



**Progress Report on Ganga Jamuna Model Schools Project: Enhancing Education in Ward
1 & 2 of Ganga Jamuna Rural Municipality**

(October 2024 – January 2025)



Prepared For: Nepal Australia Friendship Association (NAFA)

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Abbreviations

REED: Rural Education and Environment Development Center

NAFA: Nepal Australia Friendship Association

RM: Rural Municipality

TNA: Teaching Need Assessment

EMI: English Medium Instruction

SS: Secondary School

BS: Basic School



1. Introduction

The educational initiative – Ganga Jamuna Model Schools Project in Ward 1 & 2 of Ganga Jamuna Rural Municipality, Dhadhing District, is a collaborative project launched by the Nepal Australia Friendship Association (NAFA) in partnership with REED Nepal. The primary aim of this project is to improve the quality of education across eight schools in the region, with a specific focus on enhancing English Medium Instruction (EMI) and fostering long-term educational development.

Launched in July 2023, the initiative targets equitable access to quality education, particularly addressing the gaps in teacher training, educational resources, and community engagement. This report covers the activities and progress made from October 2024 to January 2025, highlighting the field visits, distribution of learning materials, and the strengthening of child clubs. These efforts are designed to improve the learning outcomes for students and create a more supportive and effective educational environment in eight schools of Ward 1 & 2 of Ganga Jamuna RM.

Through a combination of in-person training, resource distribution, and stakeholder collaboration, the project seeks to overcome challenges such as limited teacher experience, lack of teaching resources, and technological barriers in remote areas. The goal is to build sustainable educational practices that will positively impact both teachers and students in the long term. This report outlines the key activities, findings, and recommendations from the most recent field visits, providing a comprehensive overview of the project's progress during the past quarter.

2. Accomplished Activity Description

2.1 Pre- Approval & Inception Meeting

A week-long field visit took place from October 21 to 29, 2024, aimed at establishing partnerships with local authorities, assessing educational needs, and planning the successful implementation of the project. The primary objectives of the visit included conducting coordination meetings, officially registering the project with the municipality, and fostering relationships to ensure the long-term sustainability of the initiative.



During the visit, the Ganga Jamuna Model Schools Project was formally registered at the Ganga Jamuna RM Office. A coordination and inception meeting were held under the chairmanship of Mayor Mr. Bhakta Bahadur Lama, with the participation of key local stakeholders, including representatives from the RM, school administrators, and teachers. Additionally, a meeting was conducted with the Head of the Local Education Department, Mr. Man Bohora, to discuss the objectives and scope of the project. Successful registration of the project with the municipality ensures official recognition and solidifies support for its implementation.

Key Initiative	Coordination & Inception Meeting with local government
Date	October – 22, 2025
No of Participants	22
M/F	16/5

2.2 Need Assessment for EMI Training

The Training Need Assessment (TNA) was conducted by Rural Education and Environment Development Center (REED) to evaluate the English proficiency, training needs, and preferences of teachers in eight schools of Ward 1 and 2 of Ganga Jamuna Rural Municipality, Dhadhing district. The assessment aimed to gather insights to design an effective English-Medium Instruction (EMI) training program tailored to the specific needs of educators.

2.2.1 Key Findings:

Demographics: 45 teachers participated, with varying levels of teaching experience. Most participants had less than 5 years of experience (33.33%). Teachers taught a wide range of subjects, including English, Mathematics, Science, and Nepali.

Training Experience: None of the teachers had previous experience with EMI training.

English Proficiency: Teachers generally rated themselves as "Intermediate" in reading, writing, and listening, with speaking skills being the weakest area. There is a clear need for improvement in all aspects of English proficiency.

Usage of English: A significant majority (77.78%) use English occasionally in their teaching, while 17.78% use it daily.

Training Preferences: Most teachers preferred blended learning (62.22%), combining in-person workshops and online modules. Group discussions (62.22%) and hands-on activities (33.33%) were identified as the most effective teaching methods. Teachers also expressed a need for technical support and resources for hands-on activities during the training.

Training Logistics: Most teachers preferred training in the morning (64.44%), and the majority (62.22%) had access to the resources needed for online training. However, 37.78% did not have consistent access, which could pose challenges for remote areas.

Concerns and Suggestions: Teachers highlighted concerns such as language barriers, the need for follow-up training, and issues with technology. They suggested incorporating interactive, practical elements and offering continuous support post-training to ensure sustained improvement.

