

BASELINE REPORT

JUGAL RURAL MUNICIPALITY



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FUNDING



IMPLEMENTATION



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Baseline Report-Jugal Rural Municipality-Sindhupalchock-February-2025 DESWOS-REED Nepal

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Abbreviations

BS	Basic School
CBS	Central Bureau of Statistics
ECD	Early Child Development
ECED	Early Childhood and Education Development
FGD	Focal Group Discussion
GPI	Gender Parity Index
HT	Head Teacher
ICT	Information and Communications Technology
IEMIS	Integrated Educational Management Information System
MGML	Multi Grade Multi Level
PTA	Parent Teacher Association
RM	Rural Municipality
SLC	School Leaving Certificate
SLE	Student Learning Evaluation
SMC	School Management Committee
SS	Secondary School
TPD	Teacher Professional Development
WASH	Water, Sanitation, and Hygiene

Chapter-I Improvement of Learning Environment Project-Education

This baseline report presents a comprehensive study of Jugal Rural Municipality, focusing on the educational and socio-economic status of the community. The primary objectives are to assess the status of teachers, learning achievements, enrollment, attendance, and dropout rates, as well as to evaluate the effectiveness of teaching learning and school management practices. Additionally, the study examines parental engagement, furniture availability, child club activities, climate change contributions, WASH facilities, and women's income sources. The methodology employs a mixed-methods approach, combining quantitative data collection with qualitative interviews and class observations to ensure a holistic understanding of the community's needs and challenges. The findings highlight the status of teachers, including their training levels and qualifications, analyze students' learning achievements and evaluation methods, examine enrollment trends, investigate attendance rates and dropout statistics, and assess the effectiveness of class observation techniques and teaching methods. The report also discusses the role and impact of the School Management Committee, evaluates parental involvement, reviews the availability and condition of school furniture, explores the formation and activities of child clubs, documents the community's efforts towards climate change mitigation, assesses the status of water, sanitation, and hygiene facilities, and examines the income sources for women, including annual income and participation in saving and credit groups. Based on the findings, the report provides actionable recommendations to address identified issues and improve the overall well-being of the Jugal Rural Municipality.

I. Summary of Baseline-Jugal-Rural Municipality

The baseline survey of Jugal Rural Municipality in Sindhupalchok District was conducted from February 9, 2025, to February 13, 2025. During this period, we visited 12 schools in Wards 3, 5, and 7 of Jugal RM. Information was collected using Kobo tools from both schools and women's groups and document review of respective Rural Municipality.

The baseline covered several areas, including:

- Collecting learning achievement data (FY 2080 BS - Previous year) for Grade 1 to 8 students.
- Conducting class observations of teachers in each of the 12 schools (random sampling).
- Interacting with SMC/PTA/Parents.
- Recording student attendance rates.
- Assessing trained teachers and the skills they have applied in classroom teaching.
- Incorporating climate change considerations.



Baseline meeting in Jugal RM

For the women's groups, information was gathered using Kobo tools to analyze various aspects such as sources of income, involvement in saving and credit groups, and their dependency on these for survival. This was done through random sampling of women associated with the 12 schools.

The purpose of the baseline survey was to assess the existing situation regarding school improvement in teaching and classroom management, as well as the income sources of the women. The survey was conducted by REED Nepal with the financial support from DESWOS, with the use of various techniques and tools such as focus group discussions (FGDs), interviews, and class observations. These activities involved different groups, including teachers, SMC/PTA/Parents, head teachers, and both

saving and non-saving women's groups.

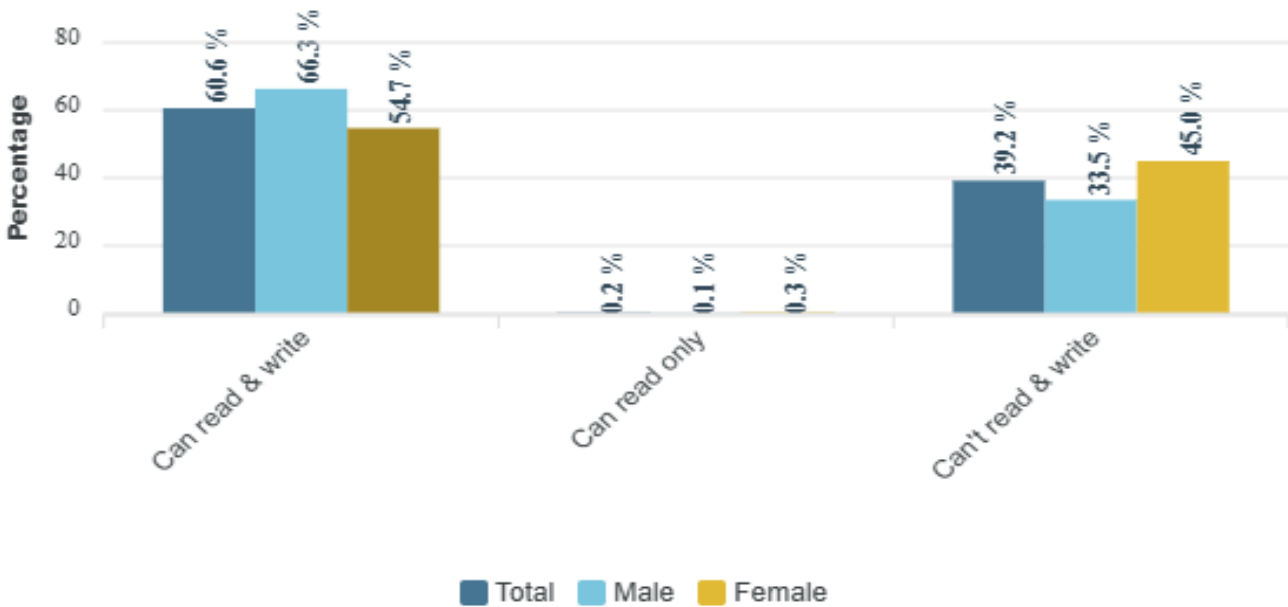
1.1. Introduction

REED Nepal covers the 3 (3, 5 & 7) wards among 7 in Jugal RM. 12 schools’ teachers, students, SMC members and Women were the targets groups. The purpose of this baseline survey is to collect information such as attendance rates, learning outcomes, qualifications and training received by teachers, child club formation and mobilization, SMC roles, and women's status (based on their income sources). During the baseline survey, we focused intensively on the education and socio-economic status of Jugal Rural Municipality. Additionally, we evaluated the status of teachers, learning achievements of students (total population: 18,303), enrollment rates (total population: 9,194), attendance rates (total population: 9,109), and dropout rates, as well as the effectiveness of School Management Committee practices. Among 18303, the populated date of ward three has 3291 (Male 1671 & Female 1620) ward 5-(Male 1409 & Female 1405) and ward 7- (Male 1035 & Female 1102). The populated data of Jugal RM shows that the literacy rate, enrollment rate, dropout rate should be escalated respectively. It is because the literacy rate of Jugal RM is 60.6 (male 66.3% and female 54.7%)-Source-CBS data 2078.

The primary objectives are to determine the existing situation of classroom teaching and infrastructure across twelve schools in Jugal RM and to identify the income sources of women residing in Wards 3, 5, and 7. The significance of the conducting the baseline survey is to impacts include improved educational outcomes, enhanced teacher effectiveness, better school management practices, increased parental engagement, and improved socio-economic conditions for women. The key stakeholders were students, teachers, parents, School Management Committees (SMC), Parent-Teacher Associations (PTA), local government officials, and women's groups. This baseline carries key issues of 12 school’s overall performance like quality education and accountability of the administered (SMC and Head Teachers).

