

ACCOUNTABLE AND INCLUSIVE SCHOOLS (AISP) PROJECT

ANNUAL PROGRAM REPORT 2019



पाटन सामुदायिक पुनर्स्थापन संस्था
PATAN COMMUNITY BASED REHABILITATION ORGANIZATION

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Acronyms

AD	Assistive Device
AISP	Accountable and Inclusive Schools Project
BOD	Board of Directors
CBR	Community Based Rehabilitation
CC	Child Club
CP	Cerebral Palsy
CwDs	Children with Disabilities
CP	Cerebral Palsy
CSO	Civil Society Organization
ECD	Early Childhood Development
FGD	Focus Group Discussion
Govt.	Government
HRDC	Hospital & Rehabilitation for Disable Children
IE	Inclusive Education
IEC	Information, Education and Communication
ME	Monitoring and Evaluation
MPAC	Municipality Project Advisory Committee
MTE	Mid-Term Evaluation
M,F	Male, Female
NGO	Non-Government Organization
ODF	Open Defecation Free
P/CBR	Patan/Community Based Rehabilitation
PAC	Project Advisory Committee
PRT	Primary Rehabilitation Therapy
PTA	Parents Teachers Association
PwDs	Persons with Disabilities
RM	Rural Municipality
SIRC	Spinalcord Injury Rehabilitation Center
SM	Social Mobilizer
SMC	School Management Committee
VDCs	Village Development Committee
VDRC	Village Development Rehabilitation Committee
WDRC	Ward Development Rehabilitation Committee

Increasing Awareness on Inclusive Education in the Community

It is a matter of pleasure to present the third report on the Accountable and Inclusive Schools (AISP) Project, 2017-2020 funded by the Ministry of Foreign Affairs, Finland. This project started its intervention on IE in southern parts of Lalitpur district. The target area of the intervention is four wards of Bagmati RM namely, Malta ward number 2, Pyutar ward number 4, Asrang Ward number 6 and Gimdi ward number 7 and one ward from Mahankal RM called Thuladurlung ward number 7. The major objective of the project is to bring the Children with Disabilities in the mainstream schools by making positive change of the disability perception in the community.

This AISP 2019 report briefs you about the programs carried out

during the project year 2019 and the achievements in the same year.

The history of Patan CBR's work in disability sector is 24 years now and has been continuously working in the IE sector since its establishment. Though this effort has been started 3 years back, the project is successful in raising awareness and put forward disability issues in the local level governments. Also, it is successful in bringing or retaining 95 CwDs in the mainstream schools till now. Moreover, the complete data of the PwDs are now available, which is a good asset for the local level government also. Now, the project has five ward level disability rehabilitation committees which are ready to act as CSOs once the project phased out. Similarly, there are five saving groups formed which are

also ready to act as a partner of the project specially by strengthening the economy of the families of CwDs. Some 150 community people are connected in both of these structures.

The name of the project AISP itself suggests that it has components school accountability and inclusion of CwDs in the schools. Inclusion of the CwDs in the school is dealt by Patan CBR whereas Accountability is handled by Loo Niva Child Concern group, the project partner.

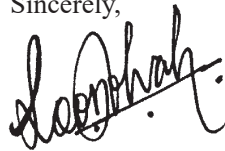
With the last year remaining to the project, we are quite sure that the project will achieve the result which it expected and the local community and the government will be benefited greatly.

I would like to thank to those who are directly or indirectly involved

in the project due to whom we are able to achieve the desired result of the project. Special thanks go to the Ministry of Foreign Affairs, Finland for financing the project. With this support, the community and the C/PwDs have been benefited greatly. Also, thanks are due to the Finnish partner Interpedia ry for cooperating with us. Sincere thanks go to BOD Patan CBR for providing guidance to the project, hardworking project staff members, WDRC members, local government, RMs, parents, community, schools and the families of CwDs for their countless effort and support to the project.

Last but not the least, the hearty thanks go to the entire team of AISP for providing their countless time and effort which made our project a success.

