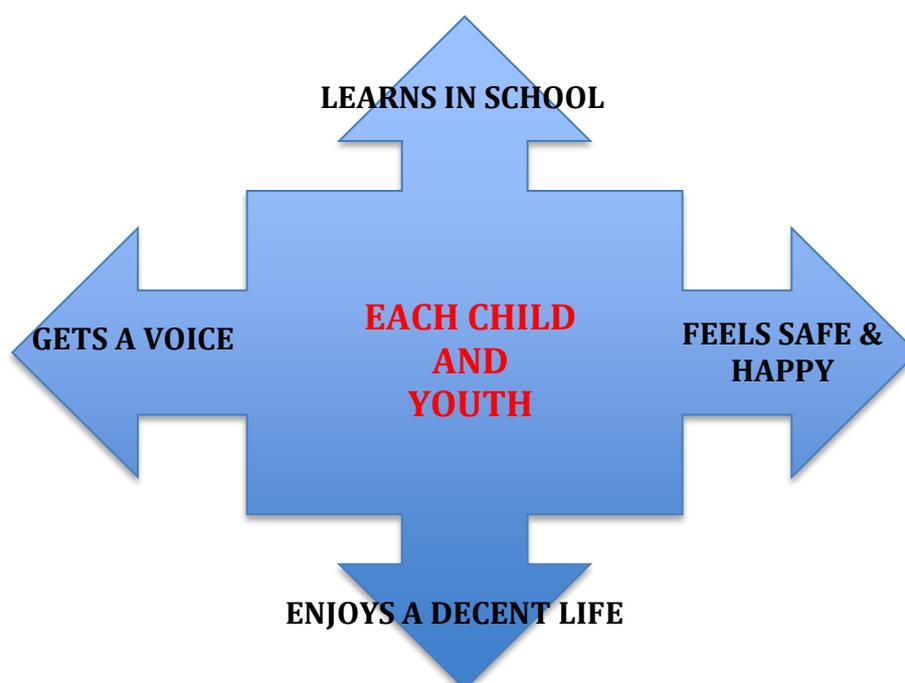


LOO NIVA CHILD CONCERN GROUP

# AMBITIONS AND ASPIRATIONS

2016-2020



LOO NIVA CHILD CONCERN GROUP

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## EXECUTIVE SUMMARY

Loo Niva as an advocate of child right from early 1990s has been established as a strong civil society organization. Loo Niva starting from Khokana of Lalitpur works with 64 public schools of three districts namely Lalitpur, Kathmandu and Dadeldhura.

Loo Niva promotes economic and social justice, human rights and democracy, human dignity and gender equality, peace and non-violence, creativity and innovation, and, cultural diversity and equitable development as its core values for excellence in the society.

Loo Niva respects unity in diversity with equal opportunity for marginalized section and group of the society. It targets to the disadvantaged people especially children, women and senior citizens. Loo Niva incorporates views of rights holders in its internal operation and project interventions.

Loo Niva works with about 10,000 children & young people especially girls and Dalit (3-18 years); about 50 local institutions and agencies related to children and young people; and additional 100 schools and 50 child clubs in 3-5 districts of Nepal. We envision to improve the living conditions of children and their family through the following working themes during 2016-2020:

- Equal Access to Quality Education [Child learns in school]
- Child Rights into Local Governance [Young people gets a voice]
- Enabling Environment for Children to Grow [Child feels safe and happy]
- Better Childhood with Sufficient Livelihood [Child enjoys decent life]

### **The Strategic Outcomes:**

1. Children's right to protection and participation is realized in policies and in the practices of state, non-state, family and community;
2. Young people's access to quality basic services especially education have increased;
3. Young people have increased employment opportunities with appropriate legal recognition and regulation of the unorganized and informal sector (like domestic work, family business) leading to more local resources and entrepreneurs;
4. Young people have an improved influence and increased participation and decision making role in governance at different levels and different sectors; and
5. The governance of education structure and systems is made more inclusive, rights responsive and well functional to deliver quality educational services with rights based perspective.

Loo Niva *applies the following strategies* in each project intervention:

- a. Empower children, youth and their communities to claim/reclaim their right to basic services including meaningful and quality education;
- b. Strengthen adult institutions and state agencies and its mechanism to be more accountable and responsive on efficient and effective service delivery;
- c. Build networks and alliances to bring synergy and collective voices of the voiceless;
- d. Advocate for child friendly and child centric attitude, behaviour and policies and its implementation from family, society and state levels; and
- e. Capacitate Loo Niva and its mechanism on rights based result oriented participatory planning, implementation and monitoring system for social transformation.

