German Nepalese Help Association

Education Program Strategic Plan

1. Introduction

The **GNHA Strategic Plan** is a holistic framework designed to enhance Nepal's education system by integrating innovative, inclusive, and child-centered methodologies. Aligned with Sustainable Development Goal 4 (Quality Education) and Nepal's 16th Plan (2081/082–2085/086), this strategy prioritizes equitable access, teacher capacity building, digital integration, and community engagement.

GNHA's interventions focus on:

- Multi-Grade Multi-Level (MGML) Pedagogy
- Early Childhood Education & Development (ECED)
- Digital Learning (SMART Classrooms)
- Greening Schools & Environmental Education
- Teacher Professional Development & Institutional Strengthening

Through partnerships with the Federal Government, Provincial Governments, Local Municipalities, NGOs, and communities, GNHA ensures sustainable, scalable, and policy-aligned education reforms.

2. Vision

"An equitable, inclusive, and child-friendly education system where every child in Nepal thrives in a joyful learning environment."

3. Mission

"To empower community schools through evidence-based, contextually relevant, and sustainable education models that foster lifelong learning and holistic development."

4. Goals

1. Enhance learning outcomes through MGML and child-friendly pedagogies.
2. Strengthen teacher capacity via systematic training and mentoring.
3. Promote digital education through SMART classrooms and e-learning tools (SMART Devices).
4. Ensure sustainability via local government ownership, policy integration, and community participation.
5. Promote environmental stewardship and hands-on learning by integrating Greening Schools and Kitchen Gardens into the co-curriculum, fostering sustainability and nature-based education.

5. Key Objectives

A. MGML Expansion & Strengthening

- Scale MGML methodology in 182 schools (128 existing + 54 new).
- Develop digital MGML TLMs (Grades 1–5: Nepali, English, Science, Math).
- Train 290 teachers & stakeholders, including 30 MGML roster trainers.
- Establish Teacher Learning Circles (TLCs) for peer mentoring.

B. Digital Education (SMART Classrooms)

- Roll out MGML in SMART devices project in 32 schools (Grades 1–5).
- Train 48 teachers on digital MGML pedagogy.
- Provide 144 tablets (6 per school) in collaboration with municipalities.

C. Early Childhood Education (ECED)

- Implement MGML-based ECED in 109 schools.
- Train 109 teachers in activity-based ECED methodologies.
- Equip classrooms with child-friendly learning materials.

D. Greening Schools Initiative

- Establish kitchen gardens (Raised Beds) in 58 schools and at least 3 mothers' homes of a school.
- Link environmental education with practical life skills.

E. Institutional & Policy Advocacy

- Strengthening partnerships with CEHRD, CDC, ETCs, and local governments.
- Advocate for MGML integration in national teacher training programs (TPD) as well as in academic programs.
- Ensure municipal budget allocations for MGML sustainability.

6. Cross-Cutting Themes

- **Equity & Inclusion** (gender, caste, ethnicity, disability)
- **Governance & Partnerships** (government, NGOs, communities)
- **Monitoring & Evaluation** (real-time tracking, impact assessments)
- **Sustainability** (local ownership, policy alignment, resource mobilization)

7. Expected Outputs

Focus Area	**Key Deliverables**
MGML Expansion	182 schools strengthened in MGML
Teacher Training	447 teachers trained (MGML, ECED, SMART)
Classroom Improvement	108 MGML classrooms, 109 ECED classrooms, 24 SMART classrooms

Focus Area	Key Deliverables
TLM Development	Digital MGML TLMs for Grades 1–5
Greening Schools	58 schools and 174 families with kitchen gardens
Roster Trainers	30 certified trainers for scaling MGML
Teacher preparation	Integration in curriculum of teacher education institutions and regular teacher training provision

8. Expected Outcomes

At School Level:

- ✓ Child-friendly, joyful classrooms
- ✓ Improved student learning outcomes
- ✓ Enhanced teacher motivation & skills
- ✓ Sustainable MGML practice without external support

At Policy Level:

- ✓ Increased government endorsement of MGML
- ✓ Municipal budget allocations for education
- ✓ Stronger INGO/NGO collaboration

9. Implementation Timeline

Year	Key Activities
Year 1	Intensive training, classroom setup, mentoring
Year 2	School-led implementation, reduced external support
Year 3	Phase-out with embedded sustainability mechanisms

10. Key Strategies

1. **MGML Scale-Up:** Advocacy, teacher training, digital integration.
2. **SMART Classrooms:** Device provision, teacher capacity building.
3. **ECED Strengthening:** Activity-based learning, parental engagement.
4. **Greening Schools:** Eco-education, community involvement.
5. **Policy Influence:** Collaboration with **CEHRD, CDC, ETCs, municipalities**.