The methodology used for data collection includes the specific techniques and tools employed to gather information, such as surveys, interviews, focus groups, observations, or secondary data analysis. It also encompasses sampling methods and data analysis procedures. These baseline conditions related to the project's focus areas include past data and trends that provide a context for understanding the current situation and measuring changes over time.

a. Population aged 5 years and above by literacy status and sex



Source: Census Data-2078

This table shows that out of 16736 only 10138 (60.6%) can read and write. Total 5579 (66.3%) male out of 8409 can read and write and 4559 (54.7%) females out of 8327 can read and write. Similarly, 39.2% (Male 33.5% and female 45%) can't read and write. It shows the language and other socio-economic status interference on quality education. (Source Census Data of Nepal-2078 BS)

2. Objectives:

- I. To find out the existing situation classroom-teaching and infrastructure across 12 schools in Jugal RM-Sindhupalchock.
2. To find out the income of source of women residing in ward no. 3, 5 and 7 of Jugal RM-Sindhupalchock.

3. Methodology:

- I. Classroom observation: The classroom observation was carried out in all 12 schools from Grade I to 8 during the assessment.
- II. Focus Group Discussion: The FGD in all 12 schools including women group and other stakeholders (SMC/PTA/Parents) was conducted to identify more about overall performance like classroom furnishing and transformative of teaching delivery in the classroom and existing situation.
- III. Interview: An individual interview with different stakeholders i.e. Heads Teacher, parents, representatives of schools, management committee and women representatives of school's children was conducted.
- IV. Tools for data collection: Using Kobo Tools and in the tools, Observation check list, questionnaire were administered to collect the data.

4. Limitation:

The limitation of the Jugal baseline was as follows.

- It is only confined to 12 schools of ward 3, 5 and 7.
- The data collection process is in Kobo tools. At the same time, random sampling class observations were taken.
- Women group and School Management Committee members were selecting based on the needs.

4. Findings

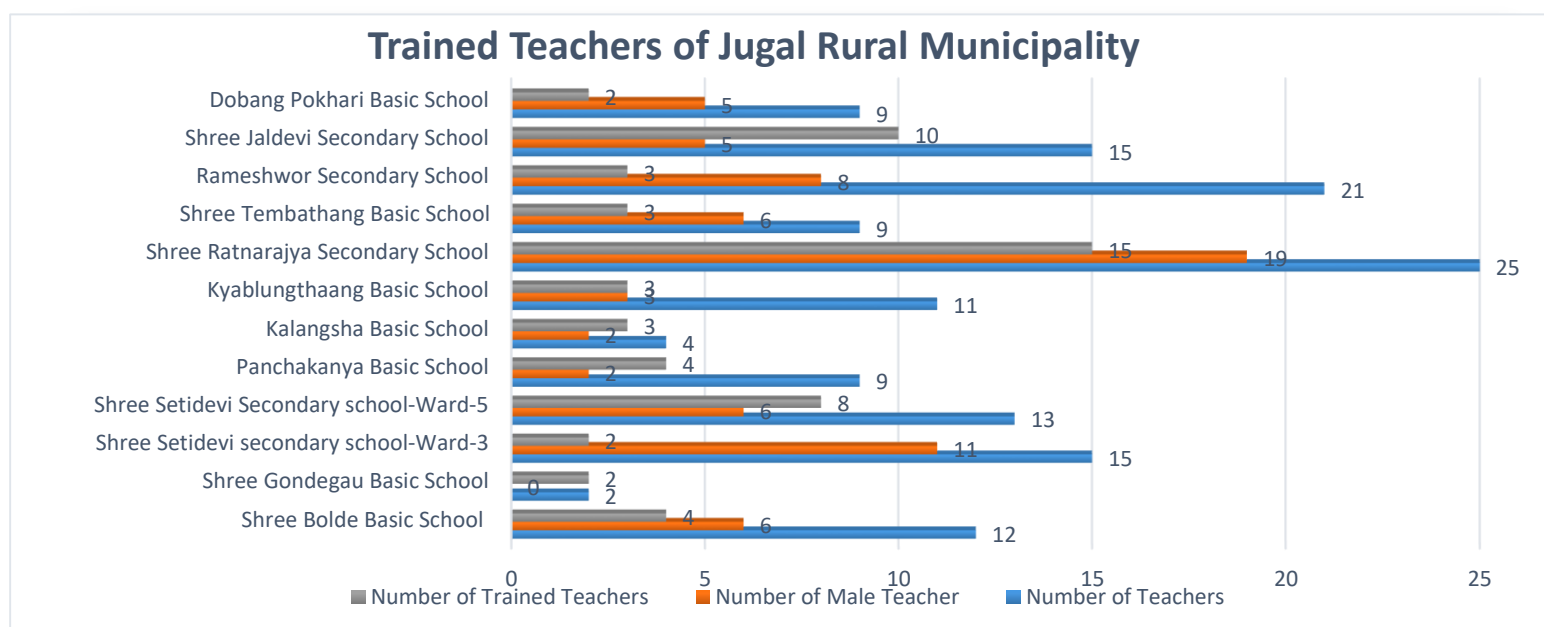
4.1. Teachers Status and Trained Teachers

Jugal RM-Sindhupalchock has 45 schools, DESWOS and REED Nepal was approaching with the 12 schools in ward 3, 5 and 7. During the baseline, we collected both trained and non-trained teachers. The details are presented on the table below.

4.1.1. Trained Teachers

During the baseline in 12 schools of Jugal RM-Sindhupalchock have 145 (Male 73 Female 72) teachers. Out of 145 teachers, 59 teachers received the training from both Government and Non-government agencies.

Table No: -I



This baseline shows that 12 schools of Jugal RM-Sindhupalchock have 145 (Male 73 Female 72) teachers. Out of 145 teachers, 59 teachers (40.69%) received the training from both Government and Non-government agencies. It is below 50% of teachers who are not receiving the training.