## ACCRONYMS

CAC	Citizen Awareness Centre g
CC	Child Clubs
CFLG	Child Friendly Local Governance
CFS	Child Friendly School
CP	Child Participation
CRO	Child Rights Officer
CWDO	Children and Women Development Office
DCWB	District Child Welfare Board
DDC	District Development Committee
DEO	District Education Office
DoE	Department of Education
DPHO	District Public Health Office
DRR	Disaster Risk Reduction
ECED	Early Childhood Education and Development
EFA	Education for All
GoN	Government of Nepal
HP	Health Post
HT	Head Teacher
Loo Niva	Loo Niva Child Concern Group
MDGs	Millennium Development Goals
MoE	Ministry of Education
PTA	Parents Teachers Association
PAC	Project Advisory Committee
RC	Resource Center
RP	Resource Person
SA	Social Audit
SDGs	Sustainable Development Goals
SIP	School Improvement Plan
SLC	School Leaving Certificate
SMC	School Management Committee
SS	School Supervisor
SSDP	School Sector Development Program (2016-2022)
SSRP	School Sector Reforms Program (2009-2016)
SZOP	School as Zone of Peace
VDC	Village Development Committee
WCF	Ward Citizen Forum

## ACKNOWLEDEMENTS

Loo Niva is a learning organization that listens, interacts and reviews its progress, problems and plans with diverse stakeholders and beneficiaries periodically. Children and young people are its resources to grow, to plan and to deliver better services and entitlements with increased accountability and responsiveness of service providers and state structures and agencies.

We highly value the inputs and feedbacks received from multiple stakeholders from children to policy makers, staff and board members to donors, interns and consultants to academia and like minded organizations on its strategy plan formulation process.

We are indebted with the lead consultant, Dr. Bhola Prasad Dahal for facilitating the entire process of making this strategy plan from questionnaire development to workshop facilitation and drafting the plan together with our board members and senior executives.

We are highly inspired by the inputs and feedback received from our donors especially Interpedia and also government partners. The inputs and feedbacks were reviewed by executive committee and incorporated on this final version as far as possible.

We acknowledge the rich experiences and learnings gained from interactions with many individuals and institutions who are truly our teachers to move ahead from Lalitpur, Kathmandu and Dadeldhura districts.

Loo Niva strongly believes that this strategy plan “*Ambitions and Aspirations*” as a revolving and living document that guides our annual interventions and fundraising opportunities. We highly acknowledge the inputs, collaboration and partnership rendered to us in the last 20 years and also would like to have more in the coming five years so that:

*Each child and youth in our working areas: i) Gets a voice; ii) feels safe and happy; iii) learns in school; and iv) enjoys a decent life.*

Thanking you all

Ms. Sushila Adhikari  
Chairperson  
**Loo Niva Child Concern Group**

## INTRODUCTION

This section presents the Loo Niva's organizational context and working environment. This includes country context, situation of children and education system, stakeholders' analysis, strategy plan making process and achievements and learning of Loo Niva as follows:

### **Organizational Context**

In 1994, a group of young school going students started the Children's Reading room with CWIN's support in Khokana, Lalitpur. Since then, Loo Niva has come a long way and emerged as a social organization in promoting child rights and youth development in Nepal. It was formally registered in 1997 as a non - governmental social organization (DAO Lalitpur registration no. 038/54, SWC affiliation no.9686/057 and PAN 3001800141) to ensure the best interest of children and their holistic development.

It works with the community at the grassroots level towards preventing exploitation and marginalization of underprivileged children. Loo Niva advocates for right to quality education of each child both boys and girls. It has been working with public schools with an active participation of parents and children. Foremost, it aims to build an optimal and healthy society for children and youths.

Loo Niva is an advocate organization on the right of children and it believes in conducting various programmes for children, youths and community development through a systematic process of empowerment and awareness.

Loo Niva promotes community participation in every work carried for their empowerment and benefits. With the norms of respecting inclusiveness, equitable justice and human rights, Loo Niva believes in strengths of children and youths by utilizing the minimum resources. Loo Niva has for betterment of children and their society through quality and relevant education. Since the beginning Loo Niva has been running local and district level educational interventions. Recently, Loo Niva has been advocating for the overall quality improvement of school education with appropriate knowledge, skills and attitude in a democratic and child friendly environment. It empowers parents as owner of school including formulation, implementation and evaluation of school improvement plan (SIP) and annual school calendar.

Nepal's education system can't offer child friendly school environment to all as half of public schools and teachers lack adequate teaching learning methods and infrastructure resulting children dropping out of schools. Overall Loo Niva aims to strengthen teacher's role in their community and inside the education system, form learning network among teachers, promote child's rights and participation in schools and sensitize stakeholders to take responsible role for implementation.

Loo Niva targets to empower and strengthen children/youths and their family as rights holders and community people and institutions as well as state structures and mechanism as duty bearers on child rights issues as enriched in the 1989 UN Convention on the Rights of the Child (UNCRC) and also the new Constitution of Nepal 2015 (Article 39).

Starting from Khokana VDC of Lalitpur, Loo Niva currently works with 38 public schools in 12 VDCs of Lalitpur, 2 public schools in Kathmandu and 24 public schools in four VDCs of Dadeldhura. Loo Niva applies the following strategies on its each project intervention:

#### **Box: 1**

##### **The Vision**

*"A prosperous Nepal where every child and youth enjoys her/his rights in a safe, supportive and enabling environment and culture"*

##### **The mission**

*"Enable each child and youth to better health, education, protection and participation towards a dignified life and livelihood in an inclusive, healthy and democratic society"*

- a. Empower children, youth and their communities to claim/reclaim their right to basic services including meaningful and quality education;
- b. Strengthen adult institutions and state agencies and its mechanism to be more accountable and responsive on efficient and effective service delivery;
- c. Build networks and alliances to bring synergy and collective voices of the voiceless;
- d. Advocate for child friendly and child centric attitude, behaviour and policies and its implementation from family, society and state levels; and
- e. Capacitate Loo Niva and its mechanism on rights based result oriented participatory planning, implementation and monitoring system for social transformation.

