

CHILD DEVELOPMENT CENTERS

QUARTERLY REPORT

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BY

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Introduction

Poverty is the main obstacle for children of Nepal to get quality education. 31% of the total population in Nepal lives in extreme poverty. According to Nepal Population Report 2011, 26% of the people are below the poverty line. Poverty remains more extreme in Western Nepal, but it has direct effects on children in all parts of the country. Children are involved in many areas of work. More than 70% of the children are engaged in various subsistence activities of the family. Around 20% of the children are involved in child labor in factories, stone quarries, hotels, and transport. Many are bonded laborers and porters. A recent study of an organization indicates that there are more than 4000 street children. Children lack opportunities in developing skills and potentials for they cannot be involved in such activities that aim to develop them. Only 70% of the children are able to complete the cycle of primary education while 30% of the children drop out before completing primary education.

NCM Nepal in the partnership of Compassion 575 has been helping such poorest and neediest children through CDCs. The program is on its way to achieving its outcomes. NCM Nepal has experienced how children are transforming their lives. Children have continued their education up to grade 10 or 12. Their results have improved. They have built relationships with many children of other centers. Many have taken responsibilities in local churches and many have good stories to tell.

Working areas of CDCs

Name of the area	Number of CDCs	Name of centers	Children enrolled
Eastern Nepal	4	Baragothe	75
		Damak	75
		Bayarban	75
		Itahari	75
Western Nepal	2	Bardaghat	75
		Sunawal	75
Total	6		450



Damak CDC children are receiving educational materials and singing an action song.

Education/Intellectual Aspects

- Checked school assignments of children every day if they were done
- Guided children in doing their school assignments
- Coordinated with local church to conduct centers in child-friendly environment
- Provided educational materials and gifts that are useful for their education

- Organized skill development programs like quiz contest & general knowledge test, drawing competition, essay writing, and speech programs
- Arranged social awareness classes in the centers

Physical Aspects/Health and Nutrition

- Checked children’s health & fed de-worming tablets to the children
- Monitored mothers about cooking and feeding nutritious food/snacks
- Organized games and sports day
- Arranged recreational trips like picnics & educational trips

Social and Cultural Aspects

- Conducted awareness sessions on child rights & child abuses
- Observed birthdays of the children enrolled in the centers
- Arranged combined programs of CDCs and local church kids – CDC children were involved in church arranged programs like outreach programs, discipleship classes, church days, etc.
- Organized tree & flower plantation on Environment Day.



Itahari CDC children after receiving educational materials and special gifts for senior children.

Spiritual Aspects

- Arranged bible studies, bible storytelling and Jesus film shows in the centers
- Involved children in house fellowships
- Encouraged children to participate in singing, bible skits & dramas
- Involved children in prayer meetings and in Sunday school ministries
- Involved children and younger teenagers in weekly youth fellowships, rotation fellowships and other youth ministries like conference, bible quiz competition, talent show, etc.

Other Aspects

SHGs have been formed and run among parents. Parents monthly save NPR 30-150 and take loans from the group. They invest the loan in livestock raising and other income generating programs. Pig farms, tailoring, vegetable gardens, small groceries, small tea café, etc. are some examples of the parents' income generating activities run out of credits from the groups.

Self-Sustainability

Most of the centers now have their own buildings. CDCs have good relationships with the local community including local churches. Work and Witness teams have built buildings on the land provided by the local people. The buildings have been used for church's worship service and CDC activities. At the present and in the future CDCs do not have to pay any rent for hiring rooms. Local churches have freely been providing space to the centers. Local churches can mobilize volunteers to continue CDCs in the future. CDCs have also built their relationships with different organizations in the community.

Challenges

- Due to lack of church buildings some CDCs like in Itahari and Bayarban are facing problems to run the centers.
- Besides CDC children other children's parents persistently request CDC teachers to enroll their children in the centers.
- Parents stop sending their children (particularly boys) to CDC when they reach higher grades because they do not want their boys to go to the church.



Baragothe CDC kids evangelism team

Success Story

Child Name: Mikma Dolma Sherpa; Center: Damak

If you are standing by the riverbank on the Northeast side of Damak, a small town in Eastern Nepal, you can observe a group of small thatch-roofed cottages. This is where about 50 landless families dwell, putting their lives at high risk during the floods in the summer. Beautiful hills range in the north like pages of a thick book and a small pretty town is lying to the Southwest. Young family members make their way to the beautiful hills in the early morning in search of some firewood to sell in the small town during that day. A number of times the Ratuwa River wiped away their precious small number of cattle and chicken they had raised in hard times. Yet the small village is continuously fighting for better days in the future.

The local church identified many neediest children among the villagers and enrolled some in the Damak child development center last year. A 5-year-old small girl called Mikma Dolma Sherpa joined the CDC from this village. She was a helpless child, with potential but deprived of many opportunities and was ignorant about her future. Mikma's father is only just literate but he wanted his daughter to be educated up to higher level. He was always worried about how he could continue his daughter's education to that level. The reason was very simple: poverty. Mikma's father has no permanent job. He works whatever employment he gets. Sometimes he is a farmer cultivating others' land. Sometimes he is a day laborer working in construction of others' houses. Sometimes he is a porter carrying goods for others. But most of the time, he is a warrior fighting for his family against the darkness of poverty and illiteracy.



According to the teachers, Mikma is different than what she was before. She has improved in a lot of ways. Now her books are not ink-spotted as before, instead, she keeps them neat and clean. She has learned to also keep her dress neat and clean. *"I did not think this girl could change to this extent,"* her mother added. *"She was very stubborn and friendless, and I had to frighten her or buy some chocolate to get her to go to school."* Soon Mikma did not need any persuasion from her mother's side. She soon began to enjoy playing with friends from her own and other communities. Now she has many friends. Mikma said that she enjoys participating in group activities arranged by the center. She aims to be a teacher in the future. For this, she has a long journey ahead to pass through many difficulties. She needs a lot of concentration and support to be a good teacher in coming decades.