4.1.2. Types of Training by the Teachers

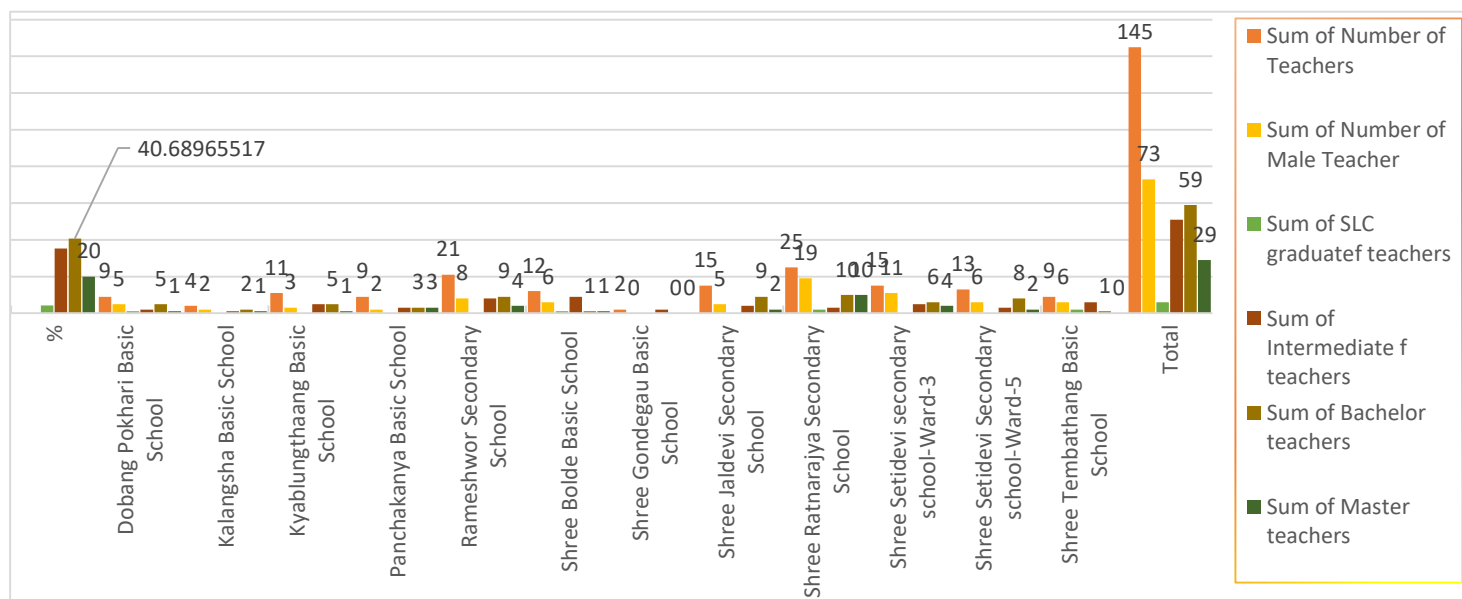
Table-2



The table shows that the total of 12 schools 59 (40.69%) teachers have received some kinds of training: TPD Basic-, TPD-Subject Specific, Customized, Integrated Curriculum and Information Communication and Technology (ICT). As collection the information during the baseline 8.28% (12 Teachers only) received TPD Basic, 6.21% (9 Teachers) received TPD subject specific, 17.93% (26 Teachers only) received the customized training on-Psychosocial, subject specific, Early Childhood Development (ECD), Multi Grade Multi Learning (MGML) and refresher training.

4.1.3. Academic Qualification

Table-3



Name of School	Number of Teachers	Number of Male Teacher	SLC graduate teachers	Intermediate f teachers	Bachelor teachers	Master teachers
Rameshwor Secondary School	21	8	0	8	9	4
Shree Bolde Basic School	12	6	1	9	1	1
Shree Ratnarajya Secondary School	25	19	2	3	10	10
Shree Setidevi secondary school-Ward-3	15	11	0	5	6	4
Shree Setidevi Secondary school-Ward-5	13	6	0	3	8	2
Panchakanya Basic School	9	2	0	3	3	3
Kalangsha Basic School	4	2	0	1	2	1
Kyablungthaang Basic School	11	3	0	5	5	1
Shree Tembathang Basic School	9	6	2	6	1	0
Shree Jaldevi Secondary School	15	5	0	4	9	2
Dobang Pokhari Basic School	9	5	1	2	5	1
Shree Gondegau Basic School	2	0	0	2	0	0
Total	145	73	6	51	59	29
%			4.14	35.17	40.69	20.00

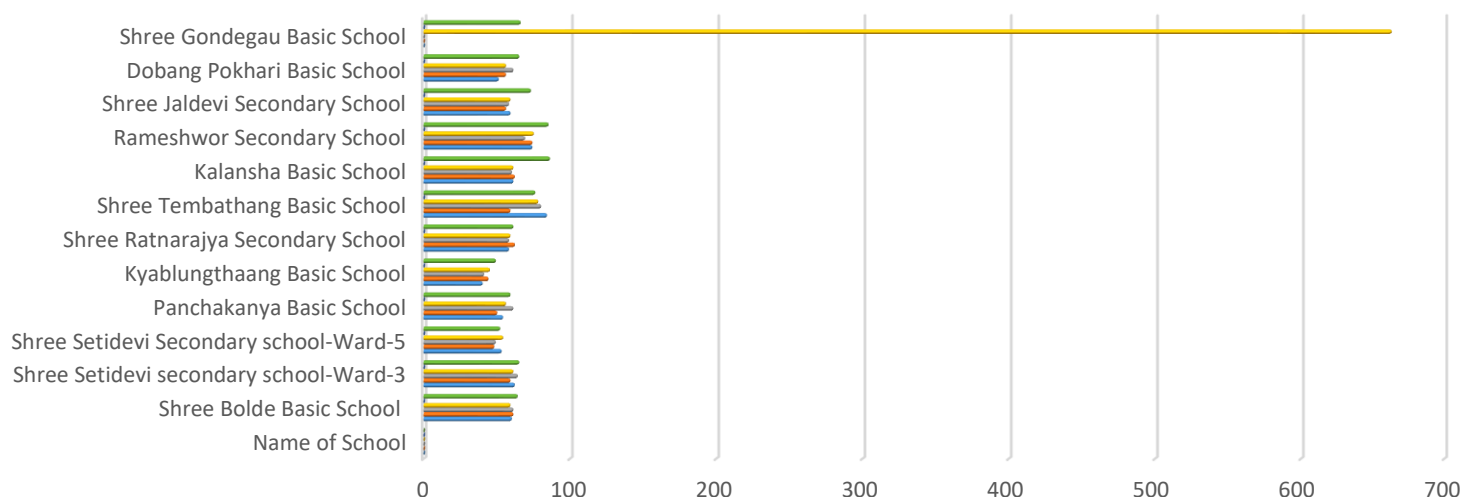
Qualification of Jugal Rural Municipality teachers is School Leaving Certificate (SLC) to master's level. In terms of analysis in academic qualification of teachers, Bachelor Level pass teachers were 40.69% (59 Teachers), 20% Master's, 35.17% Intermediate and 4.14% SLC only. This table shows that out of 145 teachers' majority of the teachers passed the Bachelor Level/ This reveals that teachers are qualified in teaching for Primary to Secondary level.

4.2. Learning Achievement and Student's Evaluation

4.2.1. Grade 1-3 Learning Achievement Rate and Student Learning Evaluation (SLE)

Table-4 Students Learning Evaluation

SLE and Learning Achievement 1-3



Name of School	Grade 1-3	
	SLE form fill up in grade 1-3	Learning Achievement Grade (1-3)
Shree Bolde Basic School	Partial using	64
Shree Setidevi secondary school-Ward-3	Not using	65
Shree Setidevi Secondary school-Ward-5	Yes, using	52
Panchakanya Basic School	Partial using	59
Kyablungthaang Basic School	Not using	49
Shree Ratnarajya Secondary School	Partial using	61
Shree Tembathang Basic School	Partial using	76
Kalansha Basic School	Partial using	86
Rameshwor Secondary School	Not using	85
Shree Jaldevi Secondary School	Partial using	73
Dobang Pokhari Basic School	Not using	65
Shree Gondegau Basic School	Yes, using	66
		801
%		66.75