2.2.2 Conclusions and Recommendations: Based on the findings, the TNA emphasizes the importance of developing a targeted EMI training program that addresses the specific



language skill gaps, particularly in speaking and writing. The training should be flexible, incorporating both in-person and online formats, with a strong focus on hands-on activities and group discussions. Additionally, ongoing technical support and mentorship should be provided to ensure long-term benefits, and alternative solutions to technological barriers should be explored, especially for teachers in remote areas.



Key Initiative	Refresher Training Need Assessment
Date	October 2024
No of Participants	45
M/F	22/23

Note: Participants' Detail is attached to Annex 1.

2.3 NAFA-Partnered School Visit and Meeting with Educational Staff

During the third week of November, a collaborative visit was organized with the support of donors from NAFA, who joined the Training Officer in visiting two schools. On November 19th and 20th, the team visited Shree Pasangchok SS and Shree Buddha Jyoti BS, accompanied by NAFA's President, Mr. Rod Setterlund. The visit aimed to strengthen the partnership between the schools and the donors, with a focus on educational development and support.

During the visit, they attended a productive meeting with Mr. Setterlund and the school's teachers, where discussions centered on the current educational initiatives, challenges faced by the schools, and potential areas for further collaboration. The presence of NAFA's leadership reinforced the commitment to supporting the schools and fostering a positive impact on the community's educational progress.

2.4 Child Club Formation and Engagement

In November 2024, significant progress was made in the establishment and support of child clubs across various schools. These clubs were successfully set up in several schools, including Shree Buddha Jyoti Basic School, Shree Shanti Basic School, Shree Buddha Basic School, and Shree Deurali Basic School. These clubs now serve as vital platforms where children can voice their opinions and actively participate in decision-making processes both within their schools and local communities.

To ensure active involvement, orientation sessions were conducted, allowing children to better understand their roles and responsibilities within the child clubs. These sessions played a crucial role in fostering a sense of responsibility and encouraging enthusiastic participation.

Additionally, financial support was provided to the focal teachers of the child clubs in each of



the schools visited. This funding is aimed at covering essential expenses for club activities, promoting the long-term sustainability of the clubs and further motivating student engagement.

Key Initiative	Child Club Formation & Orientation	
Date	November 2024	
Name of Child Clubs	Total Members of Child Club	M/F
Shree Pasangchok Child Club	17	8/9
Shree Buddha Jyoti Child Club	27	12/15
Shree Shanti Child Club	16	10/6
Shree Deurali Child Club	9	4/5
Shree Buddha Child Club	10	7/3
Shree Gyanmandir Child Club	22	14/8
Shree Richet Child Club	16	9/7



2.5 Teaching and Learning Materials Distribution

In January 2025, a significant initiative was carried out to support the educational needs of schools in Ganga Jamuna Rural Municipality, located in Dhading District. Essential teaching and learning materials were distributed to eight schools in Ward 1 and Ward 2 of Ganga Jamuna RM. The primary objective of this distribution was to equip the schools with the necessary resources to create a more effective, engaging, and enriching learning environment for students. By providing these essential materials, the initiative aimed to address gaps in teaching resources and enhance the overall quality of education in the region. The distribution was successfully carried out, meeting the goal of ensuring that students have access to appropriate learning tools. A comprehensive list of the materials provided can be found in Annex 2.

2.6 Preparation for Online English Language Course:

The upcoming online English language course is designed to enhance the teaching skills of educators, focusing on improving their proficiency in English language instruction. The course will cover various aspects of language teaching, including grammar, vocabulary, speaking, listening, reading, and writing skills, tailored to meet the needs of both teachers and students. It will be delivered through an interactive online platform, enabling teachers to access course materials, participate in live sessions, and complete assignments at their own pace. The course is structured to offer practical teaching strategies that can be immediately applied in the classroom, fostering an engaging and effective learning environment for students. This initiative aims to empower teachers with the knowledge and resources to better support their students' language development.

Detailed information about the upcoming online English language course was provided to teachers at each school. Teachers were given a thorough briefing on the course content as well as the technical requirements needed for successful participation. A total of 30 teachers are set to take part in the online course. To support their participation, each teacher was given Rs. 1,100 to cover internet service expenses required for accessing the online classes. The preparations for the course have been well-organized, ensuring that teachers have all the necessary tools, resources, and support to be fully ready when the course begins.



Key Initiative	Online Class Mobilization
Date	January 2025
Total Participants	30
M/F	19/11

Note: Details of online class participants are included in Annex 3.