Sincerely,



Loonibhah Chitrakar

Executive Director

April 2020

TABLE OF CONTENTS

Objective.....	1
Activities.....	1
Scholarships/School Enrollment.....	1
Home Visit.....	2
Disable Friendly Infrastructure.....	4
Drama show in target communities.....	4
Trained parents, teachers, community, Political leaders.....	5
Civil Society Engagements.....	8
Skilled and Strengthened Staff.....	8
Monitoring Visit to Project areas.....	12
School monitoring.....	12
Project progress review:.....	15
Achievements/Lessions Learned.....	15
Patan CBR Organization total reach 2019.....	16
Budget.....	20
Annex	
Patan CBR Organization.....	21
Interpedia.....	21
Loo Niva Child Concern Group.....	22





Objective

The major objective of the project is to contribute to the practical realization of right to education for all with improving governance and inclusions in schools.

Activities

Scholarships/School Enrollment

There is an increasing demand from the local people to support their Children with Disabilities. 2 CwDs have discontinued as they had difficulty in attending the school on a regular basis. So, realizing the importance and need of scholarship to the people, 2 other CwDs who could make an efficient use of the opportunity, have been supported. This year, with the same budget allocation, we could successfully support 5 more students for scholarship which include 3 from Pyutar, 1 from Asrang and 1 from Gimdi of Bagmati RM. In total, 65 CwDs, 38 male and 27 female CwDs have been supported till the end of this year which includes 27 out of 34 schools of the five wards of the working area.

Along with identification and registration of PwDs and motivating them to attain the school through home visits, the SMs have conducted 60 home visits for motivating families

to bring children to the school, teaching them on how to deal with children, counseling for maintaining hygiene, discussions related to saving groups, enlighten them on government facilities and others. In the process, 7 new CwDs have been identified and registered. The SMs reported that disability orientation programs, capacity building trainings and physiotherapy trainings have contributed immensely on identifying new cases of disability.





Home Visit

The project adopted the strategy of providing home visits to CwDs and their families to encourage the marginalized for inclusive education. Besides that, PRT and counseling to the needy CwDs have also been provided. Also, the epilepsy medicine and other medical appliances have been provided to them. These activities are carried out in all 5 wards of the targeted area. Usually, the physiotherapy coordinator and SMs from each ward conducts such tasks which also involves instructing the parents on how to provide physiotherapy to the children. These therapy exercise includes teaching them the standing exercise with support, ankle stretching exercise, relaxing exercise, speech therapy and so on depending upon the case of CwDs.



Case Study I

Ratna Bahadur Bholon, who lives in Malta, ward number 2 of Bagmati Rural Municipality, has 3 children. Sudip is one of the three children of Ratna and is suffered from walking difficulty. He was born in 2065/10/11 in his house with normal delivery. His family is dependent with the agriculture for the daily livelihood. His problem started when he was at 6 years of age when he felt that it was difficult to go up and down in house and outside the hilly region. His journey to the hospital started from that time. He has to go to the hospital time to time even now.



Sudip Bholon

Sudip is studying in class two at Trikhandi Basic School at Malta. It is getting difficult for him to go to school regularly and is going to the hospital time to time to treat the swelling in his leg. And he is getting some cash discounts from the hospital. After the hospitalization, his problem has been diagnosed as neuro problem. Hospital provided with medicines and he has been asked to take medicine every day for 3 months. "Even after 3 months of medication, there was no improvement in the condition of the child so the medicine has been disconnected" said his father. Hospital referred him for the operation of his leg for this he has to cross the age of 11 and he is in queue for the operation.



He has been found by Patan CBR SM three years back and has been continuously provided the scholarship materials like; bag, copy, pencils, sharpeners, shoes, bag, dress etc. Not only this, he has been provided with physiotherapy at home by the staff of Patan CBR and by the SMs time to time. "This has been a great help for the families like us" said his father. And with the scholarship help it has become easier for him to go to the school regularly and it made him encouraged to go to the school his father expressed further.

includes constructing the disability friendly toilet and ramp for 2 schools namely Gyan Jyoti Basic School in Malta ward number 2 of Bagmati RM and Gumrang Basic School located in Thuladurlung ward number 6 of Mahakal RM.

Drama show in target communities



Disable Friendly Infrastructure



The lack of proper infrastructure system is one of the deficiencies that keep CwDs from pursuing the education. Our relentless optimism towards such barrier held us together in continuing our effort on improving the facilities for CwDs. This year, such effort

With this purpose, the child club members have been deeply involved in writing the script for drama on the current issues of the CwDs. Then the children are trained on performing the drama. Once the preparation is done, the members move to various public places where they can perform and deliver the message through the drama. A lot of effort is put into the training because the convenience of the audience to uplift the disabled community depends on the performance of



the children. In total, 11 drama shows have been conducted in the year 2019.