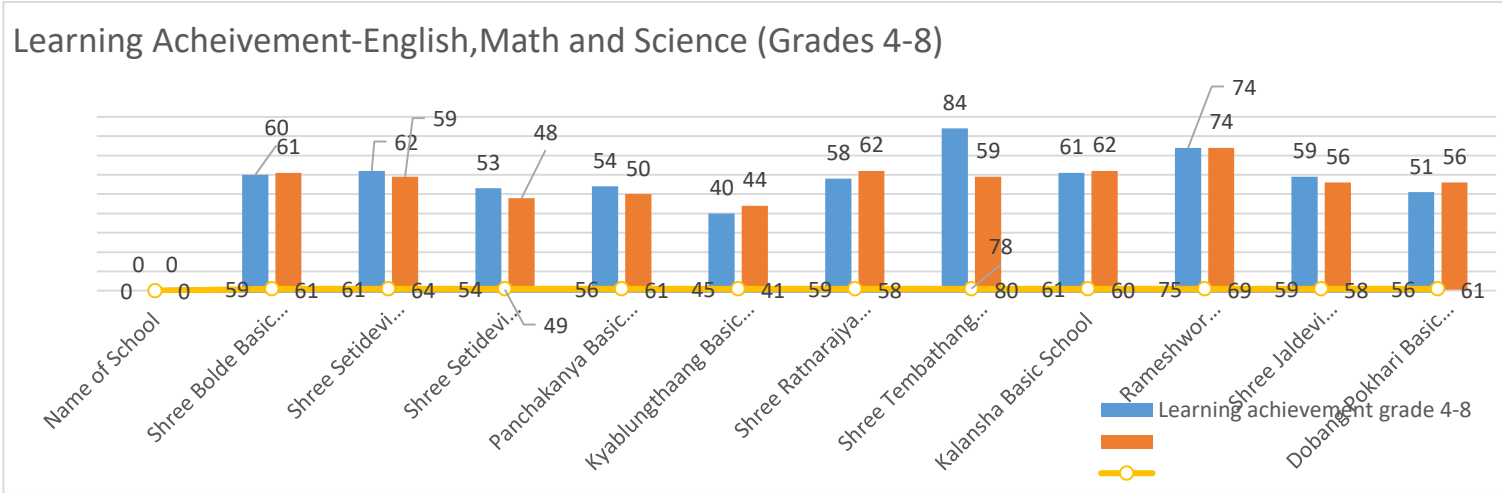
Results		
Partial Using	Not using	Yes, using
6	4	2
50%	33%	17%

Learning achievement rate of Grade 1-3 was 66.75% of 12 schools of Jugal RM. This table reflects that the Learning achievement of Grade 1-3 of 12 schools of Jugal RM is quite needed to work more

for increment of the Learning Outcome rate of 1-3. This baseline reflects that Students Learning Evaluation (SLE) has no uniformity, result shows that 50% (6 Schools) schools filled up SLE **partially**, 33% (4 Schools) **No Using'**, 17% (2 schools) **yes Using'**. This baseline suggests us to support on Integrated Curriculum as well.

4.2.2. Grade 4-8 Learning Outcome Rate (English, Math and Science)

Table-5



Name of School	Learning Outcome of grade 4-8			
	English	Math	Science	Gross Average 4-8 Class
Shree Bolde Basic School	60	61	61	59
Shree Setidevi secondary school-Ward-3	62	59	64	61
Shree Setidevi Secondary school-Ward-5	53	48	49	54
Panchakanya Basic School	54	50	61	56
Kyablungthaang Basic School	40	44	41	45
Shree Ratnarajya Secondary School	58	62	58	59
Shree Tembathang Basic School	84	59	80	78
Kalansha Basic School	61	62	60	61
Rameshwor Secondary School	74	74	69	75
Shree Jaldevi Secondary School	59	56	58	59
Dobang Pokhari Basic School	51	56	61	56
Shree Gondegau Basic School	0	0	0	663
	656	631	662	60.27
%	59.64	57.36	60.18	

This table shows the learning outcome of 4-8 of 11 schools of Jugal Rural Municipality. Three

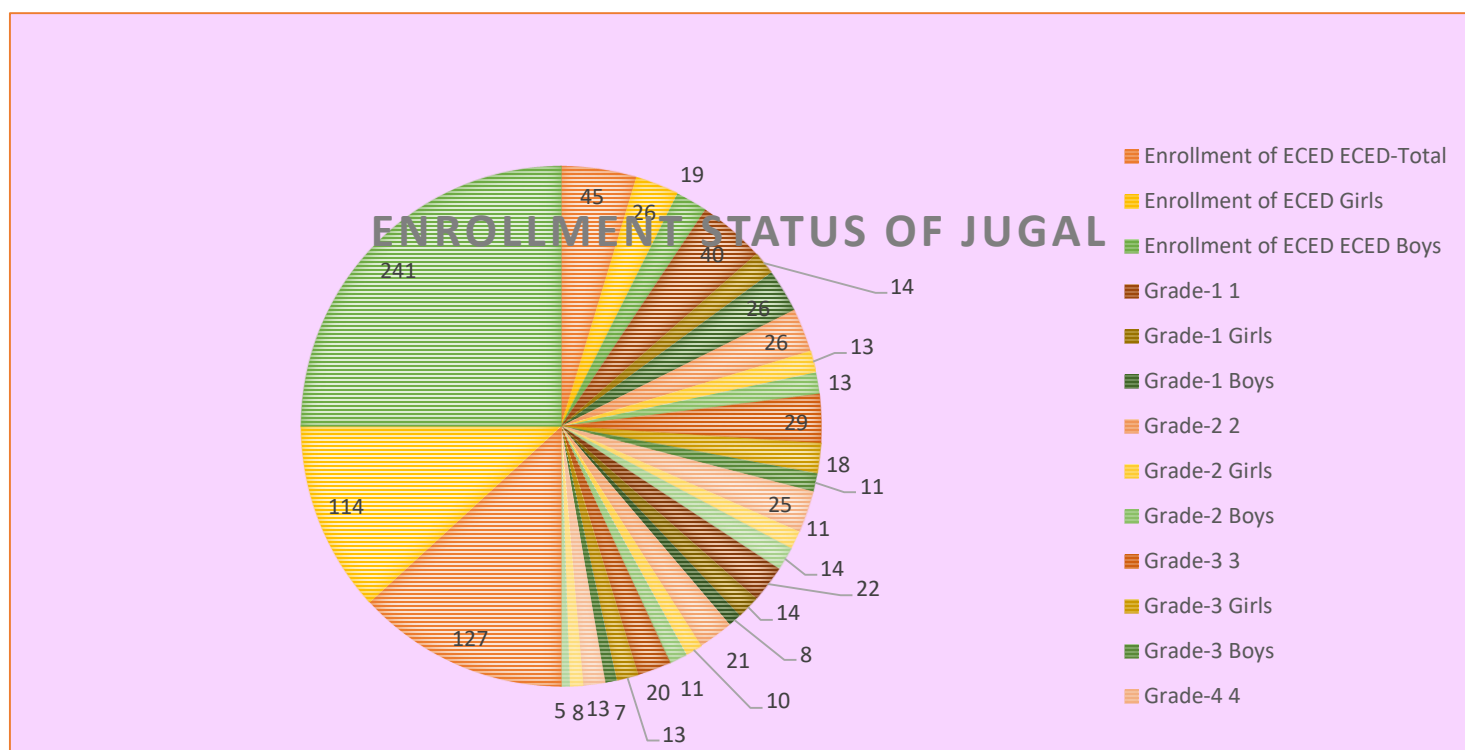
Gondegau Basic School is running only 3 grades. Last year result of Grade 4-8 English/Math and Science Learning Outcome were collected in the baseline. The result of Gross percentage of 11 schools is 60.27% including all subjects of Grade 4-8. Besides these, during baseline, we took the Learning Outcome Math, Science and English respectively. The percentage of English is 59.63%, Math 57.37% and 60.18% respectively.

4.3. Enrollment Status of Jugal

Total students of 12 schools have 2045 (Girls 1016, Boys 1026) from ECD to grade 8. There is no more difference in girls' presence in the classroom. As per the Gender Parity Index, there is near to balance of girl enrollment i.e. GPI-0.99. From ECD to grade 8. Based on the baseline data, the status of students of ECED to Grade 8 students' status as refer below.

