To CISU’s, Assessment Committee.

The Resources Centre for Rehabilitation and Development, Nepal and Alternatives to Separation – ATOS, Denmark have reviewed your remarks and concerns regarding our first submitted application.

Your major concerns were:

Partnership and intervention: The two partners have not previously done joint project implementation. In this perspective the scope of the planned intervention does not seem realistic.

Cost level: Approx. DKK 100.000 has been allocated for salary covering one lead consultant and one assistant in relation to the planned data collection. The amount is high and making use of external consultants may potentially jeopardise the sustainability of the intervention, as capacity and knowledge generated will stay external.

We have now discussed these concerns in detail and talked to CISU. We acknowledge the gaps and need for more detailed explanation.

In our resubmission changes to the original application appear in blue.

The budget notes are now more descriptive.

We hope that our new submission is compelling enough to receive your support.

1. **Objective and relevance**

The overall objective of the partnership between the Resource Center for Rehabilitation and Development, RCRD and Alternatives to Separation, ATOS is to contribute to a broader and deeper understanding that all children have a right to parental care. Children should not be separated from their parents and community. In order to contribute to this vision we want to advocate for the deinstitutionalization of children by assisting in the development and piloting of alternative, contextual solutions and services. We do this in orderto persuade decision-makers and donors that transforming care is both possible and sustainable. The design of services helps turn abstract ideas into a concrete possibility. It also provides a basis for estimating the resources needed to develop and run new services.

As inclusive educational services are one of the keys to retaining children in their community,[[1]](#footnote-1) we also wish to support the development of inclusive practices within local schools and communities which will foster justice for traditionally marginalized groups. We do this together with key stakeholders with a view to promoting equal opportunities and active participation.

**This project has three immediate objectives:**

1. Design a comprehensive go forward plan for RCRD, other NGOs and government bodies.

This plan will guide the deinstitutionalization of resource classes, residential facilities found at primary school level which have separated children with disabilities from their families and communities. The plan will harmonize with national and local legislation.

1. Strengthen rural municipalities, so as to assure the effective implementation of national child protection and inclusive policies.

1. Ensure parental participation and effective school-community partnerships.

The outcomes from the present project can stand alone, it will guide a host of municipalities concerned with child protection and parental rights. It will also support and capacity strengthen local educational efforts by developing effective school- community partnerships. At national level it will provide civil society and government agencies with models of how to transfer care from institutional settings back to families and communities.

However, it is also the intention that the activities and findings of this project will lead to a larger intervention. A project which will assist in the realization of children being reunited with their families and will support a larger number of municipalities in the transformation of schools to community- led inclusive schools, these will act as demonstration schools. As such, the present application can be seen as a first building block to a bigger intervention.

**Context of the intervention**

Nepal is the second poorest country after Afghanistan in Asia. The catastrophic earthquake of 2015 resulted in nearly 9,000 deaths, destroyed over half a million homes and severely affected the infrastructure of the country. Some optimistic estimates state that 25% of the damage is rebuilt today.