11. Selection Criteria

Schools:

- Priority: Primary (Grades 1–5) > Basic (1–8) > Secondary
- Municipal partnership & cost-effectiveness
- Commitment to 3-year program

Teachers:

- Permanent primary teachers preferred (Relief Quota 2nd priority)
- Female & young teachers prioritized
- 2 teachers/school
- At least 3 years work commitment

Field Staff:

- Bachelor in Education, local residents, motorbike license
- Age- Under 35 Years
- Fluency in English and Nepali Language both in Speaking and Writing
- Basic Computer Skills
- Priority will be given to the following Candidates
  - Experienced in MGML Methodology
  - Work Experience in I/NGO Sector
  - Dalit, Janajati, Madhesi, Minorities, Women.
  - Having own motorbike

Roster Trainers:

- Best-performing teachers & ETC trainers

12. Key Partnerships

- **Government:** MoEST, CEHRD, CDC, local municipalities
- **NGOs:** SfD, EEC, ECCA, ERDCN and PESWAN
- **Donors:** DNH Germany, INGOs

13. Monitoring & Evaluation

- **Quarterly school monitoring** by partners & GNHA.
- **Midterm and Final evaluations** by Social Welfare Council (SWC).
- **Digital tracking** of learning outcomes.

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14. Risk Mitigation

Risk	Mitigation Strategy
Teacher turnover	Municipal commitment to retain trained teachers
TLM shortages	Digital backups, municipal reprinting
Policy delays	Advocacy, MoUs with government
Device maintenance	Local repair partnerships

15. Sustainability Strategy

- TLMs on CDC/GNHA websites
- Municipal budget integration
- Roster trainers for local capacity
- Mother groups & TLCs for peer learning

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16. Phase-Out Plan

- Handovers to municipalities
- Continued municipal and federal funding
- Functional teacher clusters & mother groups

17. Expected Long-Term Impact

- Sustainable, scalable education models
- Stronger Local Government ownership
- Improved learning outcomes nationwide

18. Conclusion

GNHA's Strategic Plan is a transformative roadmap for Nepal's education system, ensuring inclusive, innovative, and sustainable learning environments. By leveraging MGML, digital tools, ECED, and green schools, GNHA aligns with national policies and SDG-4, fostering a future where every child learns with joy and dignity.

Together, we build a brighter Nepal—one classroom at a time.

Annexture

Wisely Integrated School Education (WISE)

WISE is the art of modern school education in contrast to the usual practice in Nepal`s schools. It aims at children`s overall development, promoting self-confidence and self-worth, curiosity and creativity, interpersonal skills and interaction, communication and exchange, solidarity, willingness to help, tolerance and diversity. Hence, WISE is neither a time-limited program nor a project. It constitutes a transformed school with proven benefits for students, teachers, parents and stakeholders.

WISE offers students and teachers of primary schools a reliable framework for both individualized and community oriented education. Its unique MGML methodology allows mixed groups of students of different age, grade and performance level to be educated together in one classroom by one teacher. The pedagogy ensures a child friendly learning environment, where each child studies in his or her own pace. The classroom is laid out accordingly and is equipped with suitable furniture and tools.

WISE is activity orientated with free working processes, which are managed by the children themselves. Hence overall focus shifts from teacher to student, from the lecturing aspect to the learning aspect. The foundation for lifelong learning is being laid as children learn how to acquire knowledge. The innovative methodology allows teachers to spend more time to guide children individually in their learning process.