Trained parents, teachers, community, Political leaders



The improvement of the disabled community as a whole depends on the degree of awareness among the parents, teachers, CwDs, community and the political leaders.

Moreover, community orientation program for 2 groups have been organized. Altogether, 43 people from Thuladurlung and Malta have benefitted from the program. Basically, the program briefs on the types of disability as defined by Government of Nepal; the nature of disability, the rights and the state facilities of CwDs. And the beneficiaries included PwDs,

teachers, parents, representatives from local organizations, WDRC members and Women group members.

Teachers play a vital role in bringing and retaining CwDs to school. This year, 2 teachers groups workshop was undertaken. Total 52 teachers participated (M-38, F-14) from Malta, Kalidevi Secondary School and Bidyadhishwori Secondary School from Asrang. The program intended on developing the strategies used by the teachers on dealing with the learning diversity in the classrooms. Not only that, the teacher's improper response to learning difficulty can discourage the disadvantaged in pursuing further education. Thus, the teachers are provided with the tactics to retain the CwDs in the mainstream educational environment. One women group sensitization program with the attendance of 27 participants took place for the members of Women's group in Gimdi-7 from Bagmati Rural Municipality.

Similarly, it is also equally important to make aware political leaders and government agencies



on the disability issues and the rights of children. The political leaders come in contact with various groups of people and hence the gained knowledge can be effectively disseminated among the public and their political alliances. In total, 22 members

(M-8, F-14) of political party from Bagmati Rural Municipality have participated in one day orientation program. All these programs acquainted the participants on the issues of disability, government facilities and IE.



Case Study II

This is the case study from Gimdi. Nabin Ranamagar was born in ward number 6 of Gimdi Ward of Bagmati RM 12 years back now. He was born as a son of father Nara Bahadur Ranamagar and mother Bima Ranamagar. They have 6 family members in their family. He has been found by SM of Patan CBR in Gimdi and has been assessed as a needy student. After the consultation with the school administration and family background, he has been given the scholarship.



*(Case Study of
Nabin Ranamagar, Gimdi)*

He is from very poor family background and is dependent with agriculture for the daily life activities. There is no other source of income in the family. It was becoming very hard to live daily life because of dependent only with the agriculture and has to manage for the 6 family members.

During the past he was not able to go to the school regularly due to the lack of education material. And now he is regularly going to the school. He has mental retardation. His family is very much happy with this support. The school teachers said that with this support he is becoming regular in the school.

His father expressed deep gratitude for the concerned for providing the scholarships material like bag, dress, copy, pencil, eraser etc. "It was really a good help for us, at least I don't have to manage for one member of my family" he further expressed.



Civil Society Engagements



There are altogether 10 WDRCs meetings in Malta, Pyutar, Asrang, Gimdi, and Thuladurlung.

The saving group has been formed in 2 target areas this year namely Gimdi and Thuladurlung. The members of the saving group in each ward consisted of parents, PwDs, teachers, representatives of local organizations, members of political party and women group members. With the help of CBR staff, all three saving groups have made rules of their own such as raising Rs.100 per month; loan providing with 10 percent interest rate within the members and depositing the amount in the local financial institution for the security purpose. Each

saving group has separated few members from the total members as working committee members. The profound intend behind the inauguration of a saving group in all 5 wards is to strengthen the community of PwDs through IE.

Skilled and Strengthened Staff



A three-day Physiotherapy training has been conducted for the members of WDRC, SMs from Loo Niva Child Concern Group and Patan CBR as the refresher of the 7-day Physiotherapy training of the project 2018. The main purpose of this program was to provide practical trainings on assessment and identifying problems; to enable participants to design a treatment plan and to teach them the proper ways of



giving physiotherapy. In order to achieve the goal of the program, the real cases of disability were presented and the participants were allowed to do the assessment as well as design the treatment plan including the physiotherapy, assistive aid, sitting chair, standing frame and so forth.

20 participants with male 5, female 15 benefitted from the practical training. It provided enormous help to the participants in improving their knowledge on dealing with different disabilities. The refresher training included the theoretical class, observation class visit in the esteemed organizations from the town and the practical class.



Similarly, One day saving account training for the saving group members of the five saving groups from the respective five wards of the working area as well as WDRC members has been provided.



