

# **NEPAL SKILL INITIATIVE PROJECT (NSIP)**

## **STRATEGIC PLAN**

2023-2027

*“Quality Education and Resilient Environment for Just Society*

**2023**

## Strategic Plan-At a Glance

### Strategic Plan-At a Glance

**Vision:** Quality education and resilient environment for just society

**Mission:**

- Ensure all children have access to quality and inclusive education, and a resilient environment for their holistic development.
- Support in addressing humanitarian needs through inclusive and equitable interventions.

**Core Values:** Integrity, Commitment, Discipline, Respect, Responsibility, Gender equality and inclusiveness, and Innovation

**Guiding Principles:** Stewardship, Accountability, Truthfulness, and Cooperation beyond boundaries, Sustainable Environment, Towards Mission, Addressing People's Voices and Aspiration, Synergy Building, Programme Integration, and contributing to achieving national policy

To ensure the quality education and resilient environment for the realization of

Goals

Strategic  
Priorities

Strategic  
Objectives

Operational  
Strategies/  
Approach

Monitoring  
and  
Review

Quality and Inclusive  
Education

**SO 1:** Improve the quality and inclusiveness of education, and ensure access to appropriate and life-long learning.

Resilient Environment

**SO 2:** Contribute to environmental conservation, and climate change adaptation through school and community engagement.

Humanitarian Response

**SO 3:** Support in addressing the humanitarian needs in accordance with Core Humanitarian Standards (CHS).

Cross-Cutting Issues

**SO 4:** Intensified safeguarding, inclusiveness & gender equality among vulnerable groups, & provide ICT for effective service delivery.

Research, Innovation  
and Advocacy

**SO 5:** Contribute to generating evidence through research, innovation & strengthening policy advocacy & institutional development

1. Geographic Focus
2. Prioritizing Beneficiaries and Stakeholders
3. Partnership and Collaboration
4. Accountability
5. Risk Management
6. Performance Management
7. Advocacy and Lobby
8. Knowledge Management
9. Communication and Networking
10. Community Mobilisation
11. Change Management
12. GESI Mainstreaming
13. Programme Monitoring and Evaluation
14. Institutional Development

External Evaluation (Each 2.5 yrs), General Assembly Level (Yearly), Exe. Board Level (Quarterly), SMT Level (Bi-monthly) and Project Level (Monthly)

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## **1. BACKGROUND AND REVIEW OF PREVIOUS PLAN**

### **1.1. An Overview of NSIP**

Nepal Skill Initiative Project (NSIP) was established in 2023 as a non-governmental organisation (NGO) with the motto "quality education for just society".

NSIP has been working with the prime focus on education development and environmental sustainability. It adopts a holistic approach for ensuring quality and inclusive education in rural community schools in Nepal and contributes to environment development and sustainability with the principle of collaboration, coordination and partnership in the local level. The organisation works to strengthen ECED, strengthen school management and governance, capacity enhancement of teachers, provides remedial teaching support and alternative education support, school infrastructural development, supports in mainstreaming Gender Equality, Disability and Social Inclusion (GEDSI), and intervenes in school based DRR.

### **1.2 Rationale of the Strategic Plan**

Strategic planning is a disciplined way of thinking and course of action for an organisation to determine how decisions made today may affect the organisation over a given period of time. It is a process that links short term, medium term and long-term plans. It allows management to assess the competitive advantage and relative value of alternative courses of action. It clearly defines the purpose of the organisation and establishes realistic goals and objectives consistent with that mission in a defined time frame within the organisation's capacity for implementation. Strategic planning also develops a sense of ownership of the plan and ensures the most effective use of the organisation's resources by focusing on the key priorities.

Strategic planning is the overall planning that facilitates the good management of an organisation. This strategic plan will support NSIP to provide direction for future day-to-day envisioning and planning. This strategic plan will develop clarity about the organisation's core values – shaping NSIP into a more values driven organisation with an emphasis on democratic governance within its organisational structure, as well as its programme/project development and execution strategies. This new Strategic Plan (2023-2027) is prepared with the aim of providing the strategic direction to the organisation for the coming five years.

## 2. COUNTRY CONTEXT ANALYSIS

### 2.1. External Context Analysis

- **Political Context:** Nepal has been in a state of political volatility for many decades. However, after the promulgation of the Constitution of Nepal, 215; the country formally turned into the Federal Republic of Nepal with the provisions of three tiers government: federal (centre), provincial (#7 provinces), and local governments (#753 local bodies). The three levels of government are distinctive, independent and interrelated, and provide specific power and functions.

The Government of Nepal held the election of three tiers of government in 2017. The Communist Party of Nepal became largest party in the Federal Parliament with two-third majority and formed the government. Due to the internal conflicts within the party, the Parliament was dissolved in December 2020 but the Supreme Court overturned the decision of dissolution of Parliament claiming it as unconstitutional in February 2021. A few months later in May 2021, the Parliament was once again dissolved. However, the Supreme Court reinstated the Parliament and ordered it to appoint a new prime minister of Nepal.

The internal conflict in the party politics of Communist Party of Nepal has led to the current political crisis in the country. The Communist Party of Nepal again fragmented resulting in the UML and Maoist Centre to turn back to their original position. Similarly, within the UML, a new party named the Communist Party of Nepal (United Socialist) was formed. Following the order of Supreme Court, Sher Bahadur Deuba became the prime minister of Nepal leading the coalition government comprising Nepali Congress, Communist Party of Nepal (Maoist Centre), Communist Party of Nepal (United Socialist), People's Socialist Party and National Peoples' Front.

The major political parties namely Nepali Congress, Communist Party of Nepal (UML) and Communist Party of Nepal (Maoist Centre) held their general assembly in 2021. In the meantime, the government of Nepal had declared that local level elections were to be held on May 2023. Now, much of Nepal's political efforts are concentrated in the local level elections. In addition, the provincial and federal level elections have to be held in 2023. As such, political activities are expected to be more vibrant in 2023 and early 2023. This situation may drastically affect policy and programme formulation and implementation, particularly in the education sector.

- **Economic Context:** Nepal's Gross Domestic Product (GDP) is USD 1191 per capita. The estimated growth for 2020/21 is 5.0%. The annual inflation rate for 2021 was about 3.6% and for 2023 it is expected to be 5.7%. The reliance on tourism and agriculture makes Nepal's economy very sensitive to climate variability. The contribution of the agricultural sector to Nepal's economy is significant, representing a 19.9% share of the GDP in 2021. COVID-19 has significantly disrupted the economic growth in Nepal, particularly in 2020/21. The rapid spread of the Omicron variant in early 2023 indicates that the pandemic will likely continue to disrupt economic activities in the near term. However, the GDP growth is expected to expand by 3.9% in this fiscal year ending on mid-July 2023. Remittances sent to the country by migrant workers make up about 30% of GDP (Economic Survey 2021).

Poverty remains a prevalent issue in Nepal. 17.4% of people are still multidimensionally poor in Nepal. Looking at the province-wide distribution of the multidimensional poverty rate, Karnali has the highest rate at 39.5%, whereas Bagmati has the lowest rate at 7.0% (NPC-MPI Report, 2021). COVID-19 has been a catalytic factor for increasing poverty. Due to the COVID-19 pandemic and its consequences, the majority of the workers in the informal economy lost their employment, directly affecting their lives and livelihoods.

Nepal is heavily dependent on external aid. However, the utilisation of foreign aid has not been used consistently, particularly after the 2015 earthquake. The Economic Survey 2019/20 indicates that 39.54 billion in foreign aid was utilised in 2015/16, NPR 40.81 billion in 2016/17, NPR 39.31 billion in 2017/18, NPR 22.89 in 2018/19, and NPR 23.21 billion in 2019/20.

**Social Context:** According to the Human Development Report (HDR 2020), the human development index (HDI), the value of Nepal has gradually improved year-over-year. The HDR 2020 has ranked Nepal 142nd in the world with a HDI value of 0.602. According to the Census Report 2021, the population of Nepal has reached 29,192,480, which is an increase of 2,697,976 compared to a population of 26,494,504 ten years ago. The average annual growth rate is 0.93%, a decrease from the data reported in the Census Report of 2001-2011, which presented a growth rate of 1.35%. Out of the total population, 14,291,311 are males (49%) and 14,901,169 are females (51%). This latest census report has indicated the increase in migration.