List of 3 Years Interventions

A. Getting Ready
1. Preparatory Meeting (One time for municipalities)
2. Baseline Survey (One time)
3. Meeting on School Selection (One time)
4. Orientation on WISE (One time for Teachers, Head Teachers and SMCs)

B. Physical setup
1. Setting up of classroom conducive for MGML pedagogy: Grade 1 - 3 (One time)
2. Setting up of classroom conducive for MGML pedagogy: Grade 4 -5 (One time)
3. Book Corner Set Up (One time X 2 book corners)

C. Capacity Development
1. 10 days Intensive Teacher Training - Grade 1- 3 (Phase 1 and 2) (One time each phase)
2. 10 days Intensive Teacher Training - Grade 4 - 5 (Phase 1 and 2) (One time each phase)
3. 3 days Refresher Teacher Training (Grade 1-5) (One time)
4. Cluster Workshops (12 times)
5. Capacity Building of School Stakeholders (One time)

D. Supplies
1. MGML Teaching Learning Materials (TLM) - Grade 1 – 3 (One time)
2. MGML Teaching Learning Materials (TLM) - Grade 4 – 5 (One time)
3. Educational Teaching Materials 1-3 (One time)

4. Educational Teaching Materials 4 & 5 (One time)
5. Equipment (Printer, Laminator and Audio Sound box) (One time)
6. Musical Instruments (Madal and Jhyali) (One time)
7. Sports Materials (2 times)
8. Stationery and consumables (3 times)

E. WISE Project Transformation Procedures

1. Field Staff
2. On the spot coaching and mentoring by Project Staff (16 times)
3. Monitoring & Supervision (6 times)
4. Joint Monitoring in R/Municipality Level (3 times)
5. LPAC - Project Review Meeting Between I/NGO and R/Municipality (3 times)
6. Mother Group Formation and mobilization (Regularly)
7. R/Municipality level Educational Exhibition (3 times)
8. End line Survey (One time)
9. Outgoing Workshop (One time)

WISE Project Cost

Intervention	**Per School Cost for 3 Years**		
	6 Schools Basis	**9 Schools Basis**	**12 Schools Basis**
A. Essential WISE Intervention*	552,100.00	486,500.00	468,700.00
B. Supportive WISE Intervention	245,850.00	245,850.00	245,850.00
C. Supplementary WISE Intervention	213,500.00	213,500.00	213,500.00
D. WISE Project Transformation Procedures	60,000.00	60,000.00	60,000.00
Total (NRs)	**1,041,450.00**	**1,005,850.00**	**988,050.00**
Total (EURO) 1=130	***8,011.15***	***7,737.31***	***7,600.38***
* Transportation cost is not included during the training. * Food and accommodation will be managed in village set up homestay during the training. * 4 teachers will be trained during the project.			

Intervention Details with price tag

A. Essential WISE Intervention

1. Orientation on WISE - 2 days

Teacher, Head teacher, SMC chairperson of the school have to participate in this residential training in order to familiarize with the WISE through MGML methodology and the steps of implementation.

12 schools basis	9 schools basis	6 schools basis
➢ *Full board - NRs. 4,400/person ➢ Only Training cost - NRs. 1,400/Person	➢ *Full board - NRs. 4,600/person ➢ Only Training cost - NRs. 1,600/Person	➢ *Full board - NRs. 5,200/person ➢ Only Training cost - NRs. 2,200/person
* Transportation cost is not included. * Food and accommodation will be managed in homestay.		

2. Setting up of classroom conducive for MGML methodology

1 classroom for Grade 1-3*	1 classroom for Grade 4-5*
➢ NRs. 98,000/per classroom	➢ NRs. 80,500/per classroom

*Classroom will be split if number of student are more than 30 in a classroom.

3. Book Corner Set up NRs. 15,000
   Bookshelves with minimum 90 children's literature books per WISE classroom.

4. Intensive Teacher Training on MGML Methodology - Phase 1

10 days Face to face Training (Grade 1-3 and 4-5) and School Based Project Works-5 days
This residential training prepares 4 teachers (2 for grade 1-3 and 2 for grade 4-5) from each school with the skills and abilities to run MGML class independently. It is a training in theory and in real classroom situation. It is activity based and includes observation in practicing WISE schools.