Table:6-Enrollment

Table-7-Grade Wise Students



Name of School	Students Numbers of Jugal RM (Grade-Wise)									Total
	ECED-Total	1	2	3	4	5	6	7	8	
Shree Bolde Basic School	45	40	26	29	25	22	21	20	13	241
Shree Setidevi secondary school-Ward-3	41	19	22	20	25	15	19	13	11	185
Shree Setidevi Secondary school-Ward-5	17	22	30	17	16	13	10	17	24	166
Panchakanya Basic School	18	14	17	24	22	26	25	22	24	192
Kalangsha Basic School	20	11	10	17	13	0	0	0	0	71
Kyablungthaang Basic School	23	22	22	17	17	21	16	22	14	174
Shree Ratnarajya Secondary School	20	24	19	27	32	33	34	31	34	254

Shree Tembathang Basic School	0	22	15	9	10	10	9	11	9	95
Rameshwor Secondary School	88	30	23	16	28	16	23	19	29	272
Shree Jaldevi Secondary School	70	25	13	19	21	17	22	21	32	240
Dobang Pokhari Basic School	15	19	19	13	13	12	7	10	12	120
Shree Gondegau Basic School	14	10	7	4	0	0	0	0	0	35
Total	371	258	223	212	222	185	186	186	202	2045

4.4. Attendance and Drop Out Status

Table: 8

Name of School	Attendance Rate			Drop Out Rate				Reasons of Dropouts	
	Grade 1-3	Grade 4-8	Girl's 4-8	Drop out Grade 1-5	Drop out grade 1-5 girls	Drop out from grade 6-8	Drop out from grade 6-8-Girls		
Shree Bolde Basic School	81	80	70	0	0	0	0		
Shree Setidevi secondary school-Ward-3	75	80	82	0	0	8	8	Early Child Marriage Child Labor	Foreign employee
Shree Setidevi Secondary school-Ward-5	77	95		2	2	1	1	Early Child Marriage Far distance	
Panchakanya Basic School	87	84	86	0	0	1		Child Labor	
Kyablungthaang Basic School	89	96	97	0	0	7		Early Child Marriage Child Labor	Failure in exam
Shree Ratnarajya Secondary School	88	87	89	0	0	0	0		
Shree Tembathang Basic School	84	86	86	1	1	1	1	Child Labor	Transfer Tibetan Sambota- Reading in Gumba and having no Mom and Dad
Rameshwor Secondary School	85	88	88	0	0	1		Early Child Marriage	
Shree Jaldevi Secondary School	92	92	93	1	0	0	0	Child Labor	
Shree Gondegau Basic School	95			1					Parents shift the place but not join other school
Kalansha Basic School	92	89	90	0	0	0	0		
Shree Dobongpokahri Basic School	85	85	82	0	0	0	0		
Total	1030	962	863	5	3	19	10		
%	85.83	80.17	71.92						

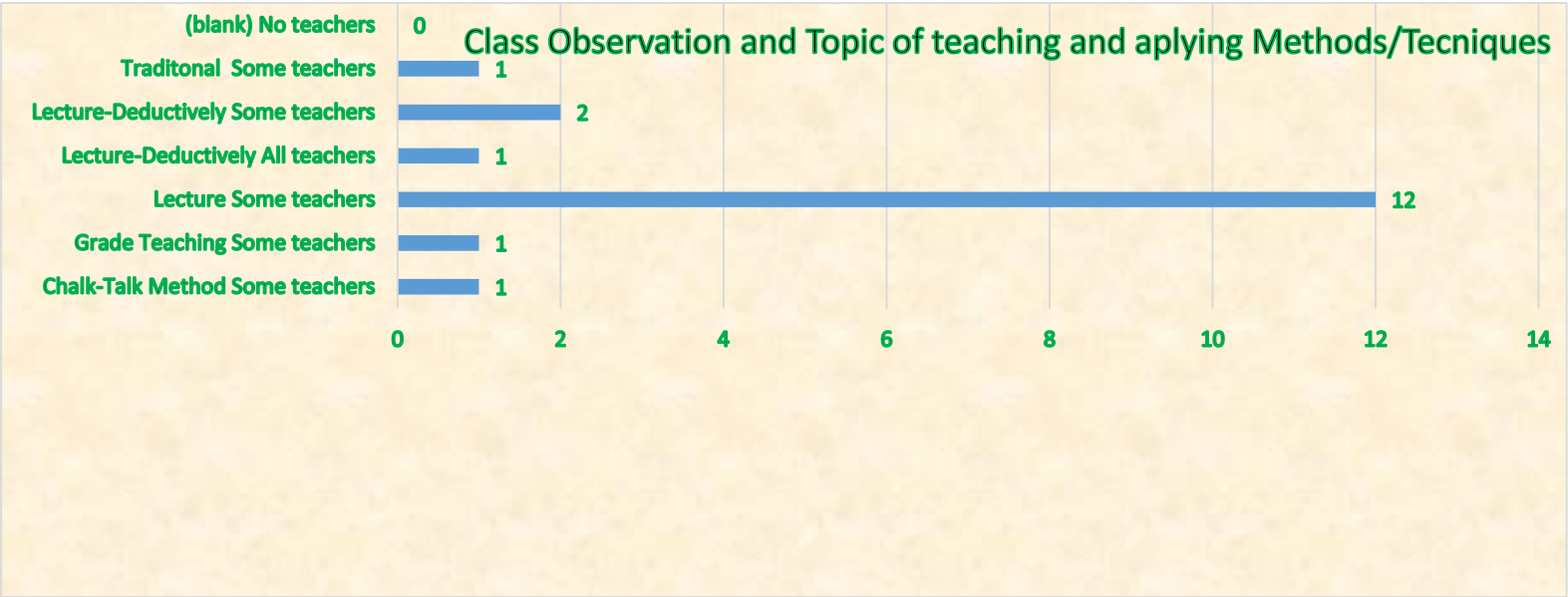
During the baseline, the ratio of attendance rate and dropout rate is not satisfactory. The attendance rate of grade 1-3 is 85.33% and The girl's attendance rate of 4-8 Grade is 71.92% and boys' presence higher i.e. 80.17%. It shows that still the girls will not be regularly presence in school. Besides drop out of students in Grade 1-8, there are the unseen factors that are Early Child marriage, Far Distance to reach school, Child Labor, Fail in the exam, Foreign Employee, Migration, Language and other respectively. 12 schools' attendance rate and dropout rate of Jugal schools up to ECD to Eight

require orientation sensitizing to the parents and concern authority.

4.5. Class-Observation and Applying Methods

Table-9-Applying Methods in Classroom

The baseline result shows that teachers were applying the traditional way of teaching. Observing 2



classes in 12 schools, 98% were used in Lecture and Chalk and Talk methods during the classroom teaching. 2% of teachers partially used child led activities. Though in the baseline the applying percentage of Child Led activities in 12 schools, only Rameshowor Secondary school applied the child led activities, ‘No teachers’ applied in only Seti Devi Secondary Schools and 10 schools applied partially. This baseline data shows that Child Led activities or Child friendly training is required in Jugal.

The method used by the teachers in the classroom teaching are categorized into 7 (seven) i.e. activity based, project-based, lecture method, play based, Group discussion, ICT use. Except for a few teachers who applied ICT based in (Ratna Rajya Secondary School), rest of 6 methods are not found except lecture and question answer. Thus, baseline results reveal that teaching delivery and materials development should be trained to the teachers of 12 schools for establishing better classrooms and better learning.