Nepal has undergone substantial political changes over the last three decades. The driving factor behind Nepal’s People Movement was the aspirations of the Nepali people for a more inclusive and equal society. The signing of the 2006 Comprehensive Peace Accord, between the Government of Nepal and the Communist Party of Nepal formally ended this decade-long armed conflict. In 2015, a new constitution was ratified, transforming the country from a unitary state into a Federal Democratic Republic. The new Constitution institutionalizes inclusive and participatory democracy. Three levels of government, federal, provincial and local, are replacing the traditional unitary system of government, and with it commences the substantial devolution of powers to lower levels of government. The responsibility to deliver child protection and educational services are now the responsibility of local governments. However, governance in Nepal still faces many barriers, such as paucity of resources, lack of technical capacity, poor information systems, remoteness of some communities and not least inequalities deeply rooted in the country’s social structures and practice of caste, ethnicity and gender. A recent study which highlighted locally elected women’s situation, observed that, “ all elected local representatives, both men and women, articulated the need to understand their new roles and responsibilities, the 'how-to' in conducting the affairs of the office including planning/budgeting, good governance (e.g. human rights, social justice, women's rights, gender equality, social inclusion, etc.), citizenship, must be introduced. [[2]](#footnote-2) Many are new to the political arena. Nevertheless, there is a great degree of optimism for stability in the coming years, in contrast to the frequent changes in government that characterized Nepal’s decade-long transition to federalism, the newly elected 2018 government enjoys a historic two third majority in parliament. State restructuring of the scale now in process is uncharted territory for Nepal, is a daunting task. Key aspects of the new system require further definition and not least many local elected leaders need to be supported and capacity build so as they can fulfill their community’s aspirations. The new system, in principle, provides opportunities to decentralize development benefits and make service delivery more effective, relevant and accountable. Partnership interventions at this early stage provides significant opportunity to participate and support local communities along the path of sustainable development.

**Schools in Nepal - parental and community participation equals effective development of inclusive education.** Already in 2007 Nepal’s Tenth Plan set the stage, for an inclusive, decentralized education system. The object was to enhance the quality of education and promote a sense of school ownership among communities. It was thought that by involving communities in school management that overall performance would improve. A part of the curriculum and choice of language of instruction was to be locally decided thus creating opportunity for relevant educational content while respecting the many diverse cultural groups of Nepal.

**Parents were to play a central role in School Management Committees**, SMCs. These committees were to reflect the diversity of the community it would serve. However, the government did not facilitate communities so they were capable of shouldering these responsibilities. Not enough attention was given to the governance structure of groups who are veiled in historical gender and cast discrimination, there was little social accountability. Today, while some schools and communities have been able take up the challenge of management and have benefited extensively from decentralization, the vast majority have not.

**Inclusive Education.** It should be noted that in Nepal the term inclusive education is not defined narrowly as it often is in Europe only addressing children with special needs. Nepal adopts a wider approach, addressing all students in danger of marginalization. This is in line with the Salamanca Declaration of 1994, which incorporates all students at risk of segregation e.g. children with special needs, gender, ethnicity, culture or social background. The idea is that education can be a vehicle which develops human capital for everyone and simulates the development of democratic and social justice within communities. This approach is deep-rooted in a human rights advocacy framework. This project’s third objective, Ensure parental and community participation and effective school-community partnerships, addresses the above challenge.

**Parental rights.** Institutionalization is on the rise in Nepal[[3]](#footnote-3). It is estimated that over two million children up to the age of 15 live away from home[[4]](#footnote-4). Of these an increasing number of children are been institutionalized, a large majority of these children have parents. The above figures do not include children who live at boarding schools. Over 80 years of research demonstrates that growing up in an institution harms the physical, emotional, mental health and well-being of children. In Nepal residential care sites are dominantly run by unqualified staff in uncontrolled and un-protective environments, housing children from the poorest and most vulnerable segments of society. Children raised in institutions are; 10 times more likely to be involved in prostitution, 40 times more likely to have a criminal record and shockingly, 500 times more likely to commit suicide.[[5]](#footnote-5) Besides all the personal costs a child has to pay being separated from her/ his parents, it also has societal consequences, as these children risk been deprived of an adulthood as engaged citizens contributing in different areas of society.