12 schools basis	9 schools basis	6 schools basis
➢ *Full board - NRs. 20,000/person ➢ Only Training cost - NRs. 8,500/person	➢ *Full board - NRs. 22,000/person ➢ Only Training cost - NRs. 11,000/person	➢ *Full board - NRs. 26,000/person ➢ Only Training cost - NRs. 15,000/person
* Transportation cost is not included. * Food and accommodation will be managed in homestay.		

5. MGML Teaching Learning Materials (TLM) Grade 1-3 NRs. 45,000/set/classroom

TLM Sets of 4 subjects: Nepali, English, Math and Serophero

6. MGML Teaching Learning Materials (TLM) Grade 4-5 NRs. 30,000/set/classroom

TLM Sets of 6 subjects: Nepali, English, Math, Science, Social and HPC subject

7. Intensive Teacher Training on MGML - Phase 2

10 days Face to face Training (Grade 1-3 and 4-5) and School Based Project Works-5 days
This residential training prepares 4 teachers (2 for grade 1-3 and 2 for grade 4-5) from each school with the problem solving skills and abilities to continue MGML class independently. It is a training in theory and in real classroom situation. It is activity based and includes observation in practicing WISE schools.

12 schools basis	9 schools basis	6 schools basis
➢ *Full board - NRs. 20,000/person ➢ Only Training cost - NRs. 8,500/person	➢ *Full board - NRs. 22,000/person ➢ Only Training cost - NRs. 11,000/person	➢ *Full board - NRs. 26,000/person ➢ Only Training cost - NRs. 15,000/person
* Transportation cost is not included. * Food and accommodation will be managed in homestay.		

8. Refresher Teacher Training on MGML : Face to face Training (Class 1-5) - 3 days

This residential training prepares 2 teachers from each school with the skills and abilities to run MGML class independently. It is a training in theory and in real classroom situation. It is activity based and includes observation in practicing MGML schools.

12 schools basis	9 schools basis	6 schools basis
➢ *****Full board - NRs. 6,000/person ➢ Only Training cost - NRs. 2,100/person	➢ *****Full board - NRs. 6,600/person ➢ Only Training cost - NRs. 3,000/person	➢ *****Full board - NRs. 7,500/person ➢ Only Training cost - NRs. 3,600 /person
***** Transportation cost is not included. ***** Food and accommodation will be managed in homestay.		

(B) Supportive Intervention

1. On the spot coaching and mentoring NRs. 3,000/visit
2. Cluster Workshop NRs. 800/teacher/workshop
3. Mother Group Formation and Mobilization NRs. 3,000/visit
4. Capacity Building of School Stakeholders NRs. 10,000/school
5. R/Municipality level Educational Exhibition NRs. 30,000/school
6. Field Staff NRs. 35,000/month

(C) Supplementary Intervention

1. Educational Teaching Materials NRs. 30,000/classroom

Subject based teaching materials; Geo board, rubber letters, fraction blocks, wooden clock, beads etc.

