

It is not only important but inevitable to continue ICRI-Nepal's endeavors in delivery of child and family serving programs in Nepal. I am delighted to share through this newsletter that ICRI-Nepal's program service delivery activities have been a strong support base for children and families from low income background and marginalized community. I take this opportunity to extend my best wishes to ICRI-Nepal's Executive Members, Staff and Trainers on the occasion of special edition of this Bulletin. I further wish ICRI-Nepal's partner organizations including NGOs/CBOs, government entities, individual business, and corporations for their involvement in fulfilling the commitments made for the wellbeing of children and their families living under difficult circumstances in Nepal and the region.

Thank you.

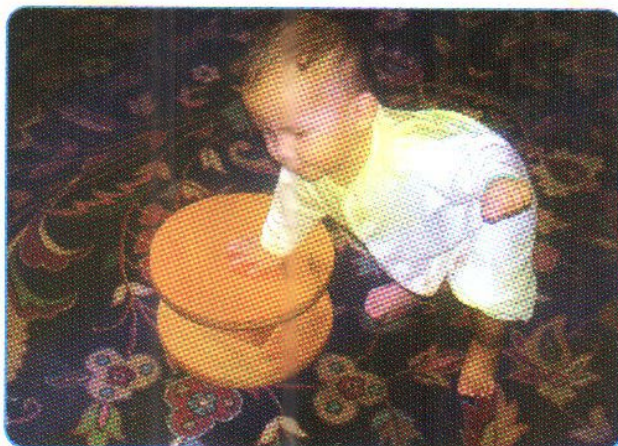
Pro. Dr. Kishor Shrestha
Lead Advisor



International Child Resource Institute - Nepal

Transforming the lives of children and families throughout Nepal

Shree Antarrastriya Bal Sanshadhan Sangh-Nepal (In English: **International Child Resource Institute-Nepal** and in abbreviation: **ICRI-Nepal**) began working in Nepal in December 2001 upon a joint request of Government's Central Child Welfare Board (CCWB) and National NGOs working on behalf of dependent children of prisoners to act as a facilitator of a network group to coordinate the members' efforts and to develop an infrastructure that would allow them to work closely together and share their vision for future. With ICRI-Nepal's assistance, support and facilitation as well as the tireless efforts of a few enthusiastic youths working in the group homes, the Network on Children, Prisoners and Dependents (NCPD) was formed in August 2002.



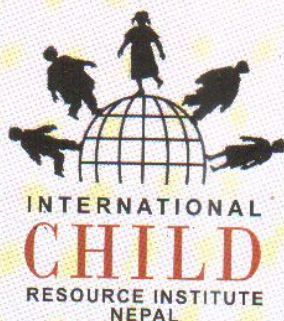
With this achievement, there was a need for regular guidance and close technical assistance delivery for the network to continue to the next level of program intervention. The agencies associated with the network and the Government's Central Child Welfare Board persuaded ICRI to establish its office in Nepal. ICRI then attained legal status as an International Non-Governmental Organization and implemented child and family serving programs from August 2004.

ICRI-Nepal is an autonomous Non-Profit, Non-Governmental Organization registered as per the NGO Registration Act Nepal-2038 (BS) in the District Administration Office (DAO), Kathmandu on April 10, 2007 and it is affiliated with the Social Welfare Council-Nepal (SWC) Nepal. ICRI-Nepal has its own Executive Committee Members comprised of eight renowned Nepalese, there are also five expert Nepalese on our Advisory Board to oversee our works. ICRI-Nepal has been promoting the program service delivery activities targeted to children and families of Nepal through financial and technical means. As a community based organization, ICRI-Nepal has been assisting 10 organizations grouped under network for Children, Prisoners and Dependents (NCPD) for institutional development and capacity building program, planning, implementation and collective evaluations. Similarly, ICRI-Nepal works with NCLR Project Schools to transform dull, un-stimulating, teacher-centric teaching learning environment into child-centric, stimulating, creative, meaningful, and joyful learning environment for the young children between the ages of 3- 8 years. Tutoring for impoverished girls of grade 8-10 aged 14-18 years is another vital program implemented in 3 public schools. Likewise, ICRI-Nepal provides state-of-the-art training to the school teachers, care mothers of children's homes and design child friendly infrastructures and facilities. Through an Alliance for Corporate Social Responsibility (A-CSR), ICRI Nepal has positively been impacting on the lives of children and families in Nepal. The organization is operated by a dynamic group of professionals from assorted backgrounds with untiring commitment, dedication and diligence.