3.0 Conclusion and Recommendations

The Ganga Jamuna Model Schools Project has made significant strides toward improving the quality of education in the schools of Ward 1 & 2 of Ganga Jamuna Rural Municipality during the period of October 2024 to January 2025. The project has effectively engaged multiple stakeholders, including local authorities, school administrators, teachers, students, and donors, in a concerted effort to enhance educational outcomes. The accomplishments outlined in this report demonstrate the project's success in laying a strong foundation for sustainable educational development in the region.

Key achievements include the successful registration and coordination meetings with the Ganga Jamuna Rural Municipality, ensuring local government support and collaboration. The Training Need Assessment (TNA) provided valuable insights into the teachers' training needs, particularly in improving English proficiency, and laid the groundwork for the development of an effective EMI training program. The formation and active engagement of child clubs across various schools marked a positive step toward promoting student voice, participation, and community involvement in educational decision-making. Furthermore, the distribution of essential teaching and learning materials has addressed critical gaps in resources, fostering an enriched learning environment.

Looking ahead, there are several key recommendations to ensure the long-term success and sustainability of the project:

- 1. Tailored EMI Training Program:** Based on the TNA findings, it is crucial to design and implement a comprehensive EMI training program that focuses on enhancing teachers' English proficiency, particularly in speaking and writing. The program should incorporate



blended learning methods and provide ongoing support to teachers through mentoring and technical assistance.

2. **Continuous Support for Child Clubs:** The child clubs have shown great potential for fostering leadership and student engagement. Continued financial support and training for teachers overseeing the clubs will help sustain their activities and ensure their role in shaping students' personal development and community engagement.
3. **Addressing Technological Barriers:** While many teachers have access to online resources, some face challenges with internet connectivity. Addressing these barriers through alternative methods, such as offline content delivery or local internet solutions, will ensure equitable access to training and educational resources for all teachers.
4. **Evaluation and Monitoring:** Regular monitoring and evaluation of the project's activities will be essential to track progress, assess the effectiveness of the implemented programs, and make necessary adjustments to meet evolving educational needs.
5. **Expand Resource Distribution:** The successful distribution of teaching materials is a vital step, but ongoing efforts should be made to expand the resources available to teachers and students. Continued support in terms of books, digital tools, and other learning aids will help sustain the momentum of educational improvement.

In conclusion, the Ganga Jamuna Model Schools Project has made considerable progress in improving education in the region. The efforts undertaken so far have set the stage for a more inclusive, effective, and sustainable educational system that can positively impact students, teachers, and the wider community. With continued focus on addressing existing challenges and building on the successes achieved, the project is well-positioned to achieve its long-term educational goals.

Annex-1

Participants Detail (TNA)

SN	Participant's Name	Gender	Designation	Institution
1	Pratikshya Tamang	Female	Teacher	Shree Laligurans Basic School, Tawal Besi
2	Purnima Tamang	Female	School Helper	Shree Laligurans Basic School, Tawal Besi
3	Buddhi Kumari Tamang	Female	Teacher	Shree Laligurans Basic School, Tawal Besi
4	Bhim Bahadur Lama	Male	Head Teacher	Shree Buddha Basic School, Kutal
5	Shanka Bahadur Tamang	Male	Teacher	Shree Buddha Basic School, Kutal
6	Mina Tamang	Female	Teacher	Shree Buddha Basic School, Kutal

7	Shobha Lama	Female	Teacher	Shree Buddha Basic School, Kutal
8	Jyoti Maya Tamang	Female	Head Teacher	Shree Richet Basic School, Richet
9	Dinesh Tamang	Male	School Helper	Shree Richet Basic School, Richet
10	Anita Tamang	Female	Teacher	Shree Richet Basic School, Richet
11	Soniya Tamang	Female	Teacher	Shree Deurali Basic School, Kitchet
12	Mitra Bahadur Tamang	Male	Teacher	Shree Deurali Basic School, Kitchet
13	Gyani Maya Tamang	Female	School Helper	Shree Deurali Basic School, Kitchet
14	Prem Bahadur Tamang	Male	Head Teacher	Shree Deurali Basic School, Kitchet

15	Nabin Tamang	Male	Teacher	Shree Deurali Basic School, Kitchet
16	Resham B.K	Male	Teacher	Shree Deurali Basic School, Kitchet
17	Usha Kumari Tamang	Female	Teacher	Shree Gyan Mandir Basic School, Dhuseni
18	Supriya Tamang	Female	Teacher	Shree Gyan Mandir Basic School, Dhuseni
19	Laxmi Tamang	Female	Teacher	Shree Gyan Mandir Basic School, Dhuseni
20	Karan Tamang	Male	Teacher	Shree Gyan Mandir Basic School, Dhuseni
21	Yeshab Kumar Tamang	Male	Teacher	Shree Gyan Mandir Basic School, Dhuseni
22	Dipesh Ghale	Male	Head Teacher	Shree Gyan Mandir Basic School, Dhuseni