A total of 2,169,478 Nepali persons are living abroad, an increase from 1,921,494 in 2011. Among them, 1,684,029 are males while 237,400 are females. The census report also highlighted that the number of women that migrated to foreign countries has increased by 71% in comparison to the previous census owing to the development of information and technology (CBS, 2021).

The HDR 2020 also indicates that the life expectancy at birth in Nepal is 70.8 years. The Constitution of Nepal has committed to eliminating all forms of discrimination, building an egalitarian and inclusive society, and achieving economic equality, prosperity, and social justice. However, discrimination based on caste/ethnicity, geography, and gender is still prevalent in Nepal. The gender disparity is also a pressing issue in Nepal. Gender equity is well outlined in different government plans, policies, and programmes. For example, the National Action Plan for UN Resolutions 1325 and 1820 - the first in South Asia — and a very ambitious quota policy on gender equity in governance structures has been adopted by Government of Nepal. The 17 Sustainable Development Goals (SDGs) set out in that Agenda include achieving gender equality by 2030. In SDGs, the status and Roadmap – 2016-2030, Nepal's National Planning Commission (NPC) emphasised the alignment between the SDGs and “the fundamental rights of the citizens enshrined in the Constitution of Nepal”. However, much remains to be done to uproot gender-based discrimination at various levels.

- **Technological Context:** Technology is a tool to minimise the efforts of human beings, and can provide better results and outputs. Increasingly, many different kinds of technologies are being employed in the current world. Nepal's government, corporate houses, and I/NGOs of Nepal are increasingly adopting the usage of differing

technologies. However, there are concerns about what the appropriate technologies are for small holders, producers, and so on.

Furthermore, ICT is also recognized as a tool in improving access to basic information and services. There is a significant improvement in communications access across the country. Smart phones and telephones are much more common in Nepal today. They are used not only for making telephone calls but also for sending/receiving messages, listening to the radio and accessing the internet, email, and social media. They are the most powerful and widely used means of communication. More importantly, due to the COVID-19 pandemic, the trend of using technology has increased tremendously. Virtual platforms have been used for work, meetings and even attending classes at schools, colleges, and universities in Nepal.

According to the statistics provided by the DATAREPORTAL, as of January 2021 there were 38.61 million mobile connections in Nepal; there were 13.00 million social media users in Nepal; and there were 10.78 million internet users in Nepal. People are using different social media platforms for different purpose like expressing the dissatisfaction, commenting, and for campaigning. Similarly, television and radio are other common forms of ICT in rural and urban areas. It is also important to consider how ICT may be employed for usage by farmers in Nepal, and how can we ensure its effectiveness in terms of building a sustainable and self-reliant society.

- **Educational Context:** The Constitution has guaranteed compulsory and free basic level education to all citizens, and free education up to the secondary level. Furthermore, the Constitution has also provisioned the right to free education for people with disabilities and economically deprived people; and right to an education in one's mother tongue. The government has enacted the Basic Education Act, 2075; National Education Policy, 2076; and the Education Sector Plan -2021/2030. Furthermore, the SSDP (2073-2078) has been supporting planning and development of education related programmes aligning with the Constitutional provisional and federal structures.

According to the Ministry of Education, Science and Technology (MoEST), about 80 percent of students study in community schools. The national literacy rate of Nepal is 67.9% (2018). The HDR 2020 reveals that the expected years of schooling is 12.8 years, and that the mean years of schooling is 5 years. The Net Enrolment Rate (NER) in ECED is 67.2%, Basic Education (1-5) is 97.1% and Basic Education (1-8) is 93.8%. The retention rates up to class 8 is 79.3%. Similarly, the NER at the secondary level is 47.6%. The Gender Parity Index in Basic Education is 0.98, whereas that of secondary level is equitable. The enrolment rate of Dalit in ECED, Basic Level and Secondary Level has been significantly increased to 18.5%, 19.5% and 18.2% respectively (Education Sector Plan, 2077).

There are significant gaps between rural and urban groups, males and females, and between ethnic and social groups regarding participation in education. Those from remote rural areas, females, ethnic minorities, Dalits, and the poor are the most disadvantaged in terms of educational attainment. External challenges include frequent changes in government decisions. Internal challenges include the lack of integration with other sectors and across the lines of ministry, and the lack of use of uniform tools and guidelines. Additionally, school governance is weak with school management



committees and parent-teacher associations having low levels of understanding of their roles. Access to education is limited for some groups due to their culture (Jungle people Raute live in Jungle), customs (Dalit, ethnic minorities) and religious (Muslim). Also, teenage girls often do not regularly attend school due to the lack of sufficient sanitation provision in schools. Many children are not in school and are not being reached by any informal education. Furthermore, there is a gap in life-skill capacities of teenagers, making them unprepared for adult life. About 2.7% of children – approximately 900,000 in total – are still out-of-school in Nepal (MoEST).

After federalisation, the school education is in the jurisdiction of the local government. However, it is necessary to have close coordination and collaboration among all three tiers of governments to ensure effective school governance, quality of education and effective implementation of policies, and plans. Monitoring the progress of education access, setting monitoring standards, codes of conduct, and plans are required to ensure quality school level education.

- **Environmental Context:** Nepal is a landlocked country, located between India and China. The terrain is generally mountainous, and altitudes range from 100 meters to 8,848 meters - the height of the world's highest peak, Mount Everest. The altitude influences the climate conditions of Nepal. Nepal's plains are subtropical and feature warm temperatures, whilst the hill areas feature an alpine climate. In the high altitude, mountainous region, temperatures are often freezing. Due to its geography and geology, Nepal is extremely vulnerable to natural hazards - a fact which will be further aggravated by climate change. Nepal is also a disaster-prone country and is subjected to annual floods and landslides. Because of global warming, Nepal's average temperature is increasing rapidly in comparison to the global average. Nepal is also ranked 4th in terms of vulnerability to climate-change-induced hazards such as a delay in monsoons, glacier melting leading to flooding, increased temperatures in mountain areas leading to spread of disease caused by mosquitoes, and an adverse impact on biodiversity and ecosystems.

Climate change induced consequences like erratic rainfall, biodiversity loss, incidence of new diseases, and natural disaster are causing increasingly greater loss and hardship. The people of Nepal, particularly the rural poor, are directly dependent on natural resources for survival, and a significant portion of Nepal's economy comes from climate-sensitive industries such as agriculture, forestry, and eco-tourism. Poverty, deforestation, pollution, and rapid population growth are major environmental challenges of Nepal.

Nepal is urbanizing rapidly with a great negative impact on its environment. According to the Preliminary Report of 2021 Census, 66.08% of Nepalis live in urban areas. Urbanisation in an uncontrolled and unorganised manner, with no policy of migration, creates a negative impact on the environment and on public well-being. Urbanisation affects the physical environment through the impacts of overpopulation, namely the harmful activities of people and a greater demand on resources. Urbanisation has negative consequences on health due mainly to pollution and overcrowded living conditions.

Nepal has several policies, strategies, and frameworks to tackle climate change and promote environmental sustainability. Nepal's Climate Change Policy (2011) envisions a country spared from the adverse impacts of climate change. By considering climate justice, and through the pursuit of environmental conservation, human development, and sustainable development, Nepal's Climate Change Policy (2011) seeks to achieve a more prosperous society. The Forestry Sector Strategy (2016-2025) aims to enhance Nepal's forest carbon stock by at least 5 percent by 2025 as compared to the 2015 level, and to decrease the mean annual deforestation rate by 0.05 percent from about 0.44 percent and 0.18 percent in the Terai and Chure respectively. Nepal Biodiversity Strategy and Action Plan (2014-2020) emphasises biodiversity conservation and ecosystem resilience as keys to national prosperity.