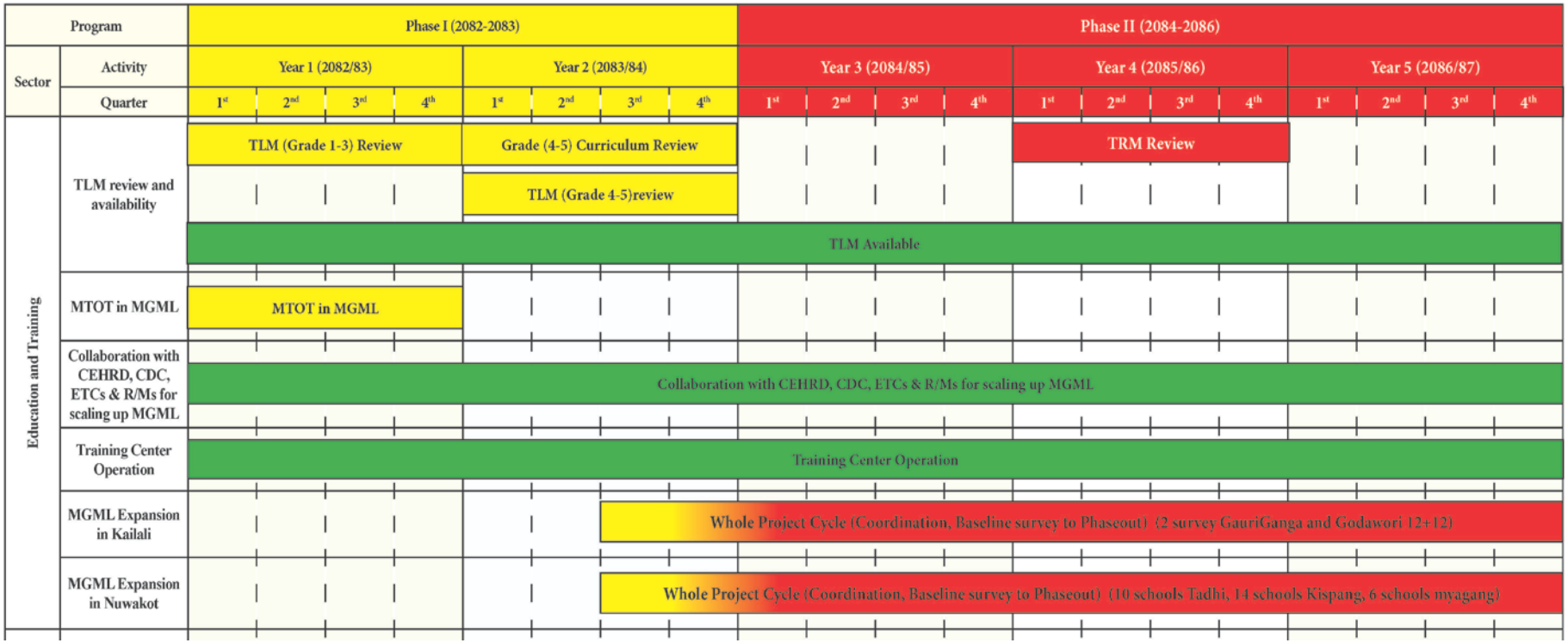
2. Equipment NRs. 45,000

   3 in 1 Printer (Print, Photocopy and scan), Laminator and Audio sound box
3. Musical Instrument NRs. 8,500 Madal, Jyali etc.
4. Sports materials NRs. 10,000/Year
5. Stationery and consumables NRs. 20,000 to 30,000/Year

(D) WISE Project Transformation Procedures

1. Preparatory Meeting NRs. 2,000/school
2. Baseline Survey NRs. 6,000/school
3. Meeting on School Selection NRs. 2,000/school
4. Monitoring & Supervision NRs. 2,000/school
5. Joint Monitoring in R/Municipality Level NRs. 3,000/school
6. LPAC- Project Review meeting (Yearly) NRs. 2,000/school
7. End line Survey NRs. 8,000/school
8. Outgoing Workshop NRs. 7,000/school

Program Strategy flow chart


Program
Phase I (2082-2083)
Phase II (2084-2086)
Sector
Activity
Year 1 (2082/83)
Year 2 (2083/84)
Year 3 (2084/85)
Year 4 (2085/86)
Year 5 (2086/87)
Quarter
1st 2nd 3rd 4th 1st 2nd 3rd 4th 1st 2nd 3rd 4th 1st 2nd 3rd 4th 1st 2nd 3rd 4th
Education and Training
TLM review and availability
TLM (Grade 1-3) Review
Grade (4-5) Curriculum Review
TRM Review
TLM (Grade 4-5)review
TLM Available
MTOT in MGML
MTOT in MGML
Collaboration with CEHRD, CDC, ETCs & R/Ms for scaling up MGML
Collaboration with CEHRD, CDC, ETCs & R/Ms for scaling up MGML
Training Center Operation
Training Center Operation
MGML Expansion in Kailali
Whole Project Cycle (Coordination, Baseline survey to Phaseout) (2 survey GauriGanga and Godawori 12+12)
MGML Expansion in Nuwakot
Whole Project Cycle (Coordination, Baseline survey to Phaseout) (10 schools Tadhi, 14 schools Kispang, 6 schools myagang)