23	Lok Bahadur Tamang	Male	Head Teacher	Shree Buddha Jyoti Basic School, Latab
24	Navraj Tamang	Male	Teacher	Shree Buddha Jyoti Basic School, Latab
25	Rahul Tamang	Male	Teacher	Shree Buddha Jyoti Basic School, Latab
26	Urmila Tamang	Female	Teacher	Shree Buddha Jyoti Basic School, Latab
27	Bhagidong Tamang	Male	Teacher	Shree Buddha Jyoti Basic School, Latab
28	Bishnu Tamang	Male	School Helper	Shree Buddha Jyoti Basic School, Latab
29	Sir Bahadur Tamang	Male	Head Teacher	Shree Pasang Chowk Mahadev SS, Tawal
30	Manoj Kumar Tamang	Male	Teacher	Shree Pasang Chowk Mahadev SS, Tawal

31	Som Bahadur Lama	Male	Teacher	Shree Pasang Chowk Mahadev SS, Tawal
32	Tarsali Maya Tamang	Female	Teacher	Shree Pasang Chowk Mahadev SS, Tawal
33	Netra Tamang	Male	Teacher	Shree Pasang Chowk Mahadev SS, Tawal
34	Pratima Tamang	Female	Teacher	Shree Pasang Chowk Mahadev SS, Tawal
35	Lolmaya Syangba Tamang	Female	Teacher	Shree Pasang Chowk Mahadev SS, Tawal
36	Sabita Tamang	Female	Teacher	Shree Pasang Chowk Mahadev SS, Tawal
37	Roshni Tamang	Female	Teacher	Shree Pasang Chowk Mahadev SS, Tawal
38	Prabina Tamang	Female	Teacher	Shree Pasang Chowk Mahadev SS, Tawal

39	Samjhana Lamichhane Adhikari	Female	Teacher	Shree Pasang Chowk Mahadev SS, Tawal
40	Gajendra Choudhary	Male	Teacher	Shree Pasang Chowk Mahadev SS, Tawal
41	Sutti Lama Tamang	Male	School Helper	Shree Shanti Basic School, Salleri
42	Bimala Tamang	Female	Teacher	Shree Shanti Basic School, Salleri
43	Saphira Tamang	Female	Teacher	Shree Shanti Basic School, Salleri
44	Amrit Tamang	Male	Teacher	Shree Shanti Basic School, Salleri
45	Seti Maya Tamang	Female	Teacher	Shree Shanti Basic School, Salleri

Annex – 2

Teaching & Learning Materials Details

S.N	Qty	Unit	Items	Pasan gchow k	Laligu rans	Budha Jyoti	Buddha	Shanti	Deurali	Gyan Mandir	Richet
1	8	Rim	A4 Photocopy Paper	1	1	1	1	1	1	1	1
2	15	Rim	A4 color paper (color-4 color)	2	1	2	2	2	2	2	2
3	8	Roll	Cello Tape	1	1	1	1	1	1	1	1
4	15	Pc	Craft Knife	2	1	2	2	2	2	2	2
5	49	Pc	Glue Stick	8	5	6	6	6	6	6	6
6	16	Pc	Fevicol MR - 500ml	2	2	2	2	2	2	2	2
7	17	Pcs	Masking Tape	3	2	2	2	2	2	2	2
8	100	Pcs	Meta Card 5/8	150	100	125	125	125	125	125	125
9	100	Pcs	Meta Card 4/5	150	100	125	125	125	125	125	125
10	32	Pkt	Parmanent Marker Four colour	5	3	4	4	4	4	4	4
11	17	Pkt	Parmanent marker's	3	2	2	2	2	2	2	2

			refills ink four colour								
12	57	Pc	Scissors	10	5	7	7	7	7	7	7
13	32	Pc	Cream cotton twine tread string	5	3	4	4	4	4	4	4
14	8	Roll	Double tape	1	1	1	1	1	1	1	1
15	66	Pkt	Crayons colour	10	8	8	8	8	8	8	8
16	8	Pc	Notice Board	1	1	1	1	1	1	1	1
17	8	Roll	Card Board Paper/chart paper Four Colour	1	1	1	1	1	1	1	1
18	66	Pkt	Sketch pen	10	8	8	8	8	8	8	8
19	1	Pc	White Board	0	0	0	0	0	0	0	1