The participation consisted of total 27 members, M-10 and F-17. It included theoretical training about the organizational structure, bookkeeping rules, and financial policy. In addition to it, an

observational visit to local financial institution was undergone at the same time in order to practice and follow the standard financial rules and secure the amount collected.



Case Study III

This is a case study from ward number 6 Thuladurlung, Mahankal RM, Lalitpur. Laming Syangtan was born 11 years back from now at ward number 6 Thuladurlung. She was born as a last member of a four siblings of father Ram Bahadur Syangtan and mother Sanu Maya Syangtan. She has visual disability by birth. His family came to know about her sight problem when she is at 6 months. Her has family background is very poor and is dependent with the agriculture.



(Laming Syangtan)

She is studying in Jwala Aadharbuth Bidhyalaya (Basic School) and is now studying at grade five. She has been found by the SM of Thuladurlung while going to the home visit.

Her sister has also speech disability. So, with two daughters problem in the family, it is very hard for the parents to cope with.

She has been regularly providing the home visit and family counselling by SM every 3 months and also visit from the central office. The project has provided scholarship material for her sister also. She is getting support from the teachers and friends in the school. After the orientation of disability in the school, the teachers and friends started behaving differently said her father. The family is very happy with the support provided by the project.



Monitoring Visit to Project areas:



The project has its monitoring from four different level. For the first level local SMs monitor the development in the field. Altogether, 20 monitoring have been carried out by them in different schools and in different home visits. Next, it has its monitoring in project officers level carried out by ME officer. 2 such visits are carried out this year. Similarly, the project monitoring has been carried out in its director level with the Interpedia. 1 such visit has been carried out. As there is MPAC committee formed already, the committee also had monitored in the field level. This year Mid-Term Evaluation has also been carried out which assessed various interventions carried out by the project.

School monitoring

During the monitoring visits to different schools of 5 wards, the SMs discuss about the attendance, drop outs and performance of CwDs in studies as well as in other activities to the principal and to the respective class teachers. The exploration on the irregularity of the students is also monitored to understand and solve the hindrances occurred in our goal to promote IE.

Mid-term Monitoring and Evaluation Visit

It has been 2 years since the establishment of our project and this year a mid-term M&E visit has been conducted in the target area. An external expert was hired for the evaluation. The interviews were being taken from the chairperson of RM, child club members, parents and teachers association, WDRC, parents, CwDs and teachers from Gimdi, Pyutar and Thuladurlung covering Bagmati and Mahakal metro municipality. Some of the findings are as follows;

3. Effectiveness of the Interventions

The effectiveness of the project interventions was assessed mainly on the area of project intervention approach and the activities contribution to achieve the mentioned outcomes. In this perspective, the MTE identified highly effective project interventions are: CWDs identification and response system; Identification and support to marginalized and excluded children; child club leadership and mobilization; community education on state facilities.

During the MTE, all participants appreciated the identification and support for excluded children as most effective interventions. The process adopted in this intervention is rigorous and

systematic along with follow up action. All participants supported the selection process was quite fair, neutral and objectively guided to reach the most needed. In many cases the parents who received support at first and later discontinued are also happy and have no

Nowadays, Binita can stand and walk alone without any support. It was because of regular physiotherapy from CBR and care of her parents. She felt difficult to stand alone in previous days and that was creating problem to go to school regular. CBR gave special skills on physiotherapy to her mother and also provide regular guidance. So, her mother could provide regular physiotherapy to Binita. It helped her to stand alone and go to school regular.

complaint and appreciated that the support was a bridging component for them to continue school, to understand the reality of CWDs and provide proper care and support. Consultation with Female Community Health Volunteer, SMC/PTA Members, Child club representatives on identifying the needy children, informing the available state facility, providing support through school, home visit physiotherapy and regular follow up to the service recipient through home visit is well designed and highly benefiting interventions.

The community awareness on state facilities for marginalized children, girls and CWDs have been found very effective as it has educated SMC members, parents that led the parents and SMC members claiming information on the status of scholarship from government, increased interest on registration and accessing PWDs ID, receiving social protection fund from government. Many girls, families and CWDs parents have been successful to access state facilities after the project awareness, which was not the case before.

