final term.
+ Tikot SS and Mandali PS have the lowest retention of 77% and 68% respectively

Students in Shanti Kalika PS, Ramche

6.5. Learning achievements/outcomes

Table 7: Rima School wise Learning Achievement 2014

SN	School	Grade								Total	Average LA%
		1	2	3	4	5	6	7	8		
1	Adarsha SS, Rima	66	58	45	49	45	59	59	51	432	54
2	Deurali LS, Ramche	71	58	50	57	38	57	47	56	434	54.25
3	Gharamdi LSS	58	62	54	64	63	53	60	51	465	58.125
4	Himanchal HSS, Nagi	76	74	62	56	54	49	49	52	472	59
5	Shanti Kalika PS	80	54	52						186	62
6	Shree Chandra PS	57	59	55	65	67				303	60.6
7	Shree Kafaldada LSS, Ramche	56	51	51	44	49	44	47	47	389	48.625
8	Shree Mandali PS, Aula	68	57	57	52	53				287	57.4
9	Shree Shivalaya PS, Dosalle, Histan	65	67	57	53	55				297	59.4
10	Tokot Secondary School, Histan Tikot	67	69	62	50	42	55	49	50	444	55.5

Source: LEARN Survey

The data shows satisfactory figures in students' learning achievement in some schools of the region but it is hard to confirm that this is the true representation of what they are learning and what skill they have developed. During the visit, in face to face interaction, many students showed their ability below the level.

- total average learning achievement of the students is 56% which is normally not bad in government schools but still not achieving the government target that is 60% in all schools.
- the lowest average among the schools is 48.6% (Kafaldada)
- the highest is the 60% in one of the primary schools
- The data shows the upper classes are achieving lesser percentages comparing to the junior classes

7. TRAINING VENUE

Training venue has been one of the issues due to the vast and remote area of the region. Taking into consideration of central location of the two VDCs, Adarsha Secondary School, Rima has been currently decided. After looking at the further suitability, the center can be changed to the following trainings.

View of Aula, Rima

8. FINDINGS

The survey identified the following issues in the project area:

- Many teachers are still untrained; classrooms lack planned teaching and skilled materials development.
- Furniture and sitting arrangements are still traditional
- Students transfer and dropouts is still a huge problem
- Students' creative part of learning is less

  focused.
- Supervision and monitoring is inadequate
- SMC and PTA need orientation for their active participation

9. RECOMMENDATION/SUGGESTION

The survey recommends following steps:

- All teachers should be encouraged to participate in basic training
- Training should be conducted in vacation time, suitably in between Dashain and Tihar festival
- SMC/PTA training should be organised for effective use of training skills and school management.
- ICT training also should be brought within the course
- Teaching learning materials should be supported to make effective classroom organisation and management after training
- Develop mechanism in coordination with DEO and NCED for monitoring the impact of teacher training program and follow up through in-school support

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