## **2.2. Key Players/Stakeholder Analysis**

The key players/stakeholder analysis helps in understanding the key actors including individuals and organisations; their role, behaviour, intentions, inter-relations, and interests; and assessing the influences and resources they bring to decision-making and/or implementation process. In developing the Strategic Plan, NSIP has analysed the primary stakeholders of different categories in different level. Based on the nature of interventions of NSIP, government agencies, I/NGOs, bi-lateral and multi-lateral agencies, networks, associations and forums, and business communities and the corporate sectors are the key players/stakeholders. *The detail analysis has been given in the Annex-1.*

### 3. INSTITUTIONAL SWOT ANALYSIS

SWOT is an acronym for “Strengths, Weaknesses, Opportunities and Threats” that aims at evaluating an organisation by specifying its objective, and identifying the internal and external factors that are favourable and unfavourable to achieve that objective. The Strengths and Weakness are the internal factors within the organisation, whereas Opportunity and Threats are the external factors. The consolidated form of the institutional SWOT is presented below:

	<b>HELPFUL</b> (to achieve the objective)	<b>HARMFUL</b> (to achieve the objective)
<b>INTERNAL ORIGIN</b> (attributes of the organisation)	<b>STRENGTHS</b>	<b>WEAKNESSES</b>
	<ul style="list-style-type: none"> <li>• Extensive experience in education sector at national and grassroots level</li> <li>• Application of best practices/lesson learnt</li> <li>• Strong relationship with government, partners, and stakeholders</li> <li>• Long term donor with high degree of retention and stable source of funding</li> <li>• Appropriate working environment and teamwork culture</li> <li>• Adequacy of guiding documents and policies</li> </ul>	<ul style="list-style-type: none"> <li>• Weak Human Resource Management lacking development strategies</li> <li>• Less democratic decision-making culture</li> <li>• Lack of R&amp;D</li> <li>• Confined to limited donors/funding resources</li> <li>• Lack of inter-departmental coordination</li> <li>• Weak organisational mandate</li> <li>• Gaps in coordination and M&amp;E</li> <li>• Lack of systematic operation in organisation</li> </ul>
<b>EXTERNAL ORIGIN</b> (attributes of the environment)	<b>OPPORTUNITIES</b>	<b>THREATS</b>
	<ul style="list-style-type: none"> <li>• New possibilities of collaborations with government and other stakeholders</li> <li>• Widespread use of ICT</li> <li>• Rising awareness on education and environment issues</li> <li>• Supportive external and relevant thematic policies/laws</li> <li>• Support from donor agencies and other sector organisations</li> <li>• Increased credibility in the industry</li> <li>• Increased media coverage and promotion of work</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of trust (Inter organisational)</li> <li>• Declining source of funds in the industry and shift in donor interest to immediate causes</li> <li>• Severe competition in the thematic areas</li> <li>• Prevalence and reoccurrence of pandemics (Acts of God)</li> <li>• Lack of distinct plan regarding education from government</li> <li>• Unstable government resulting in unstable policies</li> </ul>

## 4. ORGANISATIONAL FEATURES AND STRATEGIC FRAMEWORK

### 4.1. Vision:

Quality education and resilient environment for just society

### 4.2. Mission:

- Ensuring all children have access to quality and inclusive education and a resilient environment for their holistic development.
- Support in addressing humanitarian needs through inclusive and equitable interventions.
- Institutionalise research and innovation for programme designing and policy advocacy.

### 4.3. Core Values and Guiding Principles

- **Core Values:**

- **Integrity:** We will be honest, accountable, consistent, transparent, and responsible in all our actions, decisions, and behaviours.
- **Commitment:** We will strictly follow our goals during the good times and the bad times when barriers get in the way and are committed to mutually beneficial relationships.
- **Disciplined:** We will have self-control in our actions that drive the systematic and consistent effort to get results.
- **Respect:** We will value everyone and treat all with respect and dignity and provide our services in a professional way.
- **Responsibility:** We will plan, implement, and evaluate our services and take full ownership of the actions, decisions, and results for future generations.
- **Gender equality and inclusiveness:** We fully believe in gender equality and inclusion and will promote it in our organisational structures and programme interventions.
- **Innovation:** We will provide the highest quality of services and continuously strive to improve the standards of professional excellence through creativity and innovation.

- **Guiding Principles:**

- **Stewardship:** NSIP embodies the responsible planning and management of resources to improve its donor retention rate, encourage donors to give more and build a meaningful community
- **Accountability:** NSIP ensures empowered and responsible staff and managers who have more authority and responsibility for decision-making, can improve the delivery of its aims and objectives, and can improve the management of human and financial resources.
- **Truthfulness:** NSIP is honest and truthful in its dealing with its donors, project beneficiaries, staff, membership, partner organisations, government, and the public in general.
- **Cooperation beyond boundaries:** NSIP is willing to work beyond the borders of politics, culture, race, and ethnicity, within the limits of the organizing documents and with organisations and individuals who share common values and objectives.

- **Sustainable Environment:** NSIP continues to fulfil its mission over time and in doing so meets the needs of its key stakeholders – particularly its beneficiaries and supporters.
- **Towards Mission:** All interventions should contribute to achieving the mission of NSIP.
- **Addressing People’s Voices and Aspiration:** All actions of NSIP are based upon, and focused on, addressing the people’s voices and aspirations for and with whom it works.
- **Synergy Building:** We avoid duplication and promote collaboration with concerned stakeholders at all levels for synergy and a lasting impact.
- **Programme Integration:** Inclusion and accountability, as well as gender, disability, and youth issues are integrated into all programme interventions.
- **Contributing to achieving national policy, plan, and commitments:** Our actions complement state initiatives and contribute to achieving broader national goals.

#### 4.4. Strategic Priorities (Thematic Areas/Impact Areas)

- **Theme 1: Quality and Inclusive Education**
  - Teaching-learning
  - School Governance
  - School Infrastructure
  - Technical and Vocational Education
  - School Health and WASH
- **Theme 2: Resilient Environment**
  - Climate Change Adaptation and Mitigation
  - Bio-diversity Conservation
  - Resilient Livelihood
- **Theme 3: Humanitarian Response**
  - Disaster Risk Reduction and Management
  - Extreme Poverty and Hunger
  - Food Insecurity
- **Theme 4: Cross-Cutting Issues**
  - Gender Equality, Disability and Social Inclusion (GEDSI)
  - Child Protection and Safeguarding
  - Information, Communication and Technology (ICT)
- **Theme 5: Research, Innovation and Advocacy**
  - Research
  - Resource Development
  - Innovation and Knowledge Management
  - Policy Advocacy

#### 4.5. Strategic Goal:

- To ensure the quality education and sustained environment for the wellbeing of children and community as whole.

#### 4.6. Strategic Objectives:

1. **Strategic Objective:** Improve the quality and inclusiveness of education, and ensure access to appropriate and life-long learning.
2. **Strategic Objective:** Contribute to environmental conservation and climate change adaptation through school and community engagement.
3. **Strategic Objective:** Support in addressing humanitarian needs in accordance with the Core Humanitarian Standards (CHS).
4. **Strategic objective:** Intensified safeguarding, inclusiveness and gender equality among vulnerable groups, and provide ICT for effective service delivery.
5. **Strategic objective:** Contribute to generating evidence through research and innovation and strengthening policy advocacy and institutional development.

#### 4.7. Priority Areas, Specific Objectives, Impact Areas/Output and Major Activities

<b>Theme 1: Quality and Inclusive Education</b>	
<b>Strategic Objective 1:</b>	Improve the quality and inclusiveness of education, and ensure access to appropriate and life-long learning.
<b>Intervention Areas/Output</b>	<b>Major Activities/Interventions</b>
<b>1.1. Improved Teaching-learning environment</b>	<ul style="list-style-type: none"> <li>• Teachers' professional development training.</li> <li>• Educational material support</li> <li>• In-school support and follow up</li> <li>• Strengthening evaluation system</li> <li>• Classroom and school library management</li> <li>• Catch-up classes for out-of-school children</li> <li>• Local curriculum</li> </ul>
<b>1.2. Strengthening school management and governance system</b>	<ul style="list-style-type: none"> <li>• Leadership and management training to School Leaders</li> <li>• SIP and Social Audit</li> <li>• Strengthen School Appraisal System</li> <li>• Parental education and community engagement</li> </ul>
<b>1.3 Supported school physical facility development</b>	<ul style="list-style-type: none"> <li>• Renovation and construction</li> <li>• Furniture and furnishing</li> <li>• STEMS-based lab set up</li> <li>• Recreational material support</li> </ul>
<b>1.4. Supported for the Technical and Vocational Education</b>	<ul style="list-style-type: none"> <li>• Skill training for on-farm and off-farm</li> <li>• Short term entrepreneurship training</li> <li>• Teachers' capacity development</li> </ul>