Loo Niva promotes economic and social justice, human rights and democracy, human dignity and gender equality, peace and non-violence, creativity and innovation, and, cultural diversity and equitable development as its core values for excellence in the society.

Loo Niva respects unity in diversity with equal opportunity for marginalized section and group of the society. It targets to the disadvantaged segment of population especially children, women and senior citizens. Loo Niva incorporates views of rights holders in its internal operation and project interventions. It has nine members' executive committee elected in every two years from its general members. Loo Niva has a pool of human resources with multiple ethnicity and diversified knowledge, skills and experiences. Currently it has 40 general members and 25 staff with NPR 20 million budget each year to reach 5,000 children and 10,000 community people.

### **Country Context**

Nepal's 2011 census recorded a population of 26.5 million (CBS 2012) with social, cultural, and ethnic diversity. Half of its people live in the low-lying southern Terai plains, followed by 43% in the middle Hills and 7% in the northern Mountains. The census recorded 126 ethnic groups and 123 languages of which more than a dozen were in active use by more than 100,000 people. Religion has a central place in Nepalese life and society with 80.6% Hindus and 10.7% Buddhists and 4.3% Muslims, Kirats, Christians (1%) and Jains (CBS 2016). Nepal is administratively divided into 7 provinces, 75 districts, 217 municipalities and 3,157 village development committees which are under restructuring by March 2017. The constitution (GoN 2015) declares Nepal as an "independent, indivisible, sovereign, secular, inclusive, democratic, socialism-oriented federal democratic republican state." The constitution reaffirms education as a fundamental right (article 31):

*"Every citizen shall have the right to free and compulsory basic education, and free education up to the secondary level."*

Nepal has made rapid progress in the Human Development Index (HDI)—from 0.210 (1970) to 0.463 (2012)—despite a violent conflict (1996–2006). However, Nepal ranks 157 of 187 countries in the 2012 HDI. While overall poverty is decreasing, two thirds of Nepal's children are still deprived of at least one of seven basic needs. The national Gini coefficient (0.359) remains amongst the highest in Asia. Nepal's HDI will be higher when its progress will be divided evenly across the country in terms of its caste, ethnicity and topography.

Following the global commitment on EFA, MDGs and recently on SDGs, Nepal is trying its best to materialize the 31 types of fundamental rights enshrined in the new Constitution in 2015. The provision of free and compulsory basic education of 8 years and free education up to grade 12 has raised hopes to meet the targets for making quality education by 2030. Extension of primary health care has lowered the under-five mortality rate and the infant mortality rate. Nepal received the 2010 Millennium Development Goal Award for reducing

its Maternal Mortality Rate and will likely achieve all three micronutrient goals of the World Fit for Children.

Inequity is especially evident in terms of geography, age, gender, caste, ethnicity, language, education, HIV status, disability, and income. Three interdependent sets of factors underpin this inequity: ‘political’ including inadequate governance, policy, legislation, and investment; ‘institutional system’ including fragmented, inaccessible and low quality social services; and ‘societal’ factors including harmful social norms and practices that impact access to and use of services or fuel discrimination and deprivation.

### ***Context of Children’s Rights***

48% of the population is under the age of 18 years (21.6 % aged 10–19 years), making investments in children and adolescents especially relevant in shaping national development. Children and women in all 75 districts are the most vulnerable due to rampant poverty, high frequency of disaster both natural and manmade like fire, flood and conflicts/violence. These people have a low level of identity both at home and in society {low birth registration, marriage certificate, identity card (Dalit, disabled, single women, and senior citizens)}.

Malnutrition among children is rampant. Access to government services including textbook and scholarship provision, social security allowance, immunization is very low. Traditional socio-cultural malpractices like dowry, early marriage, sexual abuse, discrimination against girls and women, patriarchal family system, preference of sons also limit access of children and women to information, services/entitlements, participation and inclusion in social and institutional system.

Children’s right to participation has just gained momentum. There are about 22 thousand child clubs with 450,000 children (half are girls) all over Nepal. Very recently, GoN has made its national children’s policy and other few guidelines to make schools and local institutions child friendly. This includes national CFLG strategy, child friendly schooling national framework and others. However, awareness level of parents and teachers on child rights and their obligations towards children at home and institutions is very limited.

### ***Educational Context***

Nepal’s formal education system is relatively new as until the 1950s access to school education was confined to a limited number of schools (321 Primary and 11 secondary schools, 2 colleges and 2% literacy) that served elite and wealthy populations. The planned expansion of school education began with the establishment of the National Education Planning Commission in 1956, and subsequently, the promulgation of the new education system plan in 1971. Thus, Nepal’s public education system is just over 50 years old.

Within this short period there is a steady growth in the number of schools (35,000 primary and 10,000 secondary schools, 1500 colleges, and, 72% literacy rate) and enrolment rates (over 95%). This expansion took place in the context of the highly diverse needs in terms of socio-demography and culture and during a period of political reform and restructuring. However, the quality of education and children’s socialization is being questioned not only at societal level but also at national level.