At ICRI-Nepal, we deeply care about children. We believe that as adults, we have a duty and responsibility to create a place where every child is valued, protected and supported. In doing so, we hope to foster a more peaceful, caring and productive world.

The roles of donors, supporters and well wishers is greatly commendable in strengthening the service delivery capacity of ICRI-Nepal. The continued support, encouragement, and consistent guidance of ICRI-International is highly commendable. The contributions of Executive Board Members, Advisors, Trainers, staff, residential and non-residential volunteers towards strengthening the organizational capacity are also valued. ICRI-Nepal is committed to provide services to orphaned, displaced, vulnerable and dependent children of prisoners in the days to come.

Dhirendra Lamsal
National Program Director



NCPD Member Organizations

Justice for All (Jus Fan Nepal)
 Nepal Child Welfare Foundation (NCWF)
 Nepal Children's Organization, NCO/Child Protection Home (www.nconeal.org)
 Parizat Nestling Home (PNH) (www.parizatnestlinghome.org)
 Prisoners Assistance Mission (PAM) (www.watch.org.np)
 Prisoners Assistance Nepal (PA-Nepal) (www.panepal.org)
 Sahara Group (www.saharagroup.org.np)
 SETU Nepal (www.setunepal.org)
 Underprivileged Children's Educational Program (UCEP), Nepal (www.ucep.org.np)
 Victim Support and Rehabilitation Program/Prison Fellowship Nepal (VSRP/PFN) (www.pfnepal.com)

Network for Children, Prisoners & Dependants (NCPD)

NCPD's mission is to end the unnecessary suffering and hardship of prisoners and their dependent children by educating prisoners about their rights, improving prison and child group home conditions, and providing programs that facilitate re-entry of prisoners and their children into society. The shared vision of NCPD member organizations is a society that gives prisoners and their children the chance to build worthwhile and dignified lives. The organizations work together by sharing information, ideas, resources and expertise.



ICRI-Nepal has remained deeply involved with NCPD since its establishment in 2002. ICRI-Nepal provides logistic supports, facilitating and coordinating roles within the member organizations. Similarly, ICRI-Nepal provides technical backstopping assistance, human resource development capacity building programs for each member of NCPD group. NCPD is run through a Secretariat and is managed by a Coordinator. The Coordinator maintains constant contact with all network members and supporters, overseeing projects and programs, and providing support where needed. The secretariat is responsible for developing overall strategies, which are approved at regular coordination meetings. It also initiates and implements collaborative programs, which involves proposal preparation, planning, resource-sharing, monitoring and evaluations. In recent years, ICRI-Nepal and NCPD have received funding from the United Nations Development Program (UNDP) and United Nations Office of Drugs and Crime (UNODC) to implement HIV & AIDS Prevention, Care and Treatment Program along with vocational training and psychosocial support for prison inmates of Kaski, Tanahu and Chitwan District Prisons.





National Center for Learning Resources (NCLR)

While the Nepali Government has made important strides towards school sector reforms, most public schools remain in dismal condition to provide quality education. In 2005, ICRI-Nepal established the NCLR to address these challenges, particularly in the area of early childhood care and education. Working hand-in-hand with marginalized communities and an enormous network of local, national and international collaborators, we have helped to renovate more than 40 classrooms, establish ECD programs, educate hundreds of teachers and impacting the lives of over 10,000 children.

NCLR Advisory Council

Prof. Dr. Kishor Shrestha
Ms. Ram Badan Joshi
Ms. Susan Rai
Dr. Renu Thapa
Ms. Sharmila Shrestha
Ms. Uma Pradhan

Target schools are identified through our contacts and research, as well as through referrals from partnering agencies, including the Department of Education, Central Child Welfare Board, National Centre for Educational Development, Research Centre for Educational Innovation & Development/Tribhuvan University (CERID/TU), Curriculum Development Centre (CDC), District Education Offices. Engaging and empowering communities to participate in transforming their schools, NCLR provides workshops, trainings, technical assistance, and limited funding through 3 interrelated programs:

Renovating the Learning Environment: Guided by local planning experts, school principal, and administrators, parents, and other local stakeholders develop a collective vision and strategic plan for renovating the school. NCLR then organizes Classroom Restructure/Reorganization and External Space Development Workshops that engage teachers, staff, and older children in repairs and improvements that transform indoor and outdoor spaces into stimulating activity centers that spark the development of curiosity, wonder and outside-the-box thinking.