A group of children with disabilities are among those separated from their parents and communities. It is this group of children this project initially focuses on. Launched in the 1990s the Resource Classes house children with special needs, ranging from mild to severe disabilities, the vast majority of these students have never received a credible diagnosis. There are 380 of these classes spread across the country, each housing between 12 to15 children. The classes are segregated according to disability type. Resource classes were designed as preparatory environments for younger children who would move to a mainstream classroom/home-school settings after assessment; however, due to lack of coordination, know-how and long term planning, this did not happen. Students with intellectual or hearing disabilities are the most vulnerable amongst the students. Characteristic for these children is that they are segregated at a young age. Very often, due to distance and engrained hierarchical norms, i.e. the teacher and education represent positions of power, many of the parents come from economically poor and marginalized groups, they feel inferior, alienated from the school culture,[[6]](#footnote-6)thus many lose contact with their children. Over 60% of all disabilities in Nepal are poverty related and are thus preventable. Generally, the conditions at these sites are very poor, with a teacher ratio of 1 to 12-15 children, teachers have generally only received a one month course in special needs. One teacher and one carer are responsible for fulfilling all the daily needs of the children. These environments do not fulfil even the basic needs for care, protection and education. It is reported that many of children, especially in rural areas, are undernourished. The learning achievements of these students, if any, are unknown, there is presently no data available depicting the individual child or resource class.

The lack of local level child assessment and child protection services deprives children from attending their home schools. For example, children with low vision or hearing challenges could with minimum support attend their home schools. Instead they are placed at residential sites with children with severe disabilities. After completing primary school it is accidental were these children end up. Some, especially the group of students with intellectual disabilities if their families can be traced are sent home after 5-10 years separation without any form of support. Some end up begging around temples, while others remain at the resource classes, thus student age can range from between 5 to 25 within the same class. These children are often referred to as, “The forgotten children”, as there has never been no real attempt to find a comprehensive, sustainable solutions to their predicament. In 2016, UNICEF found that around 60% of children with disabilities aged 5 to 12, did not receive basic education. A comprehensive study in 1999 funded by Danida, reviled that 95% parents to children with special needs wanted to keep their children at home and supported inclusive educational models[[7]](#footnote-7).

Besides the lack of know-how with respect to disabilities and parental rights, an urgent challenge also faced by the new municipalities, who house these classes are lack of funds. Educational budgets are being drained by the costs of these residential facilities thus the national agenda of promoting inclusive strategies for all marginalized groups within their schools is jeopardized. When speaking of children with disabilities an inclusive system is to be favored as it is economically effective and efficient. The Convention on the Rights of Persons with Disabilities, CRPD, UN Committee advocates inclusive educational approaches asserting that especially in countries where services are being established or funds are sparse, “No country can afford a dual system of regular and segregated education delivery.”[[8]](#footnote-8) The right to one’s family and community is a human right, recognized under international and national law, the UN Convention on the Rights of the Child, the CRPD and Nepal’s new Children’s Act of 2075 (2018) and its Disability Rights Act all state clearly that separation of children from family can only be a last resort. Nepal’s School Sector Development Plan (SSDP) for 2016 to 2023 commits to an inclusive education policy, all children should be able to study without discrimination, in their own communities. The SSDP aligns with Nepal’s international commitment to achieve the Sustainable Development Goals, specifically SDG 4.

**Community and Schools - Building Consensus.** In Nepal, marginalized communities commonly feel ostracized from the school on the one hand, while on the other hand teachers are generally criticized by civil society and government endowed with responsibly alone for school failure, thus entrenching divisions. These issues are vitally important to address if the agenda of the education system is to be achieved. Planning for improved schools and developing effective school-community partnerships are first steps towards developing more diversity-friendly, inclusive educational services. Schools and communities need to understand each other, seek common ground and reinforce each other’s roles. Research shows that consensus building within communities prior to the introduction of inclusive strategies should be a priority. [[9]](#footnote-9)

**Walking the talk.** Within mainstream development efforts in Nepal, as in many other countries, there is often a lack of understanding of disability as a *development issue*. There is a lack of policy coherence and coordination in terms of addressing disability within mainstream projects. This is contradictory to people with disabilities, PWDs rights as pencilled out in the CRPD which states that PWDs should be included in all mainstream development efforts. Disability is defined within the CRPD as a social issue not as a medical one. The implementation of the convention is also challenged further by longstanding patterns of structural inequality found in Nepal. Decades of research in Nepal has demonstrated the ways gender, caste, and ethnic classifications have strongly conditioned the level of social exclusion. However, the ways in which these patterns intersect with discrimination faced by persons with disabilities is totally understudied.