<b>1.5. Improved School Health and WASH</b>	<ul style="list-style-type: none"> <li>• Renovation of WASH facilities</li> <li>• SRH and MHM training</li> <li>• School waste management and disposal</li> <li>• Hygiene Kit support</li> <li>• Mobilisation of Child Club/Traditional Healers for SRH and MHM</li> <li>• Awareness and advocacy of WASH</li> </ul>
<b>Theme 2: Resilient Environment</b>	
<b>Strategic Objective 2:</b>	Contribute to environmental conservation, and climate change adaptation through school and community engagement.
<b>Intervention Areas/Output</b>	<b>Major Activities/Interventions</b>
<b>2.1. Support/strengthen the Climate Change Adaptation and Mitigation initiatives</b>	<ul style="list-style-type: none"> <li>• Preparation of Climate Action Plan (LAPA, CAPA)</li> <li>• Support Green School and mobilisation of ECO Club</li> <li>• Support plantation and community waste management</li> </ul>
<b>2.2. Supported biodiversity conservation initiatives at the local level</b>	<ul style="list-style-type: none"> <li>• Conduct awareness activities on conservation</li> <li>• ECO-library set up</li> <li>• Establish nursery at the local level</li> <li>• Strengthening Community Forest Users Group (CFUG)</li> <li>• Protect and conserve flora and fauna</li> </ul>
<b>2.3. Improve the coping capacity of vulnerable families through Resilient Livelihood initiatives</b>	<ul style="list-style-type: none"> <li>• On-farm and off-farm livelihood support</li> <li>• Market assessment and linkages</li> <li>• Business start-up support</li> <li>• Saving and Credit Group Mobilisation</li> </ul>
<b>Theme 3: Humanitarian Response</b>	
<b>Strategic Objective 3</b>	Support in addressing humanitarian needs in accordance with the Core Humanitarian Standards (CHS).
<b>Intervention Areas/Output</b>	<b>Major Activities/Interventions</b>
<b>3.1. Enhance the capacity of Disaster Risk Reduction and Management</b>	<ul style="list-style-type: none"> <li>• Capacity development on DRRM plan preparation</li> <li>• Preparedness equipment support</li> <li>• IEC/BCC material development and distribution</li> <li>• Media mobilisation</li> </ul>
<b>3.2. Support to reduce Extreme Poverty and Hunger intervention</b>	<ul style="list-style-type: none"> <li>• Relief package support in emergencies</li> <li>• Advocacy, lobbying for right to food</li> <li>• IGP Support</li> </ul>
<b>Theme 4: Cross-cutting</b>	

<b>Strategic Objectives</b>	Intensify safeguarding, inclusiveness, and gender equality among vulnerable groups, and provide ICT for effective service delivery.
<b>Intervention Areas</b>	<b>Major Activities</b>
<b>4.1. Promote Gender Equality, Disability and Social Inclusion (GEDSI)</b>	<ul style="list-style-type: none"> <li>• Capacity enhancement</li> <li>• Strengthening GBV response mechanism</li> <li>• Disability friendly advocacy</li> </ul>
<b>4.2. Strengthening Child Protection and Safeguarding</b>	<ul style="list-style-type: none"> <li>• Orientation and training to PTA and child clubs on child protection and safeguarding</li> <li>• Strengthening complaint handling mechanism</li> <li>• IEC and BCC material development and Child Bulletin publication</li> </ul>
<b>4.3. Promote Information and Communications Technology (ICT) for effective service delivery</b>	<ul style="list-style-type: none"> <li>• ICT based pedagogical training</li> <li>• Improve digital literacy</li> <li>• Online and offline teaching material support</li> <li>• Institutionalised ICT based intervention within the organisation</li> </ul>
<b>Theme 5: Research, Innovation and Advocacy</b>	
<b>Strategic Objectives</b>	Contribute to generating evidence through research and innovation and strengthening policy advocacy and institutional development.
<b>Intervention Areas</b>	<b>Major Activities</b>
<b>5.1. Conducted research and studies</b>	<ul style="list-style-type: none"> <li>• Impact studies</li> <li>• Development research</li> <li>• Survey</li> <li>• Policy reviews and analysis</li> <li>• Baseline and inline</li> <li>• Strengthen capacity of researchers</li> </ul>
<b>5.2. Strengthen Resource Development initiatives</b>	<ul style="list-style-type: none"> <li>• Development of teaching and learning materials</li> <li>• Publications of resource materials</li> <li>• Training packages, policy guidelines</li> </ul>
<b>5.3. Institutionalised Innovation and Knowledge Management initiatives</b>	<ul style="list-style-type: none"> <li>• Alternative education</li> <li>• Data tracking system</li> <li>• Short film and documentation</li> <li>• M&amp;E system strengthening</li> <li>• Institutional capacity development</li> <li>• Capture lesson learnt and best practices</li> <li>• Facilitate learning sharing events at local, province and centre levels</li> </ul>
<b>5.4. Improved Policy Advocacy at national, provincial, and local level</b>	<ul style="list-style-type: none"> <li>• Educational plan development support for local government</li> <li>• Educational contingency plan for local government and schools</li> </ul>



- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Advocacy on safeguarding at the local level</li></ul> |
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#### 4.8.Strategic Result Framework

<b>Theme 1: Quality and Inclusive Education</b>					
<b>Strategic Objective 1:</b>	Improve the quality and inclusiveness of education, and ensure access to appropriate and life-long learning.				
<b>Intervention Areas/Output</b>	<b>Indicators for Change</b>	<b>Baseline (As of 2023)</b>	<b>Targets</b>	<b>Time Frame (Year Wise)</b>	<b>Remarks</b>
<b>1.3. Improved teaching-learning environment</b>	# of schools reached with improved teaching learning environment				
<b>1.4. Strengthening school management and governance system</b>	# of schools strengthened on school management and governance system				
<b>1.3 Supported school physical facility development</b>	# of schools supported on physical facility development				
<b>1.4. Supported Children for the Technical and Vocational Education</b>	# of children received Technical and Vocational Education Support				
<b>1.5. Improved School Health and WASH</b>	# of schools reached to improve Health and WASH facilities				
<b>Theme 2: Resilient Environment</b>					
<b>Strategic Objective 2:</b>	Contribute to environmental conservation and climate change adaptation through school and community engagement.				
<b>Intervention Areas/Output</b>	<b>Indicators for Change</b>	<b>Baseline (As of 2023)</b>	<b>Targets</b>	<b>Time Frame (Year Wise)</b>	<b>Remarks</b>
<b>2.1. Support/strengthen the Climate Change Adaptation and Mitigation initiatives</b>	# of supported schools strengthened on climate change adaptation and mitigation practices				

<b>2.2. Supported Bio-diversity Conservation initiatives at the local level</b>	# of Palikas reached with Bio-diversity Conservation initiatives				
<b>2.3. Improved the coping capacity of vulnerable families through Resilient Livelihood initiatives</b>	# of families benefitted with Resilient Livelihood initiatives				
<b>Theme 3: Humanitarian Response</b>					
<b>Strategic Objective 3</b>	Support in addressing the humanitarian needs in accordance with Core Humanitarian Standards (CHS).				
<b>Intervention Areas/Output</b>	<b>Indicators for Change</b>	<b>Baseline (As of 2023)</b>	<b>Targets</b>	<b>Time Frame (Year Wise)</b>	<b>Remarks</b>
<b>3.1. Enhance the capacity on Disaster Risk Reduction and Management</b>	# of schools enhanced their capacity on Disaster Risk Reduction and Management				
<b>3.2. Support to reduce Extreme Poverty and Hunger intervention</b>	# of supported families to reduce extreme Poverty and Hunger intervention				
<b>Theme 4: Cross-cutting</b>					
<b>Strategic Objectives</b>	Intensified safeguarding, inclusiveness and gender equality among vulnerable groups, and provide ICT for effective service delivery.				
<b>Intervention Areas</b>	<b>Indicators for Change</b>	<b>Baseline (As of 2023)</b>	<b>Targets</b>	<b>Time Frame (Year Wise)</b>	<b>Remarks</b>
<b>4.1. Promote Gender Equality, Disability and Social Inclusion (GEDSI) in school</b>	# of schools promoted GEDSI				
<b>4.1.1 Promote Gender Equality, Disability and Social Inclusion (GEDSI) in community member</b>	GEDSI related PSA reached to community members				

<b>4.2. Strengthen Child Protection and Safeguarding</b>	# of children strengthened on Child Protection and Safeguarding				
<b>4.3. Promote information and communications technology (ICT) for effective service delivery</b>	# of schools having access to ICT				
<b>Theme 5: Research, Innovation and Advocacy</b>					
<b>Strategic Objectives</b>	Contribute to generating evidence through research and innovation and strengthening policy advocacy and institutional development.				
<b>Intervention Areas/Output</b>	<b>Indicators for Change</b>	<b>Baseline (As of 2023)</b>	<b>Targets</b>	<b>Time Frame (Year Wise)</b>	<b>Remarks</b>
<b>5.1. Conduct research and studies</b>	# of research projects and studies conducted				
<b>5.2. Strengthen Resource Development initiatives</b>	Types of Resource Development initiatives				
<b>5.3. Institutionalised Innovation and Knowledge Management initiatives</b>	# of initiatives for Innovation and Knowledge Management				
<b>5.4. Strengthen Policy Advocacy at national, provincial and local level</b>	# of events conducted on Policy Advocacy at National and Sub-national entities				

Referring to the result framework, the implementation of this strategic plan will be further elaborated in the Annual Work Plan, specifying the activities of NSIP each year.

