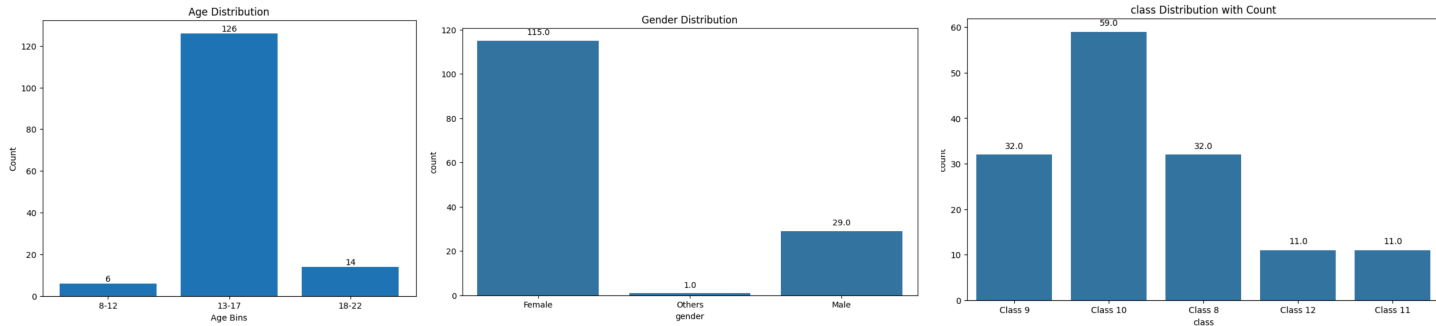
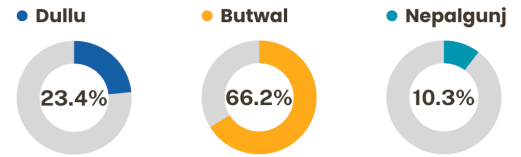


This report aims to present findings from a needs assessment survey, which includes an analysis of participant demographics, their levels of satisfaction with education quality and school infrastructure, as well as their understanding of school budget allocations.

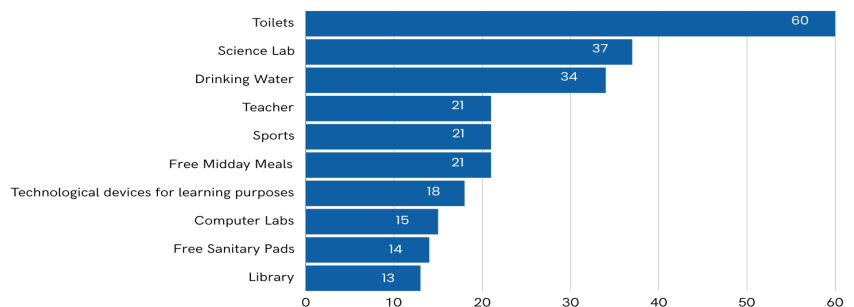
Participant Demographics

A total of 145 responses were collected, with 34 responses obtained from Dullu, 96 responses from Butwal, and 15 responses from Nepalgunj up to the present date. The provided charts depict the demographic breakdown categorized by age, gender, and educational level (grade/class).



Common Problems in Public School

The survey findings show that the major problem in public school infrastructures was toilets, followed by the science lab, drinking water, teachers, sports, and free midday meals as the top five challenges encountered by respondents. The provided charts display the frequency of these common problems.



Satisfaction of Respondents

In the overall respondent of the survey, approximately 30.56% of respondents expressed high satisfaction, 37.40% reported being satisfied, and around 13% indicated dissatisfaction with the quality of their education.

Knowledge Budget Allocation for Schools, School Infrastructures

The survey analysis shows that 57.63% of students are aware of school budgets but lack information about the actual budget amount and its distribution. Students who were unfamiliar with the school budget showed curiosity in understanding it further, comprising 56% of the surveyed group.

Comparative Analysis of Survey Responses from Karnali-Dullu and Lumbini

The survey covered three regions: Karnali-Dullu, Lumbini-Butwal, and Lumbini-Nepalgunj. This study compares the responses from 34 participants in Dullu with 34 randomly selected participants from the Lumbini region.

Common problem

In the comparative analysis, rural respondents consistently prioritize basic infrastructure, such as water and toilets, while expressing concern about teacher availability. This shows the fundamental challenges that rural schools face in creating an ideal setting for learning.

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However, urban respondents emphasize technological access, highlighting the significance of digital resources in urban education. Rural and urban also share some common problems such as (toilets, free sanitary pads, and free midday meals) This concludes that rural schools must invest in infrastructure and address teacher shortages. In contrast, urban schools must prioritize technological infrastructure and digital literacy programs.

Satisfaction

Urban schools have a slightly higher mean rating (3.79) than rural schools (3.65) on a scale from 1 to 5, indicating a slightly better perception of education quality in urban areas.

Despite the slight numerical difference, the ANOVA test, with a p-value of 0.645, reveals that there is no significant difference between urban and rural students' perceptions of education quality. While the mean ratings differ slightly, both urban and rural schools are perceived similarly in terms of education quality.

Budget knowledge

Urban respondents demonstrate a significantly higher percentage (approximately 70.59%) of knowing about the allocated budget compared to rural respondents (approximately 32.35%), suggesting potentially greater awareness among urban residents regarding budget allocations.

While a substantial majority of rural respondents express a desire to know about the allocated budget (approximately 91.18%), the percentage is notably lower among urban respondents (approximately 41.18%). This indicates a higher level of interest among rural respondents in being informed about budget allocations.

Both urban and rural respondents have low confidence in the allocated budget being sufficient for the year, with urban respondents at about 5.88% and rural respondents at 0%. Additionally, a large number of respondents from both areas are unsure about the adequacy of the budget, with approximately 58.82% of urban respondents and approximately 97.06% of rural respondents expressing uncertainty. This indicates widespread skepticism among respondents from both urban and rural areas regarding the adequacy of the allocated budget.

Conclusion

In conclusion, addressing the identified issues, such as improving school infrastructure, enhancing education quality, and ensuring transparency in budget allocations, is crucial for fostering conducive learning environments and meeting the diverse needs of students across different regions.