Chapter III: Good Practices and Learning

1. Good Practices

The MTE identified few emerging good practices from the project interventions in past two and half years. The good practice is identified on the basis of relevancy, it's effectiveness on the problem and innovative model of interventions. As the sustainability of the interventions still need to be assessed, the MTE team suggest these good practices as emerging good practices:

A. The Identification and Response to Social Excluded Children

The model adopted by this project to identify and respond to the excluded children is highly appreciated by the group and found effective as well as relevant. In general process of identification, it is the NGOs officials or social workers identify and respond to the target group. The unique feature of this identification and response is engagement of community and other community actors. The following chart presents the model of identification and support.

4. Sustainability of the Interventions

The MTE has assessed sustainability of the project in two aspects: Outcome sustainability and intervention sustainability. In terms of outcome sustainability, the MTE identified that the outcomes of CWDs and excluded children enrollment, child club leadership and activities are sustainable. The parents are aware of state facilities, are claiming state support and able to reach and negotiate with local government for facilities. The SMC members are active and able to ensure the school present it's all information to the parents and students including budget, services and problems through social audit.

Yet, the interventions from the project may not be sustainable as it has not been well communicated to the local government and state

authorities. The outcome of project, learning and good practices are not reported to the local, state and federal government. The civil society and media activities were low as a result the replication and expansion of the good practices seems almost not happening.

Further, no local institutional arrangements are developed and strengthened to continue efficient and effective activities after the phase out of project. A clear exit strategy or extension strategy is missing in the project.

Suku Lal left his school because no one was there to carry him to school. He has physical disability problem. So, he could not go alone. His mother used to carry him and bring him to his school. Nowadays, his mother could not carry him because of his overweight. The project has managed one-year labor cost to bring him to school. At his schooling time, the project found lots of progress in his study and also in his cleanliness. But it couldn't continue due to the project limitation and unfortunately, he has to leave his school. Suku Lal is very much interested and eager to go to school. His eagerness and interest can fulfill if local government manage the accommodation facilities at his school.

B. Pidhi Kachhya (Portyard Program)

Pidhi Kachhya is a model of educating community people by community leader. The normal community awareness class includes a social worker or an expert coming to the community and informing them about the facility. In Pidhi Class, it is a member of community who presents the information to the targeted group of people, ask them to practice the information and even facilitate to use the information for their benefit. As it is done in a house port yard and people from neighborhood gather there. As like community dialogue, the local educator presents the issue and discuss with participant. During the discussion, participants are free to agree or disagree on the proposition and when everyone agrees, they made action points to act and move to act and apply the information.

From the Pidhi Kachhya 381 parents were reached and mobilized to know the status of scholarship of their girls and dalit children from school. 7 girls who were deprived of the scholarship get the scholarship later.

The Pidhi Kachhya can be considered as influencing social action by people themselves, thus it is sustaining and useful too.

2. Learning

There few learning identified from the project interventions which are listed below:

- It would be good to have a local project implementation group represented by different target sector. Having such group could be helpful in building local ownership and sustain the activities even after the exit of project. Such group needs to be engaged through training and some recognition activities.
- A regular project coordination meeting among the various NGOs working in the same location would be helpful to synergies the project activities. The project has been successful to link 6 families of PWDs and in poverty with local income generating actions through building linkages with other agencies.
- Case study of good practices needs to be carried out and communicated with policy makers and among civil society to expand, replicate and strengthen implementation of future actions.
- Match fund support to schools and community must be defined as catalyzer fund to enable local community led action in countering exclusion and discrimination.

Final

4



Case Study IV

Rohit Nagarkoti is from the ward number 2 Malta, Bagmati RM. He was born at the hospital with operation. Now he is 8 years old. His family heavily rely on the daily wage basis work. His family is from the low level community and is hard to lead their life.

His family noticed that he was not speaking when it was normal time to speak. His family did everything to make him speak. They went for the local healers called Dhamis and Jhankris. Also they

went for the hospital and provided medication. "We did every think we could do at that time" says their family. Even though he cannot speak, he has good ability to listen and has sharp brain. His mother can still remember that there were no such incidents while birth and after birth which led him speechless. "All the things were normal " she said.

Now with the help of Patan CBR, he has been enrolled to the school. He has been supported with the scholarships as we used to provide previously. His family has also been provided counselling regarding the education and other necessary things.

His family is very much thankful to PCBR and expressed that the support will continue during the days to come.



Rohit Nagarkoti



Project progress review:



The review program is conducted internally at CBR office between SMs, staff and board members. And it is also conducted in every WDRC one day each to assure that the goals set are actually achieved. Similarly, at the end of the year, the joint meeting was held where the members of partner organization LooNiva, Patan CBR had undertaken the review program of the project. Such formal review of all the aspects of project performance assisted in the extensive discussion of the organizational issues and helped in the realization of the strength and weakness during the implementation.