The Teacher Training Program: Led by internationally recognized Nepali leaders in education, the Teacher Training Program consists of a 12-day workshop attended by 2 teachers from each school. Monthly meetings and interschool visitation programs facilitate the sharing of best practices and collective solutions for challenges that teachers face in their schools.

Engaging the Community: ICRI-Nepal works to build and sustain community engagement through ongoing workshops, seminars and dialogue sessions. Older children are recruited to participate in site improvements, and are encouraged to bring their younger siblings to school. Before the academic year begins NCLR staff and teachers go door-to-door, visiting with parents of young children.





ICRI-Nepal Team

Dhirendra Lamsal
MP Kshetree
Aalok Sharma
Nirmala Wagle



Infant Care Facility Improvement Project (ICFIP)

The Nepal Children's Organization, Balmandir was founded in 1964 under Her Majesty the Queen Mother, with the goal of providing shelter and education for orphaned children. The orphanage was once considered a "temple," serving over 450 children of diverse backgrounds, until the restoration of democracy in 1990. It is now serving over 90 orphans ages 0-6 years and 105 older orphans ages 6-15 years. ICRI-Nepal supported and assisted NCO/Bal Mandir to upgrade physical infrastructure as well as training, coaching and mentoring the care mothers. This project upgraded the health, hygiene and sanitation of the facility, revamping the internal physical infrastructure by upgrading lighting system, furnishing baby-room, installing a sanitizer, a safe drinking water system (water foot pump), cribs for babies, creating an area where children of formative ages get adequate space for physical and mental stimulation, and overhauling the conventional practices of taking care of children by introducing state-of-the-art training delivery and mentoring, guidance and assistance.



We have observed remarkable improvements in term of enhancing knowledge, skills and understanding of care mothers about their roles and responsibilities, a environment of trust, cooperation, team building, practices of mutual sharing, respecting colleague works and working with common sense. Besides, the physical improvement of infant care rooms which is obviously visual is yet another indicator of positive impact of intervention program. Last but not least, the repeated demands for scaling up the program and spreading successful strategies in other parts of the country obviously demonstrate how effective the program was.

Alliance for Corporate Social Responsibility (A-CSR)

Corporate Social Responsibility (CSR) is a term used to describe a wide range of business-led economic, social and environmental initiatives that



Executive Committee Members

Mr. Tirtha Raj Khanal
Mr. Mandar S. Bandopadhyaya
Mr. Prabesh Aryal
Mr. Dibya Raj Sapkota
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Ms. Bima Thapa
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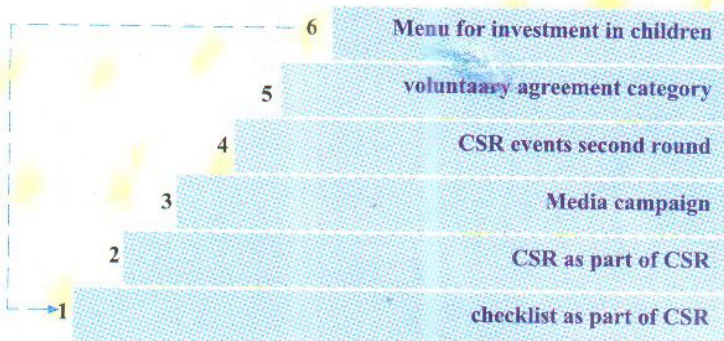
go beyond legal requirements and are mostly voluntary in nature. ICRI launched the Alliance for Corporate Social Responsibility in 2004 with the goal of catalyzing a profound shift in corporate philanthropy by helping businesses to integrate social responsibility into their culture. Through workshops, roundtables, and seminars with government agencies, businesses and social organizations, we have been able to achieve the following outputs.

- Promoted communication and collaboration by creating a database of contact information on partnering businesses and social organizations.

- Advocated for tax exemptions for businesses and corporations that have been contributing to social projects. The government has recently adopted a policy to provide tax incentive.