## 5. OPERATIONAL STRATEGIES/APPROACHES

### 5.1. Geographic Focus

In order to generate impact at the largest possible scale, in line with its strategy, available resources and contextual changes, NSIP will continue to focus on areas affected by poverty, disaster vulnerability, climate change, and development indicators. Eastern, Western, and Far-West Terai, the Central Hills, and the Mountains combine large numbers of impoverished people. These areas are disaster prone and feature comparatively low development indicators. NSIP will primarily intervene in the areas that are not yet saturated with donor presence and where it can develop synergies with existing initiatives. NSIP will expand its working area based on its experience and demand of local communities, and the availability of financial resources

#### **Prioritizing Beneficiaries and Stakeholders**

A key focus of NSIP's is with prioritising the beneficiaries of its projects. NSIP's beneficiaries are: community school's stakeholders, local child clubs, girls and women, Dalit, Janajati, and underprivileged and marginalised groups. Similarly, the major stakeholders are the local governments, district officials, government line-ministries, donors, and like-minded organisations and networks.

### 5.2. Partnership and Collaboration

NSIP is committed to working in partnership and collaboration in ways that foster participation and sustainability. This strategic plan incorporates learning from working in partnerships and collaborations over the past years, and we expect to continue to strengthen our partnership and collaboration strategy through the following processes:

- **At the community level** our partnership process will be streamlined to encourage tangible community focused programmes sooner in the process. We will also collaborate with local governments to synergize the effort by sharing resources, learning, and expertise. We will also support the formulation of local policy, particularly policies related to education and the environment.
- **At the district and provincial level**, NSIP coordinates and collaborates with concerned stakeholders and supports the implementation of their policies and programmes.
- **At the national level** we will encourage strong partnership structures for flexibility and opportunistic mobilisation to address specific programme goals and objectives. We will also collaborate at the national level to conduct advocacy for policy formulation and reformation.

We value our partner organisations and collaborators, particularly, at the Central level- MOEST, DOE, NCED, CDC, SWC and community-based EDU, DCC, DAO, CBOs and schools. We recognise the challenge of balancing the need for community focused programmes with the potential to create dependency. We are confident that our strong working relationships, understanding of the context, and commitment to capacity

building enables us to ensure that community programmes are appropriate and delivered in ways which support sustainability and community ownership in the long run.

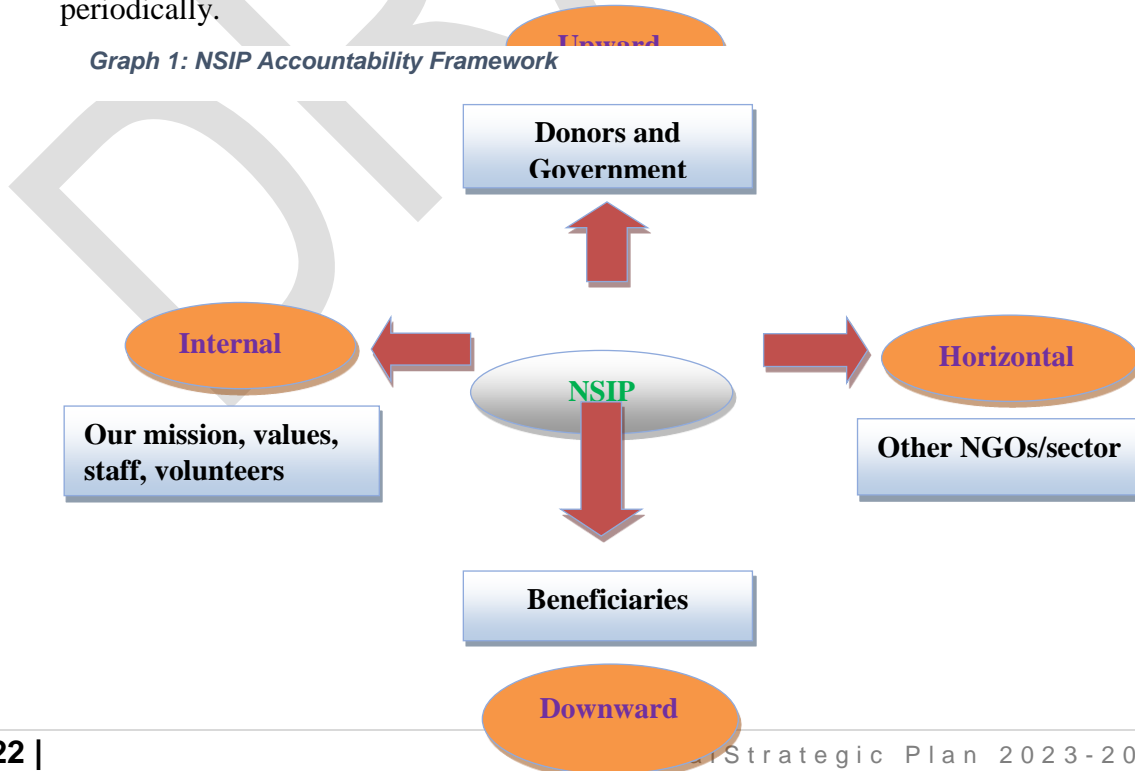
### 5.3. Accountability:

Accountability is about responsibilities and relationships. NSIP is accountable and takes ownership of the result of actions performed by it. For operational, legal, and ethical reasons, we implement the 360-degree accountability model to reduce the gap between donors, RID, and beneficiaries. By being responsible to others (upward accountability), we commit to donors and the government, and we accept and fulfil our responsibilities. By being responsible for oneself (internal accountability), we ensure and show that our organisation is always able to fulfil its responsibilities. By sharing responsibility with others (horizontal and downward accountability), we ensure the fulfilment of our responsibilities when working with our peer and beneficiaries.

### 5.4. Risk Management

Unavoidable risks may undermine the achievements of RID's strategic objectives. The main risk comes from political instability, policy changes, fraud, programme quality, operational issues, financial growth, and government fragility. NSIP will attempt to mitigate these risks by carrying out institutional assessments during project designs and carrying out supervision missions and setting up effective control mechanism within the organisation. The institutional capacities of NSIP will be developed to deliver efficient and inclusive services, by empowering rural people and their organisations to participate in planning, decision-making processes, and by developing mechanisms for improving access of marginalised groups to development benefits. Another major risk is related to extreme climatic events, which are already noticeable in the hills and mountains. To mitigate the risks, NSIP will develop a comprehensive 'Risk Management Strategy' and update it periodically.

Graph 1: NSIP Accountability Framework



## 5.5. Performance Management

The fundamental goal of performance management (PM) is to promote and improve an employee's effectiveness. The performance of each employee is fairly assessed, at least annually, at the end of the work plan or performance period. To conduct PM, well designed jobs, job descriptions, effective supervision, comprehensive employee orientation, and training will be incorporated to sustain a positive and supportive work environment using the following performance management cycle.