In terms of the composition of the school going population, about 22% of 4-year-old children are out of pre-school/primary school in Nepal, with no significant difference between girls and boys. Nepal has 6.13 million children (boys 51.1%, girls 48.9%) of age 5 to 12 enrolled in the basic level (grade 1-8), and 1.39 million children (boys 49.2%, girls 50.8%) aged 13 to 16 enrolled in secondary level (grade 9-12).

After the completion of an ambitious school sector reform program (SSRP), 2009-2016 has now come to an end in July 2016. A new school sector development program (SSDP), 2016-2022 is

designed to enable the school education sector to achieve unfinished agenda items and to achieve the targets under SDG 4, 2015:

*“Ensuring equitable and inclusive quality education and promoting life-long learning opportunities for all.”*

The SSDP also aligns with Nepal’s commitment at the Incheon Declaration of the World Education Forum, 2016 and its Universal Declaration on Education by 2030 agenda:

*“to transform lives through education, recognizing the important role of education as a main driver of development and in achieving the other proposed SDGs [...through] a renewed education agenda that is holistic, ambitious and aspirational, leaving no one behind.”*

The Constitution of Nepal entails reorientation of the governance and management of the educational system and its delivery mechanisms, especially to meet the new guarantees of free and compulsory basic education and free secondary education. The increased powers of local bodies under the new constitution call for realigning the roles of school management committees (SMCs). The recently amended Education Act enabled many structural and functional reforms including streaming education into general and vocational education, endorsing the National Qualification Framework as the guiding instrument for certification, and forming a National Examination Board.

The key challenge is to provide all citizens with the opportunity to become functionally literate and numerate, and to develop the life skills and knowledge required to enjoy a productive life, taking into account the diversity of context and the federalization of the country.

### ***New Educational Issues & Challenges***

Many school buildings are poorly built and many more were destroyed or damaged by the 2015 earthquakes. There is an urgent need to ensure that new and existing school buildings are safe. In all, 45,000 classrooms are in need of repair or reconstruction and most schools do not meet minimum safety standards

There are shortages of teachers in remote areas and secondary schools and there are too few female teachers. Other challenges are improving teacher performance management system and professionalizing the teaching workforce through supporting both the introduction of reforms and self-learning and creative to effectively serve the diverse learners.

The over-emphasis on passing exams and memorising facts neglects the development of students’ analytical skills. This is being addressed by the roll-out of the Continuous Assessment System (CAS), the early grade reading assessments (EGRA) to assess children’s reading skills and the National Assessment of Student Achievement (NASA) to provide evidence on levels of achievement. There is a need to make formative and summative assessments more skill and learner-focused through. For this interventions may include: (i) establish a National Examination Board to oversee and quality-assure exams, (ii) continue EGRA and NASA, extend NASA to grade 10 and use findings to develop the curriculum, (iii) support teachers to use the CAS as a teaching strategy, and (iv) implement the single subject certificate policy for the School Leaving Certificate (SLC).

Priority measures for improving the enabling environment in schools are to (i) finalise the PMECs for secondary schools and ECED centres and include gender-sensitive criteria in the MECs, (ii) ensure that children with disabilities have access to school learning activities, (iii) strengthen teaching and learning processes to increase access, particularly in science, maths and English, and (iv) strengthen school governance and management.

## ***Stakeholder Analysis***

Almost all districts are suffering from poor governance, human rights and a weak and politicised rule of law situation with frequent transfer of district authorities both in administrative and development offices. Constitutional body for oversight functions like OAG and CIAA reports shows a negative trend of financial mismanagement, last minute spending, none-transparent process and abuse of authority including corruption from community to national level. The tendency of VDC secretaries not staying on the duty station has been a key challenge for better service delivery as most of them are in district HQs.

There is a poor communication and interactions between people and authorities. There are anecdotal reports mentioning the poor quality and late service delivery to people. It has been frequently reported that schools fake their statistics with inflated data of teachers and students (Invisible school, substitute teachers and ghost Students). Many schools do not have a school management committee (SMC) or parent teacher association (PTA). The same situation exists in the health post.

The monitoring and supervision system is very weak both at district and VDC level. Social audit and public hearing is minimal and ritual. There are many NGOs and CBOs formed but very few are professional and active. There is no separation of power and roles between governance and management of NGOs.

Children and parents are not yet recognized as rights holder. Local institutions and authorities rarely listen them on their issues and priorities during planning and decision making process.

## ***Achievements and Learning***

Loo Niva works with about 400 community-based support structures and institutions like child clubs, youth groups, WCFs, CACs, cooperatives, users group (community forestry, drinking water etc), SMCs, PTAs to mobilize community stakeholders and local resources on child rights to education and protection including participation. It directly works in empowering and facilitating child clubs, youth groups, and school management committees (SMCs), teachers, community-based organizations (CBOs) and other stakeholders.

Loo Niva has been working in 3 districts namely Lalitpur, Kathmandu and Dadeldhura in close collaboration with concerned government line agencies. Currently, it has reached about 12,000 children and young people especially girls (6,070) and Dalit (2,100) in the age group of 5-14 years in 65 schools across 20 Village Development Committees (VDCs). Loo Niva's working strategy that lays emphasis on local ownership, capacity building and community mobilization leading to wider impact and sustainability of the programme among local people in its working areas.