- Established contacts with media partners to highlight issues and disseminate success stories

- Fostered collaborations among like-minded organizations to prioritize child-focused programs

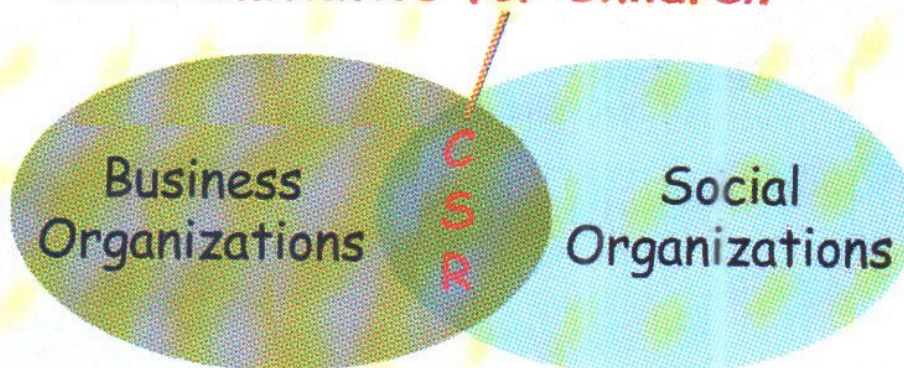


- Signed thirteen voluntary agreements with business partners to provide assistance and support programs for children

- Conducted research on child-focused CSR programs with the goal of modifying successful practices to the specific needs of Nepali children

A Monthly Round Table Discussion Program on - CSR has brought together corporate leaders, media personnel, government authorities and civil society members to highlight - social contributions within the community. It has also been an appropriate platform for ICRI-Nepal to promote better understanding on pertinent issues related to individual business and corporate communities and thereby develop working strategy for A-CSR intervention program in future.

ICRI Initiative for Children



Girls Education Support Program (GESP)

People from all over Nepal come to Kathmandu with an aspiration to get employment opportunities to sustain the family needs. On the contrary, they end up doing unskilled work on a daily basis.

A large numbers of their daughters and other girls are also working as a domestic labor. The money they earn is insufficient for the family to live with, thus, the education of their children remains in lower priority so much so that the girls become weak and vulnerable in carrying out their individual roles and responsibilities as a member of the society.

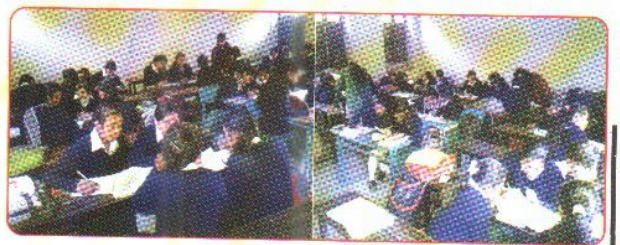


Majority of local people of Kathmandu City send their children to private schools which charges high amount of fees and in return, they provide better education for them but the children of daily wage workers are compelled to send their children in public schools. The public schools provide free education but these are poor in quality and standard. The free education provided by the public schools mainly covers tuition fee but they still have to manage other cost for teaching/learning materials, books, copies, bags, uniforms, extra-curricular materials, sports, Tiffin, stationeries etc. These items become a huge burden for the family. In addition, the domestic labor (students) has no alternative except to join the same public school. The private education system, which is very expensive, is far from reach of low income family (daily wages worker).

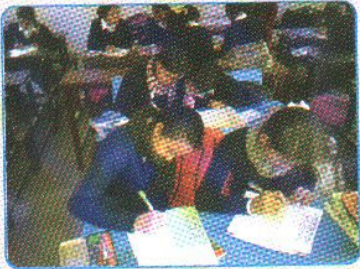


The low pass percentage among girls of public school is because of an un-effective teaching/learning pedagogy. Furthermore, the school still follows conventional teaching/learning practices with focus on rote-memorization without understanding. There is extreme lack of individualized support and assistance for the girls to help them with challenging (hard) subjects like Mathematics, English and Science. The schools do not have appropriate and effective academic tools, equipments and materials. The parents and/or guardians are mostly illiterate and/or semi literate. They can neither guide their children at home, nor, they can afford extra cost for tuition/coaching

for their children. So the girls gradually get detached from the school education while studying in grade secondary level.