The 2030 Sustainable Development Goals, represent an important point of departure within the global discourse of disability, by clearly defining *collective responsibility* to ensure the meaningful inclusion of PWDs within the global development agenda. This progressive engagement with issues of disability has emerged from decades of advocacy and widespread critique of the previous Millennium Development Goals which failed to meaningfully account for disability. The SDGs by contrast, clearly states that disability cannot be a reason or criteria for lack of access of PWDs to mainstream development programming. RCRD and ATOS see this partnership as an effort to honour the ideals of the SDGs.[[10]](#footnote-10)

**The selected municipalities.** With the latest devolution of power municipalities are requesting practical input that will support them in the facilitation of de-institutionalization of RCs and the creation of inclusive education services for children with disabilities and other marginalized groups.

This project will work with seven municipalities ; Bhaktapur, Morang, Panchkha, Thakre Village, Palika, Gokarneswor and Attariya municipalities across six districts; Kailali, Kathmandu, Sindhupalchock, Kavre, Morang and Bhaktapur. These sites are chosen because they represent diverse communities and conditions. An additional ground is that RCRD is well established, trusted and acknowledged partner within these areas. This is seen as an advantage when exploring and launching new agendas and the time span of this project. Eight RCs are selected as are four communities’ mainstream schools.

**Contribution of the intervention in favour of citizen participation**.-The ethos of this project is to give voice to the most vulnerable. It aims at giving marginalized groups and their children a voice in the designing of services favourable to them. By collecting data and knowledge within a participatory framework, voices / narratives and needs of the most “forgotten” will be heard and advocated. This project contributes to citizen participation also by mobilizing and capacity building marginalized groups by facilitating processes which aim to secure their ownership and participation within community schools. Additionally, it is believed that the findings, materials and generated practical tools generated will mobilize action within Disability Peoples Organisations, DPO’s, NGOs and governmental bodies.

In Denmark this intervention fosters active citizenship as we use the generated knowledge and experiences gathered throughout the project, its stories, in ATOS’ 2019/ 2020 information awareness raising activities prompting ethical volunteering, assistance and funding. Volunteering at orphanages / residential facilities often unwillingly fuels family separation. (Please see section Information work in Denmark). Presently, ATOS has a growing group of young volunteers, amongst these are a group of six young Nepalese. ATOS is in contact with The Association of Young People with Disabilities, with the view of their involvement in the project.

1. **Partnership and partners**

**The National Resource Center for Rehabilitation and Development -** The National Resource Center for Rehabilitation and Development, RCRD is an independent NGO of 22 years, whose main objective is to share information, capacity building tools and advocacy strategies with NGOs and governmental bodies. RCRD also runs a Community Based Rehabilitation Services project, CBR, whose principles are hinged on three pillars namely; equity participation and inter-sectorial collaboration. RCRD work from an inclusive perspective. They facilitate processes that empower children, youth, their families and communities to assume an active and decisive role in solving their challenges by strengthening their life skills, improving their confidence and utilizing their existing capacity. They take a lead role in the development, piloting and documentation of community inclusive approaches and are the principal training organization regarding inclusion. They are well versed in working with government bodies. Until the recent governmental restructuring they played a significant role in advising the Ministry of Women and Children and Senior Citizens and the Department of Education on issues relating to disability rights in particular and inclusion in general. They have been partners in government run projects supported by Danida. Over the years they have had partnerships with a host of INGOs e.g. Save the Children, Handicap International, CBM International and Karuna Foundation. They are firmly grounded and acknowledged as advocates for inclusive education both by the public in general and by Disability Peoples Organizations, DPOs across the country. Most importantly, RCRD has solid experience within the field of Early Childhood Development and capacity building of communities, teachers and school management committees.