## ***Strategy Planning Process***

Strategy formulation work started from the annual planning and review meeting in December 2015. All developmental staff (16) and board members (7) were asked to look back at Loo Niva's foundations and the progress made so far in improving the lives of children and young people in its working areas mainly Lalitpur, Dadeldhura and Kathmandu.

The preliminary draft was shared with Loo Niva management team and get inputs on its foundations, progress, challenges and opportunities. The first draft was discussed with the Board Members and Senior Officials. The broad framework and strategic direction was agreed for further refinement and finalization of the five-year strategy plan of Loo Niva for 2016-2020 as "*Ambitions and Aspirations*".

The first draft was shared, discussed and refined in a 2-day workshop with development partners, staff, general members, officials and representatives of rights holders (30 persons) in April 2016 in

Nagarkot. There was an in-depth discussion on the rationale and selection of target groups, areas and themes which was made through a voting on the priority issues. The workshop also reviewed its achievements of the last strategic plan 2010-2015.

The second draft strategy was shared with key officials and staff of Loo Niva for their inputs. Suggestions and inputs from development partners like the Interpedia, Finn Church Aid, and Consortium were solicited before its finalization. Officials from Lalitpur and Dadeldhura District Education Offices and District Development Committees were also consulted for their inputs on final draft. After soliciting inputs and feedback from its general members in the AGM in 2016, the Board of Loo Niva approved this version of strategy plan 2016-2020 as the final one.

## **ORGANIZATIONAL STRENGTHS & LEARNING**

Loo Niva within last 20 years has been established as a strong civil society organization specialized on child rights and quality education including school governance. The following section describes Loo Niva's strengths and learning as the starting point for the next strategy 2016-2020:

### ***Informality to Advocate on Child Rights & Education***

Loo Niva had started its journey by establishing of community library and construction of a two story building for a school in 1995. It provided scholarship to 14 children with support from CWIN-Nepal. When it was registered officially in 1997, it initiated non-formal education with the support from district education office and also CERID from Tribhuvan University as non-formal grant.

Loo Niva established an ECED centre in Khokana in 1999 and carried out a survey on situation of children working in paper work and bamboo crafting. After affiliation with SWC in 2000, Loo Niva got support from Finnish Government to run child-net library as well as formation and mobilization of 11 child clubs. Gradually, Loo Niva's youth and members took part in various national and international training and exposure on child rights and social development issues.

It expanded its base by being member of NGO Federation, Consortium and Alliance on child rights and civil society movement. Interpedia was the first organization who started support to Loo Niva in 2004 for improving organization and library network followed by education support to 38 children in 2005. A quality education project was initiated in rural areas of Kathmandu and Lalitpur in 2007 for 3 years. This long-term collaboration has been continued till now. A key challenge for Loo Niva still at the current stage is to diversify the donors for its interventions.

Currently Loo Niva is known as National advocate and champion for children's right to education and school governance both at federal and local level with wider networks and affiliation like:

- NGO Federation- Secretary at Lalitpur since 2014
- Consortium of Organization Working on Children and Child Clubs: Vice-President since 2015
- National Campaign for Education: general member since 2010
- National Alliance for Human Rights: joint-secretary at Lalitpur since 2013
- National Child Protection Alliance: joint secretary since 2014
- CZOP – Member in National Steering Committee during 2013-2016

Loo Niva also innovates to be relevant and contextual with constantly changing environment. Very recently from 2015, Loo Niva started a campaign for Education Watch for School Governance – coordinating organization at national level which reaches more than 30 districts of Nepal.

## **SWOC: Child Club into Recognized CSO**

The Loo Niva team and its stakeholders reviewed the organizational strengths, challenges, opportunities and threats. The following table summarizes its competencies and capacities as an organization grooming from child club a recognized civil society organization in Nepal:

<b>STRENGTHS</b>	<b>CHALLENGES</b>
<ul style="list-style-type: none"> <li>➤ Inclusive and committed human resources both in staff and board</li> <li>➤ Moving from activism to professionalism</li> <li>➤ Clarity on target group and areas of interventions: children and education</li> <li>➤ Good network and coordination with line agencies and authorities</li> <li>➤ More trust and support from government, local institutions and existing donor/s</li> <li>➤ Participatory working culture and transparent financial management system.</li> <li>➤ Proven knowledge and experience on child participation and quality education issues</li> </ul>	<ul style="list-style-type: none"> <li>➤ Low interaction with stakeholders and poor ownership</li> <li>➤ No internal source of funding and less diversified donor/s</li> <li>➤ Moderate HR and admin practices</li> <li>➤ Overlapping roles of Board and staff</li> <li>➤ Inactive members and volunteers</li> <li>➤ Poor baseline and M &amp;E system</li> <li>➤ Weak documentation and reporting of results</li> <li>➤ Less work and visibility at state and national level</li> </ul>
<b>OPPORTUNITIES</b>	<b>CONSTRAINTS</b>
<ul style="list-style-type: none"> <li>➤ Very active child clubs and high interest of members on social work</li> <li>➤ Local NGOs coming to work with Loo Niva as an expert</li> <li>➤ Proven work experience on children and their education in remote areas even in Far West</li> <li>➤ More demand and requests from local institution and district authorities/stakeholders</li> <li>➤ Attraction for more foreign volunteers in Loo Niva</li> </ul>	<ul style="list-style-type: none"> <li>➤ Not getting multiple donors, just relying on single donor</li> <li>➤ Political instability and politicised society and cultures</li> <li>➤ Undue competition among actors, less collaborative cultures</li> <li>➤ Not having its own office and infrastructures</li> <li>➤ Less capacity for multi sector development</li> </ul>