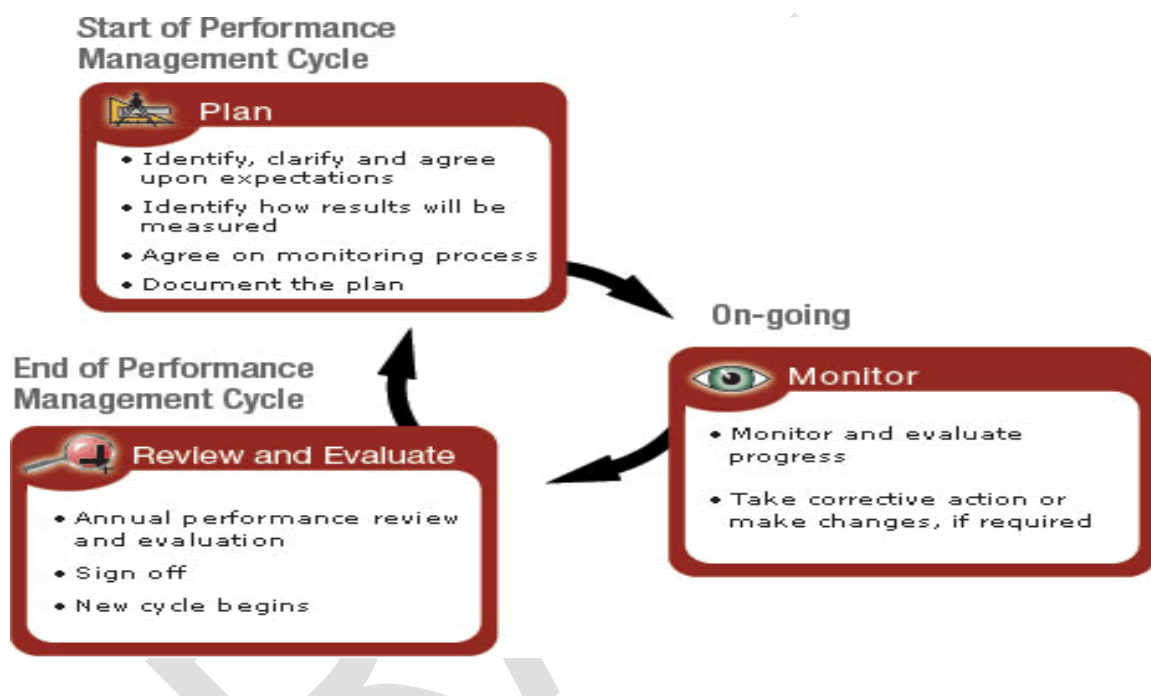


Figure 1: NSIP's Performance Management Strategy

NSIP will develop a team of qualified specialists within the organisation and/or hire experts from the market to plan, implement, monitor, coordinate and support the development of projects in its key thematic areas. NSIP will develop clear job descriptions and a strong Human Resource Development (HRD) Plan, competitive salaries and benefits, strong recruitment and performance management, and a feedback and feed-forwarding system. The Executive Committee (EC) and Management Team will enable the working environment to demonstrate creativity and professional excellence in their work. NSIP will craft an organisational culture in which high emphasis is placed on safety, security, and acknowledgement. NSIP will implement a reward system and provide career development opportunities including training, promotion, and studies.

## 5.6. Advocacy and Lobby

Advocacy involves speaking out in order to influence policy, decisions, attitudes and the behaviour of those with power on behalf of, and with, poor and marginalized people in

order to achieve positive and lasting social, educational and economic change. Working in the fields of education and environment, NSIP foresees many issues and agendas to advocate at the local, provincial, and national level. To strengthen the advocacy initiative, NSIP will develop an ‘Advocacy Strategy’ and carry out advocacy at the appropriate level.

### **5.7. Knowledge management**

Knowledge management is the process of capturing, distributing, and effectively using knowledge. NSIP will collect quantitative and qualitative data through project and programme M&E systems. Information will be processed and analysed in order to: generate lesson learning; capture good practices, successful innovations and potential for developing synergies and scaling up; detect gaps and weaknesses; and propose adaptations to project/programme operations. Knowledge will be captured through appropriate instruments (case studies, business model canvases, manuals, maps, and audio-visual tools) and will be stored in e-libraries hosted on NSIP programme/project websites. Knowledge will be shared with different stakeholders and on different platforms for replication and scaling up. The M&E Team will bear overall responsibility for developing the knowledge value chain, and for ensuring that knowledge management and communication are adopted in all projects. In order to widely share and disseminate knowledge generated through its work, NSIP will develop a detailed Knowledge Management Strategy and strengthen its knowledge management systems.

### **5.8. Communication and networking**

Non-profits or non-government organisations (NGOs) work towards addressing the social problems which remain largely unaddressed by the state and market, thus becoming the ‘voice of the citizens’ in various platforms. To organise the communication and networking initiatives, NSIP has already developed a ‘Communication Strategy’. The internal communication strategy would outline the internal line of command and the types of information to be shared with key actors within the organisation. NSIP’s Strategic Plan 2023-2027 will be outlined based on the stakeholder analysis that would also consider social media mobilisation. RID’s Communication Strategy works in a two-stage process. The first stage involves a mass communication strategy, by means of mailers, promotional campaigns, social media updates, and other strategies. The second stage will involve one-on-one involvement with the donor, with proposals, fund request appeals, timelines, and other relevant material.

### **5.9. Community Mobilisation**

NSIP works mostly for the benefit of rural and disadvantaged communities, focusing on education and environment. RID’s target beneficiaries include women, girls, youth and children. NSIP works in the rural and municipality levels and assists government schools with their capacity building. The modality in engaging the target community has been the social mobilisation through facilitation and empowerment of local communities. This initiative is possible only with the active participation and mobilisation of a community. Hence, NSIP will engage with local community members and will mobilise them to ensure that they have access to quality education and a resilient environment.



#### **5.10. Change Management**

The social and political context at the local, national, regional, and international levels is ever-changing. NSIP must address the changing socio-political context and manage its business plan accordingly. NSIP will review and analyse the circumstances at all levels and determine the appropriate course of action for effective management. NSIP will also periodically review the management strategies, programme plans, and work schedules to cope with the changing context. As a method of change management, NSIP will assess the internal and external situation annually and policies, plans, and programmes will be designed for organisational development and project implementation based on such an assessment.

#### **5.11. GEDSI Institutionalisation and Mainstreaming**

NSIP feels that there is a great need of gender equality, disability support, and social inclusion related initiatives. It will broadly mainstream the GEDSI in three main areas - structure, programme, and resources. For the operationalisation of this concept, NSIP will take the following initiatives:

- GEDSI responsive policy, programme, and budget
- GEDSI disaggregated database system
- GEDSI responsive HR policy
- GEDSI responsive organisational culture

NSIP strives to reduce violence against women and girls, improve the representation of women in leadership positions, increase economic opportunities for women and improve gender equality. NSIP will consider disability issues in all its projects and programmes. To strengthen and systematise the GEDSI, NSIP will develop a separate GEDSI Mainstreaming Policy for the organisation.

#### **5.12. Programme Monitoring and Evaluation:**

Through programme monitoring and evaluation, the institutional capacity of NSIP will be strengthened. People and stakeholders working in the areas of education and environmental conservation will be targeted so that they will more effectively be able to respond to the demand on technical expertise and other areas of service. Monitoring and evaluation efforts must be continuous and strategic, with involved, practical, and purposeful monitoring systems. Such efforts must also account for and consider the inputs, process, outputs, and outcomes of a programme. The impact of programmes will be the central focus of RID's monitoring and evaluation approaches, and programmes will also be developed accordingly so that shortcomings in any particular stage are resolved effectively. NSIP will employ the use of participatory approaches in implementing programme monitoring and evaluation. RID's M&E system will include the following:

- **Activity monitoring** on a regular basis to assess whether project implementation is on schedule. If not, then the reasons and how to resolve these will be addressed. This should provide lessons for the future when replicating similar activities in other areas.
- **Output monitoring** will be done periodically to assess whether the activities are leading to the expected outputs and whether the indicators for the outputs are being met. Lessons from this will help in the annual planning exercises and will also provide input on where to re-focus attention.
- **Annual Review:** NSIP will conduct annual reviews to measure success, identify issues and challenges, and highlight lessons learnt. This should be done by NSIP during the annual review and planning meeting/workshop. These will form the basis to review the existing log frame and prepare annual work plans and budget (AWAB).

### 5.13. Institutional Development

The institutional development refers to holistic institutional development which is divided into three different levels: governance, programme and enabling environment. The governance level includes democratic representation, board effectiveness, leadership, human resource management and financial management. The programme level includes programme/programme cycle management, programme evaluation, do no harm policy and other programme/project policies. The enabling environment includes advocacy, networking, communication, and resource mobilisation.

NSIP will work on its abilities, skills, understandings, attitudes, values, relationships, behaviours, motivations, resources, and systems to carry out functions and achieve its development objectives over time.