**ATOS -** Alternatives to Separation, ATOS is a humanitarian independent Danish member-based organization founded in 2015. ATOS has the objective to ensure that children and adolescents, who are at risk of being separated or who have been separated from their family, are provided with a safe and stable upbringing with respect to the child’s ethnic, religious, cultural and linguistic background. ATOS works on a two-fold strategy; a) to prevent children’s unnecessary separation from their family, and b) to find local alternative family based care services for children without parents.

ATOS emerges from the development work carried out in AC International Child Support (AC), and draws on the partnerships, methods and approaches established there. With the merger of AC and DanAdopt in 2015 and the establishment of DIA (Danish International Adoption), it was decided to close down the project department of AC. In order to ensure the continuation of ongoing projects and partnerships, partnerships were handed over to other Danish NGOs. CWISH continued within the ATOS structure.

Social work is the focal point of ATOS’s interventions. Together with local partners, ATOS develop, test and document methods in social work so that the best alternatives to separation are identified. Thereby ATOS ensure a sustainable social anchoring of projects. ATOS’ approach builds upon the good experiences obtained in AC on how best to address issues of separation.

The secretariat of ATOS consists of five persons working on voluntary basis. ATOS forms Project Groups of persons who follow specific partnerships closely. The management of ATOS is structured by a board of six members chosen for a period of two years. The board members have extensive knowledge within the field of social work with children and youths, project management, fundraising, research, human rights and international relations.

**Role of ATOS -** ATOS will provide financial and technical support to the project. ATOS will monitor the project outcomes based upon project site visits, receiving periodic reporting and seeking necessary clarification as needed. ATOS will make one monitoring visit to Nepal. ATOS will also attend and contribute at the planned national seminar where findings and strategies acquired during the project will be presented and discussed.

Although this is the first ***formal*** partnership intervention between RCRD and ATOS members of both NGOs have a long history of partnership and collaboration. Among the five members of the Nepal Project Group you find firm roots to the Nepalese context, a wealth of experience of successful implementation of projects alongside or in partnership with RCRD.

Rita Tisdall, has over 27 years of experience working in Nepal, she has worked with RCRD on numinous occasions. For example: RCRD was one the main local implementing actors in a special needs education project, running across ten districts. A four year partnership between the Danish School of Education and the Nepalese government, funded by Danida. As an MS Development Worker she worked with RCRD establishing local parent support groups, child-family reunifications and the first national NGO disability network. Later, as an inclusive educational advisor to the Ministry of Education they worked closely where the focus was on translating policies into practice (working examples) and vice versa, lobbying for evidence based informed policies.

Stine Højer, as a MS Development Worker, worked with RDRD across four districts implementing disability preventive activities with focus on sanitation, nutrition and safe childbirth.

Divya Shrestha, a resident of Denmark, worked as a project coordinator for Dan Church Aid in Nepal. She too has collaborated with RDRD on a number of projects.

Ranjan Lama, also a resident of Denmark, as a school teacher and local activist knows RCRD interventions from his home district, Sindhupalchok . He has participated in RCRD trainings and received support from RCRD for children with special needs within his school, he was a member of the local child protection committee initiated and supported by RCRD.

Additionally, ATOS draws on the synergy between its partners. For example, AC International Child Support had a long-term partnership with the NGO, Children Nepal who in return have close working relations with RCRD. Both NGOs are well established organisations with stable teams dating back 20 years, jointly they have implemented a host of common activities. Likewise, CWISH, a long term partner of ATOS / AC International Child Support, draws on RCRD in cases where they need disability related support.

**Role of RCRD -** RCRD is responsible for the day-to-day management of the project. RCRD will carry out project monitoring, progress and financial reporting in Nepal in accordance with the CISU guidelines and formats. ATOS, who will perform quality assurance and submit final reports and accounts to CISU. A project team, comprising of; the project coordinator, outreach staff and academic staff, will be formed. This team will manage and monitor the project as it unfolds assuring project activities are adjusted if necessary so as to achieve the objectives and outcomes of the project.