The above analysis gives a direction for Loo Niva to recognize its possibilities and challenges. It moves towards attracting multiple donors for multiple sectorial projects and programs by improving its governance and project management practices. Furthermore, Loo Niva needs to engage actively in various networks and national level forums and dialogue on sharing its achievements, learnings and strengths to educate other network members and potential donors. More collaboration with media organizations and development of guidelines and manuals of its work to disseminate with policy makers is a pre-condition for donor diversification.

## **AMBITIONS AND ASPIRATIONS**

Based on the interactions and discussion with staff, members, beneficiaries and stakeholders, the Ambitions and Aspirations of Loo Niva for coming 5 years are identified as follows:

### **Goals and Objectives**

Loo Niva facilitates to increase voices and choices of rights holders (mainly young people, girls and disadvantaged peoples and communities) to government basic services and entitlements including their meaningful participation in local institutions and structures (decision making bodies). Loo Niva will strives to achieve the following objectives:

- Increase access of rights holders to government entitlements and service provisions including improving access to and quality of services in education, health and social sectors

- Increase participation and representation of rights holders as meaningful decision makers at local institutions and government mechanism in education, health and local development
- Activate and strengthen rights-holders' capacity and associations/networks to enable them to claim their rights at local to national levels
- Improve documentation and institutionalization of learning and good practices for policy advocacy, replication/scaling up and public awareness

### ***Working Themes, Areas and Beneficiaries***

Loo Niva focuses its interventions with its right-holders (especially children and young people) and duty bearers (supply side) on the following themes and working districts:

#### **Working Themes**

To improve the living conditions of children and their family, Loo Niva will consider the following working themes for 2016-2020:

- Equal Access to Quality Education [Child learns in school]
- Child Rights into Local Governance [Young people gets a voice]
- Enabling Environment for Children to Grow [Child feels safe and happy]
- Better Childhood with Sufficient Livelihood [Child enjoys decent life]

#### **Working areas:**

- Current working: Lalitpur, Kathmandu, Dadeldhura
- Potential: Baitadi, Sindhuli, Dhading and Mahottari

[For cross learning: three ecological zones (Himal, Hills and Terai), three provinces (State 2, 3 and 7)]

#### **Main participants/Beneficiaries**

- About 10,000 children and young people especially girls and Dalit (3-18 years of age)
- About 50 local institutions and agencies related to children and young people and additional 100 schools and 50 child clubs.

#### **Crosscutting Issues/Themes**

- GESI (Gender Equity and Social Inclusion);
- ICT for Innovative Actions;
- Rights to Life and Participation; and,
- Integrity and good governance: zero tolerance on financial irregularities, harassment and abuse (powerful and powerless) and conflict of interest.

### ***Strategic Objectives and Expected Results/Outcomes:***

#### **Strategic Objectives**

From the program perspective, the strategic aim is to empower individuals and community members to be able to claim rights and promote rights responsive governance and strong civil society actors for effectively monitoring and campaigning for human rights protection while at the same time helping the community to meet its immediate needs.

#### **The specific strategic objectives are to:**

1. empower individuals and community for informed claiming of rights and access to services from state mechanism;
2. collaborate with the state actors and civil society organizations to be responsive for efficient and effective delivery of duty and services to ensure that rights are respected, protected and fulfilled;

3. Strengthen networking, partnership and mobilization of civil society and political action for human rights protection and promotion at local, national and international levels; and
4. Ensure better assistance to the vulnerable, victims and survivors with protection and support provision in need.

**The Strategic Outcomes:**

6. Children's right to protection and participation is realized in policies and in the practices of state, non-state, family and community.
7. Young people's access to quality basic services especially education have increased.
8. Young people have increased employment opportunities with appropriate legal recognition and regulation of the unorganized and informal labor sector (like domestic work, family business) leading to increased mobilization of local resources and entrepreneurs.
9. Young people have an improved influence and increased participation and decision making role in governance at different levels and different sectors.
10. The governance of education structure and systems is made more inclusive, rights responsive and well functional to deliver quality educational services with rights based perspective.