4.6. School Management Committee-Jugal

Table-10-Roles of SMC

Name of School	Regular SMC-Meeting	Roles and Responsibilities	Social Audit
Shree Bolde Basic School	Yes	Partial	Yes
Shree Setidevi secondary school-Ward-3	Yes	No	Yes
Shree Setidevi Secondary school-Ward-5	Yes	Partial	Yes
Panchakanya Basic School	Yes	Partial	Yes
Kalangsha Basic School	Yes	Partial	Yes
Kyablungthaang Basic School	Yes	Partial	Yes
Shree Ratnarajya Secondary School	Yes	Yes	Yes
Shree Tembathang Basic School	Yes	Partial	Yes
Rameshwor Secondary School	Yes	Partial	Yes
Shree Jaldevi Secondary School	Yes	Partial	Yes
Dobang Pokhari Basic School	Yes	Partial	Yes
Shree Gondegau Basic School	No	No	Yes

The baseline data shows that the School Management Committee were present in regular meetings except Gondegau Basic School. It asserts that their roles and responsibilities towards their wellbeing seem not satisfactory. Out of 12 schools, 9 schools partially accountable own their roles though they were in position. Besides this, one good initiation was all schools organized the social audit and public hearing.



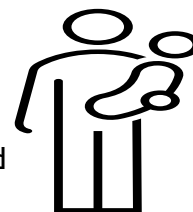
4.7. Parental Engagement of Jugal

Parents' engagement of the Jugal RM in 12 schools has set the benchmark during the baseline based on these benchmarks, the following points were observed.

At Shree Bolde Basic School, parents communicate with teachers only when there is a problem. They motivate children by encouraging effort and celebrating progress, and the most effective way to support learning at home is by helping with homework and reading together. Shree Setidevi Secondary School (Ward-3 and Ward-5) follows a similar communication pattern but uses fear and punishment as motivation, while still emphasizing the importance of helping with homework and reading together.

Panchakanya Basic School, Kalangsha Basic School, Kyablungthaang Basic School, Shree Ratnarajya Secondary School, and Dobang Pokhari Basic School have a more proactive approach, with parents communicating every month or as needed. These schools focus on encouraging effort and celebrating progress, with helping with homework and reading together being the most effective home support. Kyablungthaang Basic School also considers letting children study alone without guidance.

At Shree Tembathang Basic School and Rameshwor Secondary School, parents communicate only when there is a problem and use fear and punishment as motivation. The most effective home



support is helping with homework and reading together, with Rameshwor Secondary School also considering giving expensive gifts for good grades. Shree Jaldevi Secondary School communicates monthly or as needed, using fear and punishment as motivation, but still emphasizes encouraging effort and celebrating progress, with helping with homework and reading together being the most effective home support.

Shree Gondegau Basic School follows the pattern of communicating only when there is a problem, with parents encouraging effort and celebrating progress, and the most effective home support being helping with homework and reading together.

4.8. Furniture

Shree Bolde Basic School has partial furniture, no child-friendly furniture for grades 1-5, enough classrooms, and earthquake-resilient buildings. Shree Ratnarajya Secondary School is fully equipped with required and child-friendly furniture, enough classrooms, and earthquake-resilient buildings. Shree Setidevi Secondary School (Ward-3) has required furniture but lacks child-friendly furniture and enough classrooms, needing 8 more rooms, with partially earthquake-resilient buildings. Shree Setidevi Secondary School (Ward-5) lacks required and child-friendly furniture and enough classrooms, needing 4 more rooms, but has earthquake-resilient buildings.

Panchakanya Basic School and Rameshwor Secondary School are fully equipped with required and child-friendly furniture, enough classrooms, and earthquake-resilient buildings. Kalangsha Basic School requires child-friendly furniture but needs 2 more classrooms and has partially earthquake-resilient buildings. Kyablunghaang Basic School has partial furniture, no child-friendly furniture, needs 2 more classrooms, and has partially earthquake-resilient buildings. Shree Tembathang Basic School has partial furniture, child-friendly furniture, needs 4 more classrooms, and has earthquake-resilient buildings.

Shree Jaldevi Secondary School, Dobang Pokhari Basic School, and Shree Gondegau Basic School have partial furniture, child-friendly furniture, enough classrooms, and earthquake-resilient buildings. The description is shown in the table below.

Table-1 I-Child Furniture Status

Name of School	Does the classroom have required furniture at classroom from grade 1 to 8	If yes, does the school have child friendly furniture from grade 1-5?	Does the classrooms are enough for operating the grade-wise classes?	If not, how many rooms needed?	Does the existing building are earthquake resilient?
Shree Bolde Basic School	Partial	No	Yes		Yes
Shree Ratnarajya Secondary School	Yes	Yes	Yes	0	Yes
Shree Setidevi secondary school-Ward-3	Yes	No	No	8	Partial
Shree Setidevi Secondary school-Ward-5	No	No	No	4	Yes
Panchakanya Basic School	Yes	Yes	Yes	0	Yes
Kalangsha Basic School	Yes	Yes	No	2	Partial
Kyablunghaang Basic School	Partial	No	No	2	Partial
Shree Tembathang Basic School	Partial	Yes	No	4	Yes
Rameshwor Secondary School	Yes	Yes	Yes	0	Yes

Shree Jaldevi Secondary School	Partial	Yes	Yes	0	Yes
Dobang Pokhari Basic School	Partial	Yes	Yes	0	Yes
Shree Gondegau Basic School	Partial	Yes	Yes	0	Yes

4.9. Child Club Formation and Mobility

The child club formation and mobility status of Jugal RM 12 schools has partially functionalized the child club. Based on the baseline data collection of child club and its mobility as per the schools are mentioned below.

In Jugal RM, Shree Bolde Basic School and Shree Gondegau Basic School has no child club formation. Similarly, the rest of the other 10 schools have a child club. Major activities performed by the child club in 10 schools were.

- Extra-curricular activities, Awareness raising activities
- Lead the Assembly by Child Club
- School Cleaning and Waste Management, Extra-curricular activities

Table-12-Child Club Status

Name of School	Child Club (Status)	Major activities of the child clubs at school
Shree Bolde Basic School	No	NA
Shree Setidevi secondary school-Ward-5	Yes	Extra-curricular activities Awareness raising activities
Shree Setidevi secondary school-Ward-3	Yes	Extra-curricular activities Awareness raising activities
Panchakanya Basic School	Yes	School Cleaning and Waste Management Extra-curricular activities
Kalangsha Basic School	Yes	School Cleaning and Waste Management
Kyablungthaang Basic School	Yes	School Cleaning and Waste Management Extra-curricular activities
Shree Ratnarajya Secondary School	Yes	School Cleaning and Waste Management Extra-curricular activities Awareness raising activities
Shree Tembathang Basic School	Yes	School Cleaning and Waste Management Extra-curricular activities Awareness raising activities
Rameshwor Secondary School	Yes	Tree plantation School Cleaning and Waste Management Extra-curricular activities Awareness raising activities
Shree Jaldevi Secondary School	Yes	School Cleaning and Waste Management Extra-curricular activities
Dobang Pokhari Basic School	Yes	Awareness raising activities
Shree Gondegau Basic School	No	NA

4.10. Contribution to Climate Change and Mitigation

The baseline in 12 schools in Jugal RM shows that the primary cause of climate change and contribute to mitigate plans are mentioned in the table.