## 6. ORGANISATIONAL IMPLICATIONS

- **Organogram:** The organisational chart of NSIP is top-down in structure as it is the easiest to follow and works most effectively in smaller organisations with a limited staff. The Board and Executive Director hold the top two positions with other staff placed below depending on their roles. *The detailed organogram is given in Annex 2.*
- **Geography:** NSIP has been working in all the provinces except Province 2. In the span of the strategic period of next five years, the organisation will expand its work to more districts as well as Province 2.
- **Board Composition:** NSIP's board comprises of seven members. The Chief Executive Officer represents the Management Team in board meeting. The core board of directors includes the chairperson, vice-chairperson, secretary, treasurer and three additional members.
  - Inclusion: Regarding inclusive representation and gender equity on the board, 37.5% of its members are female. On the part of the social inclusion, three are from the Brahman/Chhetri community, four are from the Janajati community while one represents the Dalit community. For the next tenure, a diverse representation of members from varying backgrounds will be ensured in the board.
  - Expertise: The board is adorned with variety of expertise and vast levels of experience in policy and programmatic level in the private, government and non-government sectors. At least one board member possesses expertise on the thematic areas of NSIP.
  - Commitment: The high level of commitment of the board members is ensured by NSIP as all the members are driven by the shared vision of the organisation. individual diligence, frequent coordination, transparency, and sense of teamwork has also played role in keeping the members committed to RID's vision.
- **Management Team:** The management team members possess the qualifications, experience, and expertise required in their respective areas. Nearly all of the members have acquired specialisations through academic or practical exposure in their working areas.
- **Financial Implication**
  - Staff: Financial compensation for the staff is planned to increase alongside the rate of inflation. Additional, qualified and competent staff will be recruited in vacant positions which may demand for an increase in compensation.
  - Operations: The cost of operations will be incurred as per the market price of logistics and necessary services. NSIP will work on the strategy of "cost effective" operation models in the days to come.
  - Programme: The programmes of NSIP will be fully funded by donations and the financial/non-financial support obtained by donors and other partners.

## 7. FUNDRAISING

### 7.1. Context

Fundraising is the key to survival of any organisation. It is a fundamental activity for non-profit organisations. As the objective of non-profit organisations like NSIP is not to accumulate capital and produce a profit, but rather in following humanitarian targets, such organisations have to find ways to gather the money to sustain themselves, their activities and fund the development of their mission. Thus, NSIP has been carrying out its projects and programmes with the help of funding from national and international donors and partners.

Organisations operating in the non-profit sector have to face ever-increasing challenges that are becoming more considerable year-on-year. Consequently, it becomes increasingly important to receive donations from external sources, especially from the biggest pool of potential donors. It has become evident in the past decades how non-profit organisations need to put efforts in creating large-scale marketing campaigns in order to enhance their fundraising activities.

### 7.2. Areas of fundraising

In recent years, due to unprecedented circumstances, the scope of fundraising has been cramped. Keeping this fact in mind, NSIP will identify the following possible stakeholders which will be eventually approached for fundraising. (*See Annex1 for Key Players/Stakeholders Analysis*)

- **Individual Donors**

Individual donors donate to NSIP for a myriad of reasons. Individuals will donate as result of the impression made by NSIP and its projects. Provided a good impression is made, individual donors often donate beyond the admission fees. Individual donors therefore will collectively be the lifeblood of donor base and will form a large percentage of our annual operating income.

- **Government Agencies**

The government is the major stakeholder when it comes to designing and implementing projects. The national government's support in terms of approval and authentication will be key to any project. NSIP will collaborate/partner with various concerned government agencies in all three levels in Nepal.

- **Private/Corporate Sectors**

Corporate donors require an entirely different approach compared to other donors. In line with the marketing expectations of private/corporate donors, NSIP will submit a press release announcing their significant gift, will send presentation photos to the papers, and will publicly share the value of donations made. NSIP will list the boards of potential corporate donors and those for whom our mission would appeal to will be approached. NSIP will determine the appropriate time of fiscal year to approach for donations from private/corporate donors.

- **Bi-lateral/multi-lateral Agencies**

NSIP will strive for any cash and in-kind contributions as a gift from a bilateral party (foreign state) or multilateral party (international body, organisation, etc...). The donation can be in the form of development assistance, official development aid or private international/foreign donations. NSIP will also strive to receive private bilateral/multilateral donations provided by foreign countries or private foundations from several foreign countries.

- **International Organisations/Charity Organisations**

International organisations' support isn't acquired overnight - it needs cultivation and stewardship. Donors additionally want to be kept apprised of what we are doing. International donors and development organisations assist the developing and the under-developed world to overcome their obstacles to socio-economic progress, providing financial support, together with a wide range of technical and administrative facilities. NSIP will approach charity organisation for the support in the form of educating, setting up programmes, or providing necessary supplies.

### 7.3. **Strategy for fundraising**

In this very competitive environment, non-profits have to build a careful and effective fundraising strategy in order to identify the right demographics, assure themselves a strong online presence, create awareness about the cause, retain prevailing donors, and gain new donors. The whole process should be aimed at a bigger picture for a long-term, sustainable, and profitable relationships with donors. NSIP, upon understanding the importance of fundraising, has developed a well- thought-out, detailed fundraising strategy which includes the following elements.

- **Strengthen fundraising infrastructure**

NSIP knows that no two organisations are alike. As such, NSIP makes sure it possesses internal capacity it needs to develop philanthropic resources and its strengths and resources are capitalised. NSIP, as part of its strengthening of fundraising infrastructure, will employ a competent fundraising professional, allocate adequate human resource for appropriate positions, specify and develop the necessary skills to carry out mandates, and develop a track keeping and database management system for gifts and pledges. In addition, NSIP will ensure that policies are updated regularly and approved by the board, and that well-documented procedures are in place for gift processing, data entry, reporting, and other functions.

- **Donor mapping**

NSIP will capitalise on opportunities in the market by assessing risks for the purpose of donor mapping. Donor mapping will follow the following steps:

- Identify potential donors

- Learn about the thematic and interest areas of the donor
- Engage the donors with our offers
- Ask the donors for their support
- Thank the donors for their support
- Show impact in the form of publication and Return in Investment (ROI)

- **Donor communication**

Donor communication is any activity in which a non-profit communicates with donors, including both established donors and potential donors they hope to engage. Donor communication is important because it enables non-profits to form a relationship with the donor, which lays the foundation for any future donation requests a non-profit wants to make. By ensuring continuous communication with donors, NSIP will seek to enhance its relationship with contributors. NSIP will incorporate a clear and single message in its communication strategy which resonates with the core values, mission, and vision of our organisation. NSIP will primarily focus on building its brand equity. Throughout negotiations with donors, NSIP will keep its overall strategy in mind, including the promotion of self-identity, a focus on the target groups/ beneficiaries, as well as all future plans. To convey our missions to donors, we will make use of social networking sites, websites, and emails.

- **Explore fundraising opportunities**

To raise donors, an organisation needs a firm understanding of its identity and mission so that it can tell its story in a compelling way that attracts individuals to its cause. NSIP is aware of the fact that due to modern technology and the ability to reach potential donors on a global scale, the fundraising methods and possibilities available these days are endless. NSIP will utilise the following methods of fundraising:

- Virtual fundraising
- Online fundraising
- Major gift/donation fundraising
- Reoccurring donation fundraising
- Partnership/sponsorship/grants
- Crowd funding
- Direct mail (annual giving, membership)
- Membership campaign
- Special events
- Capital campaign

To strengthen and systematise fundraising, NSIP will develop a separate Fundraising Policy for the organisation.

## 8. SUSTAINABILITY

For charitable non-profits, the phrase “sustainability” is commonly used to describe a non-profit that is able to sustain itself over the long term, perpetuating its ability to fulfil its mission. Sustainability in the context of a non-profit includes the concepts of financial sustainability, as well as leadership succession planning, adaptability, and strategic planning.

From the perspective of donors and, sustainability of a project simply implies the continuation of project activities and sustenance of project outcomes after the initial/primary grant expires. Most donors are concerned about sustainability aspect of a project and often fund projects which have a well-defined sustainability plan in place. It is a challenge for NGOs like NSIP to ensure a steady flow of funds for executing their projects and programmes. Integrating sustainability principles in ongoing projects can be an effective way to ensure long term impact.

To ensure financial sustainability, NSIP needs to develop a financial plan outlining the various options available for expanding its resource stream. It may have to undertake proper research to understand about the various options that can be used to maintain a steady flow of funds. Additionally, this will help NSIP to understand its potential donors and their priority areas.

To achieve Institutional and Organisational Sustainability, NSIP will adopt methods such as exploring new opportunities, developing new partnerships, boosting existing relations, communicating and outreaching, and through volunteer engagement. Likewise, community engagement, institutionalisation of local groups, community advocacy and involvement of local government and departments will help NSIP to ensure programmatic sustainability.