Annex 3

Participants Detail (Online Class)

S N	Name of Participa nts	School's Name	Gender	Email Address	Phone Number
1	Pratiksha Tamang	Shree Laligurans Basic School, Tawal Besi	Female	tamangpratiksha1994@gmail.com	9840945737
2	Buddhi Kumari Tamang	Shree Laligurans Basic School, Tawal Besi	Female	mailitamang103@gmail.com	9846827032
3	Rahul Tamang	Shree Buddha Jyoti Basic School, Latab	Male	tamangrahul1999@gmail.com	9840397833
4	Urmila Tamang	Shree Buddha Jyoti Basic School, Latab	Female	ut946389@gmail.com	9749709279
5	Bhagidon g Tamang	Shree Buddha Jyoti Basic School, Latab	Male	bhagidongtmg@gmail.com	9765302868

6	Bishnu Tamang	Shree Buddha Jyoti Basic School, Latab	Male	sandibtamang4@ gmail.com	9762787571
7	Soniya Tamang	Shree Deurali Basic School, Kichet	Female	Soniyatamang9@ gmail.com	9843607701
8	Mitra Bahadur Tamang	Shree Deurali Basic School, Kichet	Male	dimjanmitra@gm ail.com	9848833006
9	Gyani Maya Tamang	Shree Deurali Basic School, Kichet	Female	gyanugolle07@g mail.com	9862116245
10	Umesh Tamang	Shree Deurali Basic School, Kichet	Male	tamangumesh205 3@gmail.com	9864251843
11	Usha Kumari Tamang	Shree Gyan Mandir Basic School, Dhuseni	Female	Ushatamang2042 @gmail.com	9766481047
12	Supriya Tamang	Shree Gyan Mandir Basic School, Dhuseni	Female	supriyatamang50 0@gmail.com	9761724807
13	Karan Tamang	Shree Gyan Mandir Basic School, Dhuseni	Male	Karantmg349@g mail.com	9866421937

14	Ashab Kumar Tamang	Shree Gyan Mandir Basic School, Dhusen	Male	ashabtamang273@gmail.com	9866462457
15	Samjhan a Tamang	Shree Buddha Basic School, Kutal	Female	tsamjhana578@gmail.com	9840942542
16	Mina Tamang	Shree Buddha Basic School, Kutal	Female	minatmg035@gmail.com	9864382588
17	Nisha Tamang	Shree Buddha Basic School, Kutal	Female	tamangnisha4455@gmail.com	9862116247
18	Supi Lama Tamang	Shree Shanti Basic School, Salleri	Male	supilamatmg1415@gmail.com	9840930258
19	Bimala Tamang	Shree Shanti Basic School, Salleri	Female	tamangbimal2079@gmail.com	9843510521
20	Seti Maya Tamang	Shree Shanti Basic School, Salleri	Female	tamang15seti@gmail.com	9862583434
21	Jyoti Maya Tamang	Shree Richet Basic School, Richet	Female	jyotitmg8@gmail.com	9860048522

22	Dinesh Tamang	Shree Richet Basic School, Richet	Male	dineshgamja@gmail.com	9863166123
23	Anita Tamang	Shree Richet Basic School, Richet	Female	thokaranita09@gmail.com	9866421855
24	Manoj Kumar Tamang	Shree Pasang Chowk Mahadev SS, Tawal	Male	tamangmanoj012@gmail.com	9840450666
25	Pratima Tamang	Shree Pasang Chowk Mahadev SS, Tawal	Female	pratimagomja7@gmail.com	9864156235
26	Lal Maya Shyong ba	Shree Pasang Chowk Mahadev SS, Tawal	Female	Shyongbalal2021@gmail.com	9840212178
27	Sabita Tamang	Shree Pasang Chowk Mahadev SS, Tawal	Female	tamangsabita333@gmail.com	9845757535
28	Roshani Tamang	Shree Pasang Chowk Mahadev SS, Tawal	Female	tamangroshani2046@gmail.com	9863552415
29	Mamita Tamang	Shree Pasang Chowk Mahadev SS, Tawal	Female	tmgmamita2021@gmail.com	9861894296



30	Dilman Tamang	Shree Pasang Chowk Mahadev SS, Tawal	Male	tamangdilman011 6@gmail.com	9867358236 7
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