Outputs of MGML Intervention

German Nepalise Help Association

Ranidevi Marga-86, Lazimpat, Kathmandu

Outputs of MGML intervention

Academic

Teacher

Knowledge	
Competencies	**Indicators**
Content knowledge	Can explain MGML methodology
Child psychology	Positive feedback

Skills	
Competencies	**Indicators**
Academic plan	Availability
Delivery skills	Completion of students' workbook
Multiple task handling	Observation
Communication skills	Feedback of mothers
Individual record keeping	Availability
Developing learning materials	Availability

Attitude	
Competencies	**Indicators**
Committed	Presence
Motivated	By observing
Open minded	By questioning
Impartial	By observation
Friendly	By observation
Solution oriented	Observing by past records

Student

Knowledge	
Competencies	**Indicators**
English, math, Nepali EVS	Tests
Social & moral value	Observing/ Questioning(Do's and Don't's)

Skills	
Competencies	**Indicators**
Reading/writing/ expressing of feelings and numeracy	Tests
Following coherent of MGML practice	Observation/tests
Precise and description	Test

Attitude	
Competencies	**Indicators**
Curious	Observation
Experimenting	Giving a task
Self-confident	Observation
Independent	Giving a task
Following Do's and Don't's	Observation

Administration

Management	
Leading by example	Success stories
Management plan	Availability
Hierarchy of goal orientation	Availability of goal statement
Team work	Availability of meeting schedules,
Job deligation	Job description
Control	Reports, minutes, visible inspections,
Transparent	Progress and financial Reporting &
Multiple task handling	Observation

Maintenance	
Maintenance plan	Availability
Maintenance budget	Availability
Proper handling	Observation
Tidy	Observation