For organisational sustainability, NSIP will develop a separate Organisational Sustainability Policy.

## 9. MONITORING AND REVIEW OF IMPLEMENTATION OF PLAN

NSIP will strive to effectively manage and implement its strategy. The strategy will be monitored and reviewed by the General Assembly, the Executive Board, Senior Management Team, and Programme/Project Staff. The Chief Executive Officer (CEO) will facilitate and support the monitoring of the strategy. A strategy evaluation process will be conducted in 2.5 years. The monitoring and review of the implementation of this strategic plan takes place as below:

Level	Frequency	Areas of Monitoring and Review
External Evaluation	2.5 years	Evaluation of the implementation of strategy by an external expert.
At General Assembly	Yearly	Review of performance against annual business plans and annual review of the Strategic Plan.
At Executive Board	Quarterly	Review of performance against the strategic plan and review of the annual business plan.
At Senior Management	Bi-monthly	Review of performance against annual business plan and review of the alignment of the Strategic Plan.
At Programme/Project	Monthly	Review of progress against annual plans, and involvement in preparation and review of annual business plan and strategic plan.



## 10. ORGANISATION'S POLICIES

NSIP has developed different policies to support the strategy. In the future more policies and guidelines will be developed for the professional development of NSIP. The policies will be aligned to constitution of NSIP, Nepal's government, and donor's policies. The policies will be communicated to all staff and board members. NSIP will also develop necessary policies as per needs of its beneficiaries and the changing socio-political contexts of communities. In addition, NSIP will also review and contextualise its existing policies. *The detail list of policies is given in Annex-3.*

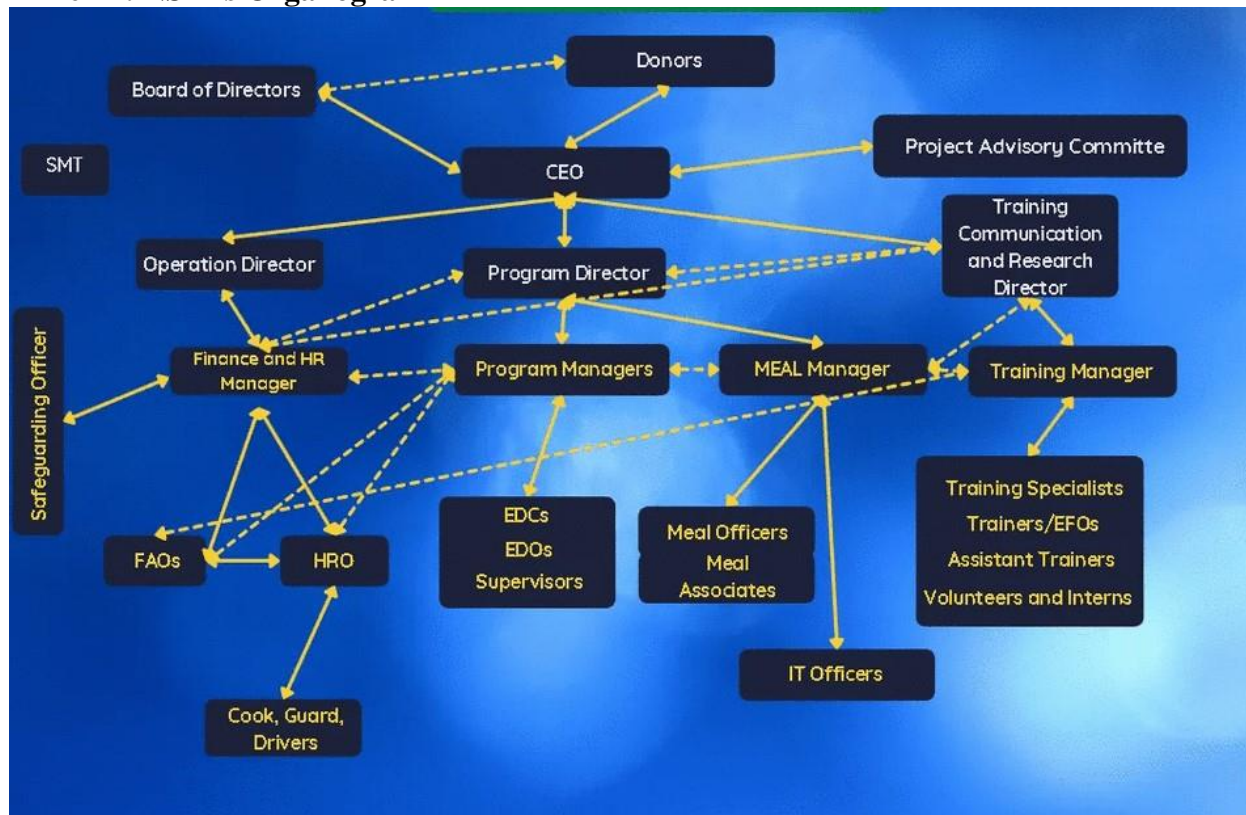
## ANNEXES

### Annex-1: Key Players/Stakeholders Analysis

Key Stakeholders	Key Issues	Areas of Cooperation and Collaboration	Level of Influence
<b>A. Government Stakeholders</b>			
Municipalities/Rural Municipalities	<ul style="list-style-type: none"> <li>• Scholarship and Teacher Salary</li> <li>• School Infrastructure</li> <li>• Registration of ECED</li> <li>• DRR and Climate Adaptation</li> <li>• Poverty Reduction and Livelihood Support</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration for the development of disability-inclusive education strategy development</li> <li>• Endorsement of a Minimum Comprehensive Safety Package at school through policy and strategy</li> </ul>	High
Local Education Unit	<ul style="list-style-type: none"> <li>• Local Education Programme Management</li> </ul>	<ul style="list-style-type: none"> <li>• Leveraging the resources in school DRR, inclusive education and COVID-19 safety measures</li> <li>• Intervention of poverty reduction and livelihood support</li> <li>• Joint monitoring and follow up of the activities</li> </ul>	High
District Education Development Coordination Unit (EDCU)	<ul style="list-style-type: none"> <li>• District Level Coordination</li> <li>• Educational Materials</li> <li>• Education Statistics</li> </ul>	<ul style="list-style-type: none"> <li>• District Level Coordination among the district level schools</li> </ul>	Low
Municipal Wards	<ul style="list-style-type: none"> <li>• Ward Level Education Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration for the implementation of educational strategies and policies, as well as school level activities at the community level</li> </ul>	High

Ministry of Social Development at Provinces	<ul style="list-style-type: none"> <li>Regulate the education, environment, and livelihood programmes and activities</li> </ul>	<ul style="list-style-type: none"> <li>Coordination in education, environment, and livelihood activities</li> <li>Prioritisation of actions based on the provincial priorities</li> <li>Accreditation of Training Curriculum</li> </ul>	Medium
Teacher Training Centre at Provinces	<ul style="list-style-type: none"> <li>Capacity building of teachers</li> <li>Teacher Development</li> <li>Training Curriculum Development</li> </ul>		Medium
Centre for Education and Human Resource Development (CEHRD)	<ul style="list-style-type: none"> <li>Regulate the educational activities</li> </ul>	<ul style="list-style-type: none"> <li>MOU in educational activities</li> <li>Taking approval for audio-visual material production</li> </ul>	Medium
Ministry of Education, Science and Technology (MOEST):	<ul style="list-style-type: none"> <li>Regulate the educational activities at the national level</li> </ul>	<ul style="list-style-type: none"> <li>Coordination of policies and guidelines in education</li> </ul>	Low
Ministry of Women, Children and Senior Citizen	<ul style="list-style-type: none"> <li>Regulate the educational activities in the national level</li> </ul>	<ul style="list-style-type: none"> <li>Coordination in policies and guidelines in education</li> </ul>	
Ministry of Forest and Environment	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	
<b>B. International/National Non-Government Organisations</b>			
I/NGOs	<ul style="list-style-type: none"> <li>Education material support</li> <li>School Infrastructure</li> <li>General Teacher Training</li> <li>Child Clubs Mobilisation</li> <li>ECD Support</li> <li>National Campaign for Education</li> </ul>	<ul style="list-style-type: none"> <li>Sharing of resources</li> <li>Coordination and collaboration between organisations</li> <li>Reduction in the duplication of programmes/results</li> </ul>	Medium

## Annex-2: NSIP's Organogram



### **Annex-3: List of Policies of NSIP**

DRAFT