Table-13-Climate Change Action

Name of School	What is the primary cause of climate change?	How can schools contribute to climate change mitigation?
Shree Bolde Basic School	Human activities such as burning fossil fuels	Promoting tree planting and eco-friendly practices Increasing paper usage and energy consumption Using more plastic materials for convenience
Shree Setidevi secondary school-Ward-3	Human activities such as burning fossil fuels	Discouraging students from learning about climate change
Shree Setidevi Secondary school-Ward-5	Natural cycles of the Earth	Promoting tree planting and eco-friendly practices Using more plastic materials for convenience
Panchakanya Basic School	Human activities such as burning fossil fuels	Increasing paper usage and energy consumption
Kalangsha Basic School	Human activities such as burning fossil fuels	Increasing paper usage and energy consumption
Kyablungthaang Basic School	Human activities such as burning fossil fuels	Increasing paper usage and energy consumption
Shree Ratnarajya Secondary School	Natural cycles of the Earth	Promoting tree planting and eco-friendly practices
Shree Tembathang Basic School	Increased rainfall and storms	Promoting tree planting and eco-friendly practices Increasing paper usage and energy consumption Using more plastic materials for convenience
Rameshwor Secondary School	Human activities such as burning fossil fuels	Promoting tree planting and eco-friendly practices
Shree Jaldevi Secondary School	Human activities such as burning fossil fuels	Promoting tree planting and eco-friendly practices
Dobang Pokhari Basic School	Human activities such as burning fossil fuels	Promoting tree planting and eco-friendly practices Increasing paper usage and energy consumption
Shree Gondegau Basic School	Human activities such as burning fossil fuels	Promoting tree planting and eco-friendly practices

4.11. WASH Facility

All schools have toilet facilities. Most schools, including Shree Bolde Basic School, Shree Setidevi Secondary School (Ward-5), Panchakanya Basic School, Shree Ratnarajya Secondary School, Rameshwor Secondary School, Shree Jaldevi Secondary School, Dobang Pokhari Basic School, and Shree Gondegau Basic School, have water facilities and gender-friendly toilets. However, Shree Setidevi Secondary School (Ward-3), Kalangsha Basic School, Kyablungthaang Basic School, and Shree Tembathang Basic School lack of water facilities or gender-friendly toilets.

Table-14-WASH Facility

Name of School	Toilet Status	Toilet facilities-water facilities and hand washing	Gender friendly Toilet
Shree Bolde Basic School	Yes	Yes	Yes
Shree Setidevi secondary school-Ward-3	Yes	No	Yes
Shree Setidevi Secondary school-Ward-5	Yes	Yes	Yes
Panchakanya Basic School	Yes	Yes	Yes
Kalangsha Basic School	Yes	Yes	No
Kyablungthaang Basic School	Yes	No	No
Shree Ratnarajya Secondary School	Yes	Yes	Yes
Shree Tembathang Basic School	Yes	No	Yes
Rameshwor Secondary School	Yes	Yes	Yes
Shree Jaldevi Secondary School	Yes	Yes	Yes
Dobang Pokhari Basic School	Yes	Yes	Yes
Shree Gondegau Basic School	Yes	Yes	No

Chapter-2-Improvement of Women Status of Jugal

2.1. Income Source of Women in Jugal

The primary sources of income of women living in Jugal RM were relying on agriculture, foreign labor work, self-enterprises or businesses, and daily wages. The baseline data reflects that majority of the women have no access of running the money for buying goods, stationery and other mandatory items in the house. Even, they can't afford the money for their children education cause of no source of income except cattle rearing, agriculture and daily wages.

Table-15-Major Income of Women

KII/FGD with women group members	Age Range	What are the major sources of income?
Himali Tamang, Sgmo Lama, Kaplana Tamang, sailie Tamang, Sabina Tamang	21-40	Agriculture Foreign Labour Work Self Enterprises/business
Susma Tamang, Bishnu Laxmi Tamang, Maili Lama, Sangmaya Tamang, Munu Syangbo, Prem Maya and Bishnu Maya Shrestha	41-60	Agriculture Self Enterprises/business Daily Wages
Pushpa Tamang, Nirmaya Tamang, Shyammaya Tamang, Sargam Tamang, Sanu Tamang	21-40	Agriculture Foreign Labour Work Self Enterprises/business

Dolma Tamang, Chinku Tamang, Binu Tamang, Panchamaya Tamang, Sitamaya Tamang	21-40	Agriculture Foreign Labour Work
Indra Kumari Thapa, Kamala Thapa, Binda Khatri, Sarita Thapa, Rita Thapa, Devi Khadka, Jamuna Shrestha	21-40	Agriculture Foreign Labour Work Self Enterprises/business
Saraswoti Paudel, Parbati Adhikari, Lalita Shrestha, Geeta Nepal, Janaki Nepal	21-40	Agriculture Small Hotel Other
Maya Thapa, Shyama Thapa, Teela Thapa, Anjana Tamang, Kanchan Tamang	21-40	Agriculture Foreign Labour Work Small Hotel
Nima Tamang, Fulmaya Tamang, Dolma Lama, Xiring Lama, Deki Tamang, Pasang Lama	21-40	Agriculture Self Enterprises/business
Phurba Sangmu Sherpa, Ngima Sherpa, Kami Lamho Sherpa, Pasang Doma Sherpa, Pasang Lamho Sherpa	41-60	Agriculture Foreign Labour Work Self Enterprises/business Daily Wages

2.1.1. Annual Income of Women of Jugal

The baseline data shows that the annual income of women in wards 3,5 and 7 earn only in daily wages, 1.31% in Self Enterprises/Business, 39.34% foreign labor work, 17.70% small hotel and 7.21% above in agriculture. The baseline data illustrates the percentage of annual income derived from various sources for different groups of women. Here are the key findings:

1. Agriculture:

- Majority of the women are depending on agriculture and earn 17.70% above from agriculture.

2. Foreign Labour Work:

- This is a substantial income source from foreign income. 39.34% will earn from foreign work.

3. Small Hotel:

- For source of income in small hotels is minority in percentage i.e. 7.21%

4. Self-Enterprises/Business:

- 39.34% were earning from Self enterprises/Business

5. Daily Wages:

- 1.31% income in Daily wages.

Table-16-Annual Income Source

Annual Income Source						Agriculture covers in food
Agriculture	Foreign Labour Work	small Hotel	self-enterprises/business	Daily wages	Annual income (NPR)	
10000	0	0	10000	0	20000	Three months
5000	0	0	0	0	5000	Three months
5000	6000	0	6000	0	17000	Six months

5000	8000	0	0	0	13000	Six months
6000	7000	0	7000	0	20000	Nine months
5000	0	6000	0	0	11000	Six months
6500	6000	5000	0	0	17500	Three months
7000	0	0	7000	0	14000	Six months
3000	0	0	30000	2000	35000	Three months
52500	27000	11000	60000	2000	152500	
34.43	17.70	7.21	39.34	1.31		
Income Per Annum						
Total Women participated in FGD-50 women	Agriculture	Foreign Labor Work	small Hotel	self-enterprises/business	Daily wages	Annual income
Annual Income Compared with 50 women (Generalized to income source of ward 3-5 & 7)	1050.00	540.00	220.00	1200.00	40.00	3050.00
Gross Income % compared to annual income as per source	34%	18%	7%	39%	1%	

Details Women Participants-engaged in Focal Group Discussion (FGD)

KII/FGD with women group members	Numbers
Himali Tamang, Sgmo Lama, Kaplana Tamang, sailie Tamang, Sabina Tamang	5
Susma Tamang, Bishnu Laxmi Tamang, Maili Lama, Sangmaya Tamang, Munu Syangbo, Prem Maya and Bishnu Maya Shrestha	7
Pushpa Tamang, Nirmaya Tamang, Shyammaya Tamang, Sargam Tamang, Sanu Tamang	5
Dolma Tamang, Chinku Tamang, Binu Tamang, Panchamaya Tamang, Sitamaya Tamang	5
Indra Kumari Thapa, Kamala Thapa, Binda Khatri, Sarita Thapa, Rita Thapa, Devi Khadka, Jamuna Shrestha	7
Saraswoti Paudel, Parbati Adhikari, Lalita Shrestha, Geeta Nepal, Janaki Nepal	5
Maya Thapa, Shyama Thapa, Teela Thapa, Anjana Tamang, Kanchan Tamang	5
Nima Tamang, Fulmaya Tamang, Dolma Lama, Xiring Lama, Deki Tamang, Pasang Lama	6
Phurba Sangmu Sherpa, Ngima Sherpa, Kami Lamho Sherpa, Pasang Doma Sherpa, Pasang Lamho Sherpa	5
Total	50