Achievements/Lessions Learned

- 88% of children receiving scholarships, including CwDs, report positive and supportive environment and treatment in school and community.
- As the schools are compelled to take enrollements due to the project intervention, the head teachers started to demand increase in numbers of teachers and maids for schools to take care of the CwDs.
- Parents previously trained on accountability and inclusion have started to visit schools and demand transparency of management and allocation of funds for accessibility and inclusion.
- Ward office of Malta has allocated 100 000 NPR and Pyutar NRs. 200 000 NPR annual budget for Ward Disability Rehabilitation Committee.



Table 2019

Patan CBR Organization total reach 2019

Program (output)	Activities	Target Group	2019 no of Target	Achievements 2019
CwDs dalit and socially excluded children are school enrolled	support to 60 CwDs to attain the school	CwDs	60 CwDs	In total 65 CwDs <ul style="list-style-type: none"> Till date 19 enrollements (M14, F5) 22 schools - 65 CwDs continue attain the school
	<ul style="list-style-type: none"> 60 Home visits for identification, registration of PwDs and motivation to out of school CwDs. 	CwDs	65 CwDs home visit	60 home visits <ul style="list-style-type: none"> 7 CwDs identification, registration and motivation to out of school CwDs
CwDs, Dalit and socially excluded Children enjoy social protection schemes.	Home visit to 15 CwDs family for physiotherapy and counselling and distribution of epilepsy medicine/medical treatment/appliance to families.	CwDs	13 CwDs	<ul style="list-style-type: none"> 13 CwDs physiotherapy provided 8 wheel chairs provided to the schools 5 CwDs medical treatment at Malta and Pyutar
Disability friendly Improve Infrastructures in 5 schools	Support to Construct and Improve toilette and Ramp Facilities 2 schools	school	2 schools	<ul style="list-style-type: none"> Support to Gyan Jyoti School at Malta for disable friendly toilet and Gumrang School at Thuldurlung for disability friendly water resource



Program (output)	Activities	Target Group	2019 no of Target	Achievements 2019
Sensitized and trained parents, teachers and community leaders and organized parents of CwDs.	Drama Refresher Training to children and video recording of drama show in target communities and pertinent information sheet .	child club	15 drama shows	11 event drama show in Malta, Pyutar, Asrang 4 events in Gimdi and Thuladurlung combined with Loo Niva Child Concern Group
	Community orientation on rights and state facilities of CwDs reaching 200 parents and communities and state facilities.	community	2 groups	in total 43 participants M-14, F-28 , Thuladurlung and Malta
	2 group: teachers and woman sensitization workshop on their role to bring and retain CwDs.	teacher and women	2 teachers 1 woman group	2 teachers group, 52 participants, M-38, F-14 Malta -Kalidevi Ma.Vi. and Asharang - Bidyadishwori Ma. Vi. 1 woman groups, 27 participants at Gimdi
	Political leaders and government agencies orientation to disability issues and rights of the children.	political leader	1 group	22 participant, M -8, F – 14 Bagmati RM



Program (output)	Activities	Target Group	2019 no of Target	Achievements 2019
Active and engaged civil society at policy level.	Meeting, program planning and review orientation of 5 WDRCs	WDRCs	20 times WDRC meeting	10 times WDRCs program and planning meeting Malta, Pyutar, Asrang, Gimdi, and Thuladurlung
	1 saving group of cWds, parents and provide orientation and formation	parents	2 saving groups	2 saving groups formation at Gimdi and Thuladurlung, total – 30 , M-9, F -21
Skilled and strengthened staff.	capacity building support to project staff	staff	1 time	<ul style="list-style-type: none"> 3day Physiotherapy refresher training Loo Niva and CBR SMs and WDRC members Total participant -20, M-5, F- 15
			1 time	<ul style="list-style-type: none"> 1 day saving account training Loo Niva and CBR SMs and WDRC members Total participant -27, M-10, F- 17
			1 time	<ul style="list-style-type: none"> Two day program on effective use of internet, email and social media via computer and smart phone
	Monitoring visit to project areas	stakeholder	3 events	<ul style="list-style-type: none"> internal monitoring visit Malta, Asrang and Gimdi
			20 event	<ul style="list-style-type: none"> quarterly monitoring visit to schools 20 events
	Publish annual project report for transparency		1 report	April, 2020