**The Expected Key Results:**

For the period of 2016-2020, Loo Niva envisions the following results at institutional and program levels:

**Institutional Results**

1. Loo Niva is recognized as a specialized agency with expertise on child rights and education.
2. Loo Niva's models and approaches are defined, recognized, and replicated as good practices and innovative interventions.
3. Loo Niva's staff and members have enhanced skills and capacity as experts and leading activists in the area of their interventions.
4. Administrative and financial performances of Loo Niva are enhanced with the application of information technologies, increased financial resources and diversified donors.
5. Loo Niva's intervention capacity is enhanced in terms of effective, efficient and relevant project delivery for social transformation

**Intervention Results**

Result 1: Increased realization of children's right to protection and participation

- Proportion of children of 14 years' age group and their working in different forms of labour are reduced.
- The number of trained and enabled child protection authorities, mechanisms, effective services and provisions in schools and communities has increased.
- The number of children, parents and community people informed and involved in child protection actions increased.
- Realization of children's right to parental care is reflected in policies, programs and practices at community, NGOs and state level interventions.

Result 2: Increased young people's access to quality basic services especially education and vocational training

- Knowledge and skill among youth in accessing and using basic care and facilities especially education as rights are improved.
- Allocation of resources and effective implementation of rights to education development policies and programs have increased.

- Number of child friendly schools increased with trained teachers and community volunteers as well as equipment, facilities and required resources are improved.

Result 3: Increased employment opportunities for young people become entrepreneurs

- Recognized and regulated domestic work by state mechanism and trade union action as a professional employment sector.
- Increased number of youth in domestic work registered and appointed systematically.
- Youths involved in several sectors of (self) employment, entrepreneurship and income generation activities through vocational, business education and skill training.

Result 4: Increased participation and decision making of young people especially girls

- Increased number of young people (girls) actively involved in governance of education, local government and other local bodies/mechanisms.
- Enhanced leadership skills among girls representing and leading governance of different sectors.
- Improved provisions and systems to enable young people participation in governance of different sectors.

Result: 5: More inclusive, rights responsive and well functioning educational system

- Strengthened involvement of parents and children in improving school management and monitoring system.
- Increased resource allocation and improved expenditure on the education sector by government.
- Improved enrolment, retention and promotion rate of children (who are more vulnerable) in school education.
- Materialized right to education as a fundamental human right in state policies programs and practices and community level educational interventions

## **PRINCIPLES & WORKING APPROACHES**

Loo Niva promotes the following organizational values, beliefs and working approaches within its operation and in each project intervention and organizational functions:

### ***Core Values and Principles***

Loo Niva believes that better informed, organized and empowered rights holders make the government and local institutions accountable and responsive towards fulfilment of their development needs and human rights.

Loo Niva has full faith and belief that all rights-based actions and struggles must be peaceful and non-violent. Every struggle for rights should have a legitimate basis. It will strongly advocate for the theoretical and normative framework in pursuing the rights of excluded and marginalized groups. The basis of Loo Niva's rights holders' engagement would be guided by the national and international human rights instrument in which Nepal has been a signatory/state party.

The core values and beliefs of Loo Niva include:

- **Belief in people's capacity and participatory models:** It believes in the capacity of poor and marginalized communities to make a difference in their own lives—if given opportunity, encouragement and tools. They can have a significant impact on improving their own lives and livelihoods.
- **Respect for local culture and communities:** Loo Niva believes that gaining the respect and trust of local communities is a reciprocal process, and that unless local culture and customs are valued and respected, it is difficult to work both with and within

communities. It encourages and promotes open dialogue and rapport between staff and beneficiaries as a means of gaining local trust and respect, and promoting participation and equity.

- **No place for caste, political ideology, ethnicity and gender-based discrimination:** Loo Niva makes a conscious effort to eradicate all discriminations based on caste, ethnicity, gender and political ideology. It condemns all forms of discrimination.
- ***Human Rights-based Approach to Development:*** Loo Niva, based on its long-term engagement with the community (rights holders) as well as duty-bearers, has learnt that a top-down process of change has been tardy. On the other hand, changes take place faster through a bottom-up process. Change seekers have always fought a battle with the status quo proponents before any meaningful changes have taken place. Loo Niva sees the basic needs of people, for which the State has an obligation, as their fundamental rights. Several needs such as food, education, shelter, and equal treatment etc. are indeed the people's fundamental rights. The State, through its pledges and commitments to international conventions and protocols, is obliged to enable people to enjoy these rights through legal and structural adjustments.

### ***Working Approaches and Strategies***

Loo Niva, in each of its development initiative and project, will focus on the following working methods to be relevant, effective and efficient so that local ownership sustainability of the development interventions will be ensured and maximized:

- a) ***Working Together:*** Loo Niva will work together with government systems at local and national levels and with focal agencies to enable the government system to reflect the ground reality, need and commitment of the government to their policies, programs and interventions. It will work together with like-minded organizations for sharing, collaborating, better coordination, solidarity building and joint intervention and campaigning at local, national and international levels.
- b) ***Participatory and democratic norms and values:*** Loo Niva will adopt the participatory and democratic norms and values on its programming, implementation, monitoring and review process. Interventions of Loo Niva will contribute to participation, democratization, respect, protection, promotion and fulfilment of human rights contributing to peace and freedom of opportunities for all.
- c) ***Accountability, transparency and ownership:*** Loo Niva will be more accountable towards right holders. As guided by the right to information, program details will be made transparent among the stakeholders/ people. The interventions will be based on social, political and government ownership that ultimately will provide ability for the people and government to understand, realize, own, learn and expand the interventions in better and effective ways.
- d) ***Empowerment, participation and inclusion:*** The interventions that Loo Niva designs and implements will be focused on empowering the target group for promoting their effective and meaningful participation for claiming and realization of their rights. Their participation will be sought in all project/program cycles and that will be based on inclusion to ensure that most marginalized and excluded groups and categories also will have a say in the process and their views will be heard and reflected.
- e) ***Monitoring, research, learning and innovation:*** Loo Niva institutionalize project related interventions with a strong monitoring, reflection, participatory review and evaluation system. It carries out research on various aspects of social development and human rights sector and initiatives to develop and come up with innovative ideas. Loo Niva continuously document good practices and learning to share with wider civil society organizations and authorities as an integral part of project cycle management and partnership for collaboration.