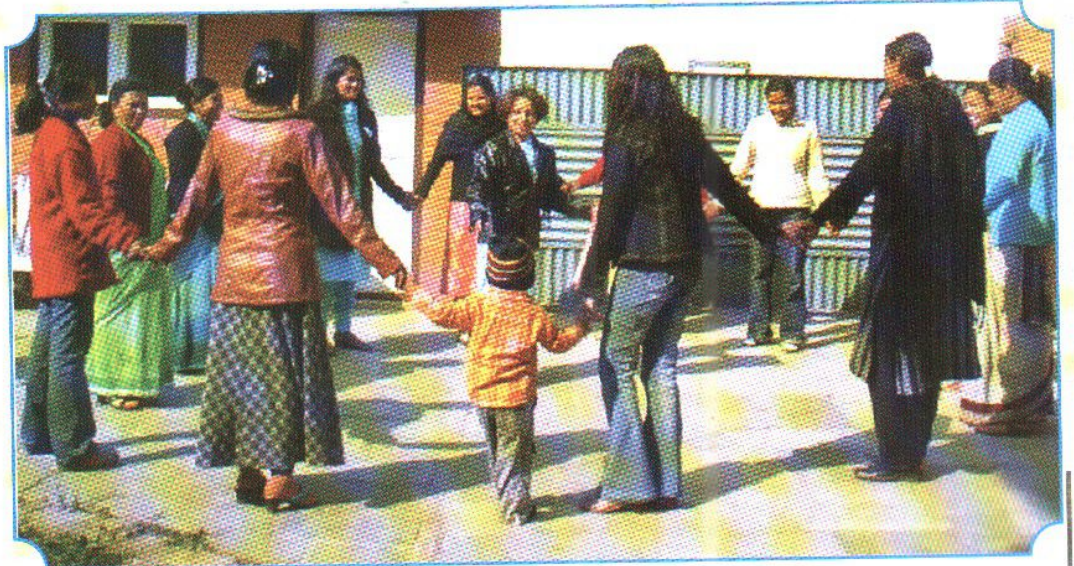


While implementing the ECD program, we realized greater problems of the older children aged 14-18 years studying in grade 8 - 12 in regards to their educational achievements, especially SLC (national board exam), resulting in their gradual drop-outs from the school and leading them into early marriage. After marriage, they never get chance to join the school again. ICRI-Nepal, therefore, introduced educational support program targeting the girls studying in grade 8 since July 2013. The 8th grade is the foundation step to intervene this type of supporting program towards SLC and higher secondary education. So the program will reach up to grade 12, accordingly. The goal of the program is to ensure academic achievements of girls at least up to higher secondary level from low income, marginalized and vulnerable family.



ICRI-Nepal works with the teachers, school administrators and School Management Committee (SMC) to garner support for delivery of quality education within the school set-up. We organize periodic meeting/s with them to identify the causes of their weakness and thereby provide individualized support not only to score good marks in the exams but also for their overall development. Furthermore, we organize training and orientation sessions for the teachers to enhance their knowledge and skills in delivery for effective methods with specific lesson plans based on peer group activities through cooperative learning approach.

We have also been collaborating with community to raise awareness among parents and guardians and to help them realize their vital roles in helping their children while they are at homes. This activity has created enabling environment for the girls to focus on their study at homes.



Overall Outcomes

- Over 22 training sessions on professional development for the staff of NCPD group homes;
- Over 1250 dependent children of prisoners and juvenile delinquents are being cared for their health, education, development, and their participation;
- Over 584 prisoners and their families have received HIV & AIDS prevention, care and treatment support;
- Over 100 teachers and over 21 institutions, serving a total of over 10,000 orphan, displaced, vulnerable and prisoners' children have received teacher training, learning materials, educational assistance, orientation, mentoring and guidance;
- Over 40 traditional ECD and primary classrooms were restructured/reorganized and transformed into child-friendly environment;
- Transformed educational system from conventional method to learner centric, stimulating, creative, joyful and meaningful through cooperative learning approach;
- Assured to pursue higher secondary education (Grade XI and XII) after secondary, level education,
- Empowered the girls to be self - sufficient and self sustained in their later life;
- Over 115 impoverished girls aged 14-18 studying in Secondary level are being provided tutoring on Mathematics, English and Science (MES) to promote their educational achievements and thereby reduce early child marriage;
- Over 13 companies have developed corporate social responsibility initiatives in conjunction with ICRI Nepal through voluntary agreements;
- Over 90 orphan children from the age 0 to 6 were provided overall facilities for their holistic development in Nepal Children's Organization, Balmandir;
- Over 21 care mothers of Nepal Children's Organization, Balmandir have received extensive training on child care and development;



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