Program (output)	Activities	Target Group	2019 no of Target	Achievements 2019
	Project social audit and project advisory committee formation/ meeting/visits	RM	1 time	<ul style="list-style-type: none"> Bagnati and Mahakal RM PAC formation. 11 members each
	VDC wise project orientation	stakeholders	1time	5 ward wise project orientation Malta,Pyutar, Asrang,Gimdi and Thuladurlung
	VDC wise project progress review.	stakeholders	1 time 1time	<ul style="list-style-type: none"> 5 VDC progress review carried out at Malta, Pyutar, Asrang, Gimdi and Thuladurlung Central level review program at CBR office SMS, staff, board members
	MTE	stakeholders	1 time	MTE visit at Bagnati and Mahakal RM informations taken from chairperson, CC members, PTA, WDRC, parents, CwDs and teachers
	Joint planning and review meeting	staff	1 time	Reviewed yearly programs, evaluation of the program carried, planning for the coming year done



Patan Community Based Rehabilitation Organization
Jwagal-10, Lalitpur
Accountable and Inclusive Schools(AISP)
Project Number : 66014254
Fund Accountability Statement
For the Period From 1 January 2019 to 31 December 2019

Particulars	Amount In NPR
A Opening Fund Balance	
Cash in hand	-
Bank	879,088.08
Consumables Inventory Balance	-
Account Receivables	-
Account Payables	(306,200.00)
Sub Total	572,888.08
B Fund Received	
Fund Received From Interpedia During The Period	3,759,802.94
Other	-
Bank Interest	-
Sub Total	3,759,802.94
C Total Funds Available(A+B)	4,332,691.02
D Expenditure	
Expenditure for the Period	3,724,972.30
E Closing Fund Balance (C-D)	607,718.72
F Closing Balance Represented By:	
Cash in hand	73.00
Bank	943,185.72
Consumables Inventory Balance	-
Account Receivables	-
Account Payables	(335,540.00)
Total	607,718.72

Notes to Fund Accountability Statement form an integral part of this statement.

As per our attached report of even date.

Anjana Singh
Anjana Singh
 Admin & Finance Officer

Loonibhah Chitrakar
Loonibhah Chitrakar
 Executive Director

CA. Sudeep B. Rajawat
CA. Sudeep B. Rajawat
 Rajawat & Associates
 Chartered Accountants

Date: 15 Feb 2020
 Place: Lalitpur



PROJECT PARTNER DETAILS:

Patan CBR Organization

Patan Community Based Rehabilitation (Patan CBR) Organization is a non-profit and non politically allined organization using CBR approach for the betterment of Children With Disabilities within Lalitpur district.



CBR program in Lalitpur District had been initiated in 1995 under the program of Patan Lady Jaycees and came under existence as a separate organization in 1999 in the name of Patan CBR Organization. It has been working in the field of disability sector for the last 20 years. Till now, more than 2000 Children/Youth With Disability (C/YwDs) have been provided one or more rehabilitation services consisting of children from more than 41 out of 77 districts of Nepal.

Some of the services provided by our organization are Day Care, Education, Skill Development training to the Youth with Disabilities, Physiotherapy and Counseling to Children and Parents, Family Empowerment by Skill Training, Medicine distribution, Counseling, Assistive Device distribution, Physiotherapy to community people, Home Visit, Scholarship, Training, Orientation, Advocacy, Awareness etc. Nowadays, we are providing day care and education services to 50 C/YwDs as its Centre Based program.

Interpedia

Interpedia was founded in May 1974 (registered in 1976) by parents who had adopted children from another country or who were about to do so. Today Interpedia is a recognized NGO working in intercountry adoptions and development cooperation. Interpedia is a member of EurAdopt and Nordic Adoption Council.



Interpedia's work is based on the UN Declaration and Convention on Children's Rights and the Hague Convention on the protection of children and co-operation



in respect of intercountry adoption, and the ethical rules of EurAdopt and the Nordic Adoption Council.

Interpedia aims to help children in their own country through development cooperation, with special projects funded by the Ministry for Foreign Affairs of Finland and sponsorship programmes. Through intercountry adoption Interpedia helps to find new families in Finland for children who cannot be placed in adoption in their native country.

Loo Niva Child Concern Group

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 the 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.

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.