**The National Consultative Committee -** Various state agencies work on the issues presented in the project directly and indirectly. The state is the main duty bearer, the Central Child Welfare Board CCWB, has the overall responsibility to ensure the parental rights of all children. The Ministry of Education is the main duty bearer responsible for the development of school services which should include all children. Important civil institutions are likewise to be considered duty bearers. A National Consultative Committee has been formed in order to secure sustainability and cohesiveness with respect to national policy. Present ,members include representation from the Central Child Welfare Board, The Center for Education Resource Development and Human Resources Development, the National Inclusive Education Unit, Ministry of Education the National Federation of the Disabled, Nepal, RCRD and two members from the projects Core Team. Meetings will be held every two months.

**Core Team, CT,** A team of seven has been formed, they has guided much of the present application. The members have all long term experience in the field of disability and inclusive education. Presently the members are;

Dr. Basu Dev Kafle, Department of Special Needs Education at Tribhuvan University, Nepal

Shudarson Subedi, Advocate and President of the National Federation of the Disabled, Nepal.

Ganesh Paudel, INGO, Humanity & Inclusion

Representative from- Parents’ Federation of Persons with Intellectual Disabilities, Nepal

Project Field staff, coordinator

Dr. Spanana Bista, Inclusive Education, Disaster management and Community Health.

Surya Bhskta Prajapati, Director, Resource Center for Rehabilitation and Development, RCRD

The future role of the CT will be to provide critical appraisal and give feedback to the project on how the project components can live up to high quality data analysis, and interpretation. They will secure that the designed alternatives, solutions an innovations are compatible with government policies thus facilitating that project outcomes can be scaled up. CT members will also visit the project sites and provide input and feedback.

**Local Project Advisory Committee,** LPAC**,** Municipality project advisory committees will be formed to coordinate and secure inclusive representation of all concerned stakeholders within each specific municipality and to link the project’s ongoing findings with the local level programmers and policies.

**The intervention will strengthen the relationship between partners - *Formal contact*** between the two partner organizations began in June 2016, when members of the RCRD Core Team approached ATOS, since then, ideas have been exchanged and mobilization of key stakeholders and preparations have been underway. In November 2018 ATOS participated in a four day national conference organized by the National Federation of the Disabled on Inclusive Education, here the status of parental rights among children with disabilities in Nepal was presented, the need to develop alternative care options relevant to Nepal was debated, as was the outline of this present project. The visit also consisted of project meetings with RCRD staff, board members and site visits. Although both parties had previously worked together it would the first time within an ATOS / RCRD / CISU fame. We conceptualized the partnership, and established an action plan on how to work towards establishing a common project that would adhere to CISU’s criteria. During the visit a SWOT-analysis was conducted on the partnership that revealed the strengths and weaknesses in the cooperation at this point. The analysis showed a strong commitment and willingness to work together, both organizations have strong experience in their respective fields with good possibility of creating a synergy between the respective experiences of the two organizations. A strong “bank” of human capital was noted, assets acquired over the long history of collaboration between persons within ATOS and RCRD. It was also noted that the composition of The National Consultative Committee and the Core Team, all key figures within their field in Nepal, their willingness to take lead rolls in the project is a significant endorsement of the project. Displaying strong assurance that the project is both urgent and achievable.

The knowledge and experience gained form this project will facilitate the building of both NGOs common and individual institutional capacity. ATOS for example, will draw on its findings to strengthen its information work related to advocating for the redirection of international funds in line with the UN care guidelines. Already, there are benefits from the project. SOS Børnebyerne has invited ATOS to help organize a seminar on Parental Rights and Alternative Care. The objective of the seminar is to form a network of Danish NGOs working in the south with child rights. International and Danish NGOs will attend. ATOS will share the story of the ‘Forgotten Children of Nepal’, as an example of how international funding can unintentionally deprive children of their right to parental and care rights in the name of education.