Continuation — **Behavioural change**

Continuation — **Development of behaviour**

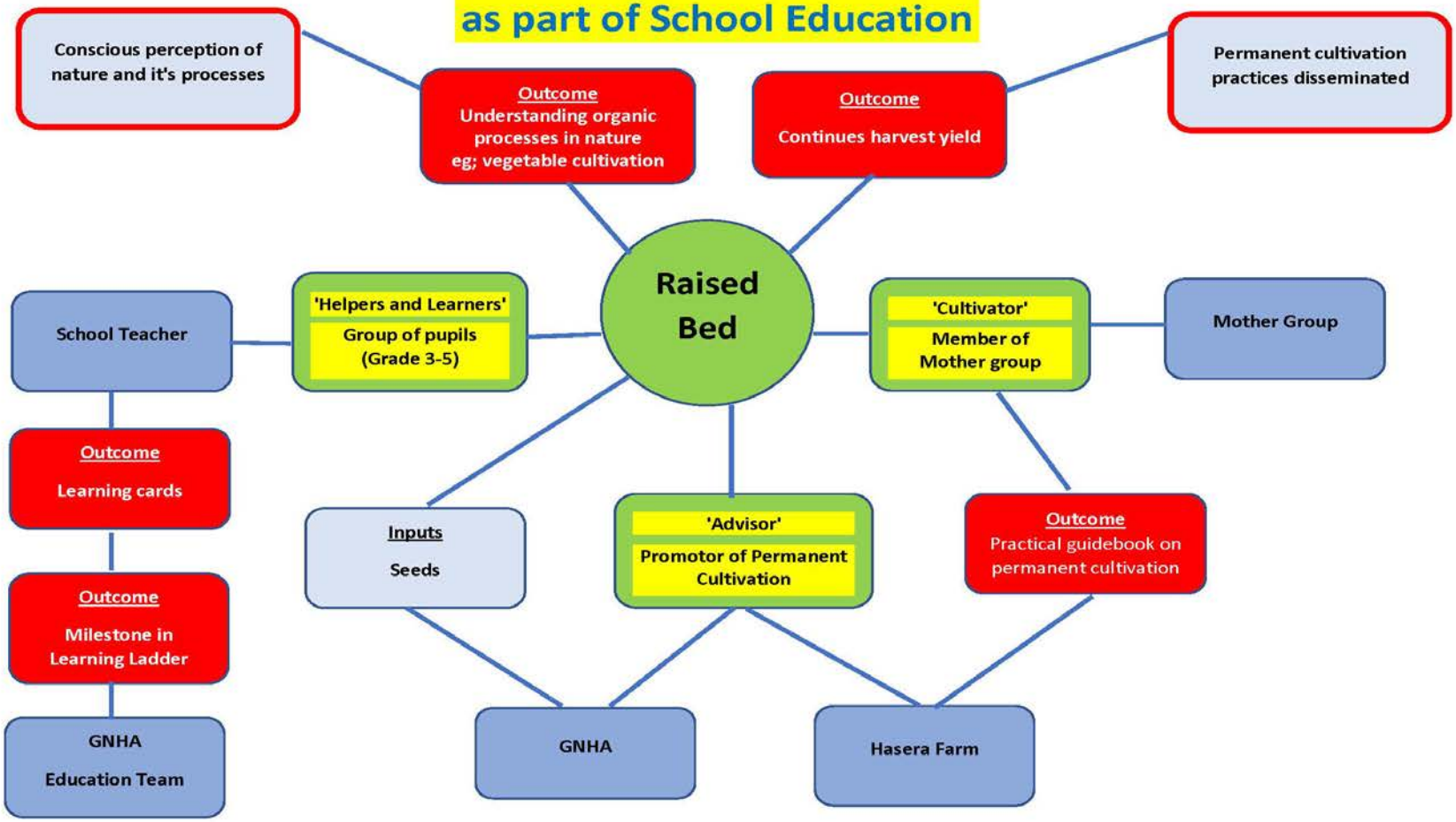
Sustainability

Participation	
Mother groups	Active
Cluster Workshop	Regular & active
Stakeholders	Supportive

S. No. 16

Establishing Raised Beds as part of School Education

16th May 2024



Benchmark Schools

Roles of WISE Benchmark Schools

1. Maintaining optimal standard of Benchmark schools
2. Leading the Teacher's Learning Circles
3. Monitoring and providing feedback to mother groups activities
4. Providing support to low performing schools
5. Problem solving and sharing best practices through different platforms (Messenger, Viber, YouTube, Education Fair etc)
6. Observing the raised beds and providing feedback

Standard of WISE Benchmark Schools

1. Maintaining exemplary setup of classroom for WISE concept
2. Lively teaching learning atmosphere visible by actively using MGML TLM
3. Children visibly show social and behavioral confidence
4. 70% of the total students of each grade achieve 3.2 Grade Point Average (GPA)
5. Peer teacher have been trained by their trained colleagues on WISE
6. Mother group participate in school's activities
7. Working relationship among the 5 pillars
8. Show strong intention to continuously improve own school and vicinity schools (Teacher Learning Circle)
9. Ensuring that mother groups of vicinity schools become active
10. Supporting raised beds program

MGML Program Sustainability

1. **MGML TLM**
    - TLM softcopies are available in CDC website
    - CDC website link is available in GNHA webpage
    - R/Municipality shall print out the TLM and distribute to concern schools.
    - Digital print on demand of TLM will be available

2. **Workbook**
    - Workbook has been mainstream (Class 1-3)

3. **Cluster Workshop (Teacher's Learning Circle - TLC)**
    - Established cluster workshop groups
    - Provide opportunity to participate on workshop in regular clusters of ongoing projects
    - Establish peer review and learning system (In-House Workshop)
    - Report submission in R/Municipalities in yearly basis
    - Advocate to mainstream in R/Municipality level

4. **Mother Group Mobilization**
    - Mother Group formation and mobilization in primary level
    - Systemized regular monthly meeting of Mother Group
    - Parent Education to mother group through MGML trained teachers
    - Students saving program has been connected with mother groups
    - Advocate to mainstream in school level through R/Municipalities

5. **Stationeries and Consumables**
    - Mainstream in R/Municipality budget
    - Advocate to mainstream in CEHRD/Education Development Coordination Unit

6. **Training**
    - Advocate to mainstream in Education Training Centers
    - Advocate in R/Municipality level to create the demand of MGML training in TPD model

7. **Roster Trainers mobilization**
    - Submit the list of Roster Trainers available in R/Municipalities
    - Mobilization of Roster Trainers in Cluster Workshop and trainings

8. **Follow up**
    - Randomly follow up from R/Municipality level
    - Surprise visit from GNHA and Partner NGO