As above the table shows that the annual income of Jugal women on relying on agriculture, foreign employment, business and daily wages. The source they have not enough to cover their food for a year. By interviewed to the women groups in 12 schools, we collected the information from 9 schools. This asserts that the majority have less income, and it is hard to invest the funds to their children. The annual income from various sources, including agriculture, foreign labor work, small hotels, self-enterprises/businesses, and daily wages, totals NPR.152,500. The income distribution is as follows: 34.43% from agriculture, 17.70% from foreign labor work, 7.21% from small hotels, 39.34% from self-enterprises/businesses, and 1.31% from daily wages. The agricultural income covers food for three to nine months.

2.1.2 Saving and Credit Group

Visiting 12 schools and interacted with the women by Focal Group Discussion (FGD) in the baseline finds that all 12 schools' women were not in the saving and credit groups. Only 7 Groups of Saving and Credit Groups, the female run the cooperative. The groups like Panggarpo Swastha Aama Samuha has 30 members, including 10 from Dalit and marginalized communities, with a monthly saving of 100 and a total saving of NPR.3,000. The Setidevi Ama Samuha has 45 members, including 1 from marginalized communities, saving NPR.100 monthly with a total of NPR.22,000, investing in agriculture, livestock, and family health. The Gucheshwori Aama Samuha has 20 members, including 7 from marginalized communities, saving NPR.200 monthly with a total of NPR.4,000, focusing on agriculture, livestock, and children's education. Other groups like Golma Mai Aama Samuha, Janamukhi/ Brhamayeni Saving and Credit, and Syabal Pokhari Bikas Samuha also have their unique saving and investment patterns.

The funds on saving and credit groups most of the lending process burrowing Agriculture/Livestock Education of children Health of the family members. It unfolds that the investment ratio is very nominal in Education.

(Note: The Data are referring to Annex-2)

5. Recommendations and Way forward

At the end of the baseline, the following will be recommended for further improvements in quality education. The recommendations and way forward are as below.

- The number of teachers is 145 (up to Grade ECD to 8), only 59 were trained on different thematic, so it is recommended to cover all the teachers in the Basic Level Training.
- Geography and the people living in Jugal ward 3,5 and 7 wards have not good access of motorable road, on behalf of project and wellbeing of the project we recommend supporting to the children like stationery, dress and learning materials.
- Support on Classroom furnishing, sitting arrangement, WASH and building support is needed by the Tembathang Basic School and other 4 schools like Kyablathang, Kalagsha, Setidevi, Jaldevi and Dobong school.
- School Management Committee and Parental awareness programs should be organized thrice a year. Besides, Reading Camp concept will be the best option to address for mitigating the dropout rate and promotion the literacy rate.
- Coverage 12 schools and limited resources are not enough to show the expected result. The way forward to sort out the problems, we lobby to the Rural Municipality for allocating the fund on capacity building of the teachers and supporting on sitting arrangement, classroom furnishing and renovation as well.

Annexes

1. Data of Schools/Class observation/Furniture/WASH/Attendance/Learning Outcome



School and

2. Classroom-Jugal-Basl

3. Women Group Income Source, Saving Credit and Covering food by Agriculture



Baseline Women
Project.xlsx

4. Photos:
<https://drive.google.com/drive/folders/1L8CPgLw8rqHeL5M3TBazELQabjDxoRI6?usp=sharing>

5. Baseline Tools



Improvement of
Learning Environment



Improvement of
Learning Environment

6. EMIS-2081 Data-Jugal RM



Jugal
RM-Students_Level_

Enrollment of Record-IEMIS-2081-Jugal RM

School Year 2081																																																
Class		ECD/PP C			1			2			3			4			5				6			7			8			9			10			11			12									
S	N	School Name	G i r l s	B o y s	T o t a l	G i r l s	B o y s	T o t a l	G i r l s	B o y s	T o t a l	G i r l s	B o y s	T o t a l	G i r l s	B o y s	T o t a l	G i r l s	B o y s	T o t a l		G i r l s	B o y s	1- 5 to t a l	T o t a l	G i r l s	B o y s	T o t a l	G i r l s	B o y s	T o t a l	G i r l s	B o y s	T o t a l	G i r l s	B o y s	O t h e r s	T o t a l	G i r l s	B o y s	O t h e r s	T o t a l	t o t a l					
5		Bolde Basic School	24	19	43	21	20	41	13	14	27	16	11	27	11	14	25	13	9	22	10	10	185	20	11	8	201	189	8	5	30	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	194
9		Dowon gpokha ri Basic School	9	8	7	9	0	9	7	6	6	7	13	5	6	11	1	8	9	1	4	85	5	5	4	9	7	5	20	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	94		
13		Gonde gau Adhar. V.	7	5	2	4	6	10	2	5	7	2	2	4	0	0	0	0	0	0	0	0	0	0	0	33	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	21	
15		Jal Devi Second ary School	34	36	70	16	9	25	7	6	13	7	12	19	13	8	21	14	3	7	7	15	165	22	11	10	21	16	16	32	36	22	58	22	21	43	00	00	00	00	6	5	01	282				
18		Kalans ha Adhar. V	7	12	19	6	7	13	9	1	20	9	6	15	7	10	17	0	0	0	0	0	0	0	0	84	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	65	
21		Kyablu ngthan g A.V.	10	12	22	9	2	21	14	8	22	12	5	17	10	7	17	10	1	1	21	5	11	120	16	13	9	22	10	3	30	00	00	00	00	00	00	00	00	00	00	00	00	00	00	149		
28		Pancha Kanya Basic School	7	11	18	6	0	16	2	5	17	9	1	20	8	3	21	15	1	1	26	9	4	188	23	10	9	19	6	11	70	00	00	00	00	00	00	00	00	00	00	00	00	00	159			
29		Rames hwor Ma VI	20	37	57	18	29	47	4	8	12	8	7	15	16	13	29	13	6	9	14	10	179	24	8	9	17	16	12	86	7	23	19	16	35	00	00	00	00	00	00	00	00	00	249			

30	Ratna Rajya Secondary School	9	10	19	7	17	24	3	9	12	10	22	32	12	15	27	13	19	32		12	23	146	35	13	20	33	18	13	31	34	40	74	31	43	74	0	0	0	0	0	0	0	0	374
34	Seti Devi Secondary School	17	24	41	14	5	19	10	12	22	10	10	20	11	15	26	10	5	15		10	8	143	18	7	6	13	2	9	11	17	19	36	11	10	21	0	0	0	0	0	0	0	0	201
35	Setidevi Secondary School	5	12	17	12	10	22	11	19	30	10	7	17	8	8	16	7	6	13		8	2	115	10	10	7	17	0	0	0	9	17	26	10	8	18	0	0	0	0	0	0	0	0	169
44	Tembaugh Pra V	0	0	0	13	9	2	8	7	15	5	4	9	7	3	10	5	3	8		4	5	64	9	7	4	11	7	2	9	0	0	0	0	0	0	0	0	0	0	0	0	0	93	