**The actual intervention**

The project aims to reach children at eight RCs, their families and communities. It also aims to reach seven municipalities and four mainstream schools and there surrounding communities.

The following are the primary target groups of the project:

* + - * 100 children at RCs
* 100 families separated from their children
* 60 members of rural municipalities who will be provided capacity building strategies
* 900 community members within the target area of four schools
* 130 school staff members

The secondary target groups encompass; civil society, government agencies at province and national level. There is potential to influence 280 municipalities who house Resource Classes with residentially facilities.

Research shows that fathers and mothers to a child with disabilities often experience and use different coping strategies, these are both culturally and gender based. This project will have undivided focus on gender roles and attitudes throughout all activities in order to secure high levels of representation and participation from the whole family[[11]](#footnote-11). Disaggregated numbers by gender is not presently available. Although, the chosen project areas can in general be identified by cast or ethnicity it is unknown which gender or ethnic background the students have, they have often been moved across districts. Gender aware disaggregated data will be collected under the project. The impact of family separation on women and girls will be compared to the impact on men and boys. Likewise, new approaches will be assessed for expected gender impact.

**The four main activities are to:**

1. Undertake a comprehensive data collection at eight resource classes, the student’s families and municipalities, in order to establish current and relevant knowledge. **#**
2. Design a comprehensive go forward strategy that will guide the de-institutionalization of resource classes with residential facilities that is endorsed by all stakeholders. RDRD and the Core Team are responsible for making this plan. They will do so with close stakeholder involvement i.e. parents, communities, schools and disability related local and national NGOs.

1. Strengthen seven rural municipalities, so they can effectively implement national child protection and inclusive policies.
2. Facilitate parents and communities in establishing school-community partnerships at four school sites.

**# Investing in** **accurate data** collection and information management are essential for effective individual case management, and for the comprehensive understanding of the overall needs of children who have grown up in Resource Classes in Nepal. The final designed deinstitutionalization and alternative care strategies must be based on accurate information. Data is essential also in assisting advocates to their claims for more fair allocation of financial, human and other resources.

In order to secure this rigorous systematic quantitative and qualitative data collection and interpretation an external expert is needed as these high standard skills are not found within RCRD. The external consultant and assistant will be stationed at RDCD office, an integrated task for her will be to capacity build RCRD staff. This will include a specific manual designed for field staff. She will submit a detailed strategy for knowledge transfer at the start of her contract periode. (Please see budget notes for further details regarding external expert)

**C.3 Objectives, outputs, activities and outcomes**

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| Objectives | Outputs | Activities | Expected outcomes |
| 1. Design a comprehensive plan for NGOs and government bodies which will guide the deinstitutionalization of residential facilities at resource classes | * 1. Undertake a comprehensive data collection at Resource Classes, families Municipalities in order to establish current and relevant knowledge: (Comprehensive data collection is completed) | * Formation ofNational Consultative Committee * Lead consultant submits a detailed strategy for knowledge transfer to RCRD, clearly outlining the process. * Design guidelines and plans for data collection * Design guidelines/ template for individual student diagnostic profiling * Conduct preparatory training for Data Collection Team * Formation of the Municipality Project Advisory Committee, LPAC * Inception workshop for LPAC. * Inception meetings with local stakeholders * Collection of data at RC’s and concerned families | National/local legislation is in place that guide the deinstitutionalization of resource classes with residential facilities.  RCRD capacity is strengthen within the field data collection, interpretation and presentation. |
| b. Design a comprehensive go forward strategy that will guide the de-institutionalization of resource classes, endorsed by key stakeholders: | * Analyze and interpret collected data. * Design deinstitutionalization and alternative care strategies. * Conduct, “Reintegration of Children and Alternative Care” introduction workshops with municipalities and local key stakeholders. * Present findings and strategies at a national level seminar. * Make short information film presenting, “Reintegration of Children and Alternative Care Strategies” for the general public. | A comprehensive go forward plan is completed and endorsed by key stakeholders |
| 1. Strengthen rural municipalities, to assure the effective implementation of national child protection and inclusive policies | * 1. Capacity strengthening of newly elected municipality members (Municipalities are capacity strengthen so that they can respond to the needs of the students living at resource classes) | * Capacity building workshops for local elected bodies regarding child protection mechanisms and the goals and steps required to achieve more diversity and inclusion within schools and community | Rural municipalities, are effective implementers of national child protection and inclusive policies |
| 1. Facilitate parental and community participation and effective school-community partnerships | * 1. Facilitate parents and communities in establishing school-community partnerships at four schools (School-community partnership are established. Collective visions are finalized PTAs are functioning) | * Inception meetings with local stakeholders * Workshops for school staff * Workshops for parents * PTAs are established * Workshops-capacity building of SMCs * Joint consultation meeting for all local stakeholders | Parents play a central role in schools. Strong partnerships are formed between schools and local communities. |