## **HUMAN RESOURCES AND FUNDING**

Loo Niva promotes equal opportunity for both male and female on staffing and membership recruitment and management. It promotes GESI policy to have inclusive work forces both at project and institutional levels. Loo Niva also explores expanding its financial resources from both local and internal funding. It strives to work with local government and multiple donors.

### ***Volunteers and Members: Inclusive Growth and Multiculturalism***

Loo Niva encourages to recruit volunteers, members and interns from all castes, ethnicities, religions, languages and topography. It aims to recruit 20 volunteers and 10 members in each year. It also welcomes 10 national and two international interns each year to work with its members and staff of the organization to promote social services among young population in a multi-cultural working environment.

### ***Staff and Consultants: Credibility and Mutual Learning***

Loo Niva strives for a learning organization with diversified workforce both on its own staff and external consultants. It aims to work for mutual learning opportunity both for development practitioners and academia to make research and study work more qualitative and trustworthy. Loo Niva strengthens its staff both on professionalism and activism so that they always fulfil their duties and demonstrate their results on changing attitude and behaviours of individuals and institutional norms and values.

### ***Fund Raising and Donors Relationships:***

Loo Niva aggressively engages for fund raising from multiple donors both local and international. It also closely collaborates with government authorities so that they work as advocate of Loo Niva with potential donors and funders. Currently, Loo Niva continues working with the following development partners and government agencies:

#### **Existing & Past Development Partners**

- Interpedia and Ministry of Foreign Affairs, Finland
- Finns Church Aid
- World Vision International
- CESVI Italy
- UNICEF-Nepal
- RESTLESS

#### **Collaborating Agencies**

- District Development Committee
- Local Government (Village and Municipal Executive)
- District Education Office
- Women and Children Development Office
- District Child Welfare Board
- Ministry of Women, Children and Social Welfare
- Ministry of Education/Department of Education
- Social Welfare Council

## **MONITORING AND EVALUATION**

Loo Niva does continuously review its working space and project implementation. The conflict sensitive and do no harm approach has been integrated in project cycle management. The following monitoring and evaluation system are practiced in Loo Niva:

## ***Conflict Sensitive Strategy***

In view of the *ongoing unrest* in the Tarai and the conflict causal factors and escalation possibilities, Loo Niva based on its observation and experiences will adopt the following conflict-sensitive strategy. They are: i) Being non-sensitive to local culture and practices; ii) discriminatory practices along communal and ethnic lines; iii) disregard for local culture, faith, language and ethnic identity; iv) absence of participatory and democratic exercise; v) exclusion and marginalization including caste-based discrimination; and, vi) rampant political affiliation and partisan politics

Loo Niva, on the basis of taking regular stock of the situation, in the Tarai and other conflict-prone working areas, shall adopt a conflict-sensitive strategy in which it will promote: i) Critical engagement with all political parties; ii) no partisan affiliation; iii) rights perspective to all sorts of abuses and violations; iv) maintain transparency and remain accountable for its actions; v) build consensus through community participation; vii) maintain inclusive staff and board structure and follow the principles in forming all kinds of support structures; viii) develop code of conduct for all staff and members; and, ix) respect all religious beliefs..

## ***Participatory Monitoring and Evaluation***

Loo Niva strongly believes on participatory and reflective monitoring and evaluation system at local and national level both on project implementation and institutional reform. Loo Niva defines its stakeholders as children and child clubs, schools and school level institutions, like minded organizations of district and national levels working on child rights and education, government line agencies especially local government and education offices, donors and policy makers including its own staff and volunteers. Loo Niva ensures the following monitoring and evaluation practices during this strategy period:

### **Monitoring and Review:**

- Monthly staff meeting both at HQs and Field Office to review plans and progress
- Quarterly Planning and Review Meeting both at HQ field Office between central and local level staff
- Field Visit: once a quarter in each field office and working areas
- Monitoring Visit: twice a year by expert and M and E coordinator
- Biannual and Annual Planning and review workshop between Board and Management
- Board Meeting: 4 times a year

### **Evaluation and Learning:**

- Half-yearly DPAC in each working areas
- Annual report publication once a year, E-news paper (English) and Loo Niva Durpan [Mirror] (Nepali) once a quarter
- Project evaluation for each project
- Donor visit: twice a year

### **Auditing and Renewal:**

- Internal audit of the organization and of each project by CA on quarterly basis.
- Final financial audit once a year and social audit among project stakeholders in each working district a year
- Statutory Audit for renewal of organization (each year in DAO and in each 3 years with SWC)