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|  | Preliminary 15 month timetable | | | | | | | | | | | | | | |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Prepare a detailed strategy for knowledge transfer. Prepare & conduct data collection |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Design de-institutionalization strategy & dissemination |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Capacity building workshops for local elected bodies – inclusion and diversity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Activities -ffacilitating parents and communities in establishing school-community partnerships |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Final review of intervention |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Dissemination of findings and materials:** The project coordinator will assume the leadership of systematisation of the project process. She will make a systematization plan at the start of the project in order to keep tabs on the project as it unfolds. The goal of this process will be to secure the ethos of the intervention; dialogue, gender equity, inclusion and have tools in place from the start to adjust the project swiftly if needed.

The findings and materials generated from the project will be disseminated by means of national and regional workshops. They will also be distributed via the National Federation of the Disabled to its 300 member organizations <https://www.nfdn.org.np/about/about-us.html> and through the NGO Federation of Nepal <http://www.ngofederation.org/updates>. They will furthermore be posted on municipalities’ homepages. Educational institutions such as Kadambari Social Work College, Tribhuvan University, Kathmandu and others will also receive the materials. Internationally, they will appear on Enabling Education Network who work globally to develop advocacy materials and share campaign messages and innovative field practices concerning the right to quality inclusive education for all. <https://www.eenet.org.uk/what-we-do/>

**Planned intervention-related information work in Denmark-** In 2018 ATOS made an intro.film; ***Child Separation in Nepal***, <https://www.youtube.com/watch?v=KCHbQdcs4YU> which has been successfully used at meetings and workshops as a discussion prompter.

With the contribution from this project ATOS will use the funds to set focus on Ethical Volunteering. The primary target group are young Danes who are potential international volunteers. We plan to organize workshops at gymnasiums / højskoler , write articles and post stories on relevant sites. The United Nations recognizes volunteering as a powerful means to implement the Sustainable Development Goals (SDGs). ATOS wishes to support this sentiment while promoting, critical, aware and prepared volunteers.

The ATOS information group is responsible for the implementation of ATOS’s information strategy it draws on participation from both its general and board members. LUMUS advocacy and Campaigns Unit are supporting ATOS with the development of its information strategies.

1. CWISH, Separation: Denial of Rights, 2012 [↑](#footnote-ref-1)
2. Locally Elected Women Representatives: Needs and Capacity, Australian Government and The Asia Foundation,Nepal,2018 [↑](#footnote-ref-2)
3. Separation: Denial of Rights, Children Living Without Parental Care in Nepal, CWISH / ATOS, 2012 [↑](#footnote-ref-3)
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5. LUMOS, Ending the Institutionalisation of Children Globally – the Time is Now, 2015 [↑](#footnote-ref-5)
6. R. Tisdall, Parent Wishes - Nepal, Disability and Education, Danida, Nepal 1999. [↑](#footnote-ref-6)
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