

FOREWORDS



Backward Society Education (BASE) has been publishing an annual report from its very beginning to inform stakeholders about its progress. Now I am very happy to present BASE's 2011 annual report.

BASE is a community based human rights NGO which has a membership system. BASE has been working in the following districts in mid and far western Nepal for the past twenty years: Banke, Bardiya, Kailali, Kanchanpur, Surkhet, Salyan and Rukum. The main focus of our organization lies in running programs related to education, health, women's empowerment, income generation, microfinance, the abolishment of child labor and Kamlahari system, poverty reduction, e-library access, livelihood forests, malaria reduction campaign, helping children of armed conflict, conflict reduction, organizational development and community development.

I would like to thank the women's group, women awareness groups, youth clubs, members of BASE, Village Development Committees, representatives of Central Committee, counselors and well-wishers and at last but not at least the hardworking and sincere staff of BASE for their vital role in empowering the organization and making BASE reach this position.

I believe that this annual report will help the reader to better understand the programs being run by BASE. It is important to us that we provide a glimpse of our activities to all of our stakeholders.

Lastly, I would like to thank the whole team who provided their valuable time and effort to publish the annual report of the organization.

A handwritten signature in black ink, appearing to read 'Dilli Bahadur Chaudhary'.

Dilli Bahadur Chaudhary
President

Executive Director's Statement

The 2011 Annual Report presents the picture of progress, remarkable achievements, and lessons learned in the course of implementation of BASE's programs.

BASE's guiding vision is the "Creation of an Exploitation Free Society". To achieve this, BASE has been continually working on diverse projects based on collaborative components and partnerships with local government and community groups in project districts. BASE always focuses its initiatives on providing a platform for marginalized communities, including: ex-Kamaiyas, child labors and disadvantaged communities.



This year, BASE has implemented various types of community development projects in mid and far west Nepal. BASE is especially focused on the accessibility of basic education in the mid and far western regions. To address the grassroot issues of bonded labors and their children, BASE has delivered livelihood trainings and opportunities for economic development. Additionally, BASE has informed communities of their basic rights, including education, health, and sanitation. Further, BASE has implemented a project that focuses on the historic process of constitution building of the nation. Moreover, BASE has imparted the components of emergency aid on humanitarian aspects and disaster preparedness and response by teaching school and community based approaches to vulnerable societies.

BASE is a mass membership base organization and we are acutely inspired by working with the community and strengthening Nepal through the institutional development approaches. Therefore, the level of capacity development along with the mobilization of various groups, indigenous traditional governance systems, youth clubs, and institutions must be continued. BASE has focused its initiatives to help the indigenous nationalities, low caste citizens, marginalized communities, exploited groups, and vulnerable groups, particularly women, children, and youth. BASE has been a relentless leader in helping develop the rural parts of Nepal's mid and far western districts.

At this golden moment of our annual celebration we cordially appreciate the warm cooperation of our national and international development partners who have been working hand in hand with us. Special thanks go to our donors/development partners: Save the Children, ADRA/Nepal, World Education Inc., The Asia Foundation, UNDP, Action Aid, Room to Read, Mr. Volker and Wally Kleinn, Shivia Foundation, Banyan Tree Foundation, Advocacy Project, Find Your Feet, Antislavery International, Eden Foundation, WAKE Foundation, and Bank of Kathmandu. All of BASE's work has been made possible due to the financial and technical support from our development partners.

Further, our great appreciation goes towards the local communities, youth/child clubs, users groups, cooperative organizations, and child friendly villages who are increasingly taking over the responsibility of ownership to our joint partnership. Altogether we hope that we can continue to work together on future initiatives. Finally we will have our sincere reception to the feedbacks, comments, inquiries and suggestions from our well wishers.

Despite many challenges during the implementation of the development initiatives, BASE has produced real results, inserting both tangible and intangible transformation in to the lives of its target communities and groups.

In particular, special thanks go to the information and documentation coordinator Mr. Chandra Bahadur Chaudhary, Kity Basnet, all program coordinators, district coordinators, operation managers, and financial officers for their valuable inputs and hard work on publishing the annual report. Additional appreciation goes to Pinky Dangi, Rachel Palmer, and Alex Kelly for their work on compiling and finishing this report.

We are grateful to all those who have contributed directly or indirectly in the preparation of this report.

A handwritten signature in dark ink, appearing to read 'Churna Bahadur Chaudhari'.

Churna Bahadur Chaudhari (Mr.)
Executive Director

List of Acronyms

AEP	-	Access to Education Program
ATC	-	Active Teaching Learning
ADP	-	Adolescent Development Program
ADARSH	-	Adolescent Development and Reproductive Sexual Health
ASI	-	Anti-Slavery International
BASE	-	Backward Society Education
BLOP	-	Better Life Option Program
CFS	-	Child Friendly Schools
CFUG	-	Community Forest User Group
CPC	-	Child Protection Committee
CFV	-	Child Friendly Village
CAAFAG	-	Children Associated with Armed forces and Armed Group
CAC	-	Children at Conflict
CCNG	-	Child Club Network Groups
CASP	-	Common Approach for Sponsorship Program
CAPA	-	Community Adaptation Plan of Action
CA	-	Constitutional Assembly
DEO	-	District Education Office
DADO	-	District Agriculture Development Office
DCWB	-	District Child Welfare Board
DCNG	-	District Club Network Groups
DCWO	-	District Child Welfare Office
ECD	-	Early Childhood Development
FCLP	-	Child Labor Program
FYF	-	Find Your Feet
GATE	-	Girl Access to Education
HVNCSE	-	Helping Vulnerable Nepali Children Succeed in Education
HM	-	Head Master
KAP	-	Kamlahari Abolition project
LMT	-	Library Management Training
LIFE	-	Livelihood for Forest and Empowerment
LFP	-	Livelihood Forestry Program
LAPA	-	Local Adaptation Plan of Action
IFP	-	Interim Forestry Program
MRM	-	Monitoring and Reporting Mechanism
MFAT	-	Ministry of Foreign Affairs Trade
NFE	-	Non-Formal Education
PPCC	-	Partnerships for Protecting Children in Armed Conflict
PLL	-	Post Level Literacy
SEDP	-	Sustainable Education Development Program
SSRP	-	School Sector Reform Program
SMC	-	Management Committees
SHN	-	School Health and Nutrition
SHCRPG	-	School Health and Child Rights Protection Groups

SIP	-	School Improvement Plan
SSRP	-	School Sector Reform Program
SLC	-	School Leaving Certificate
SEED	-	Sustainable Economic and Environmental Development
SED	-	Poverty Reduction through Sustainable Economic Development
SHN	-	School Health and Nutrition
SHCRPG	-	School Health Child Rights Protection Group
SHG	-	Self Help Groups
SSSB	-	Sangai Sikaun Sangai Badhaun
SPCBN	-	Support to participatory Constitution Building in Nepal
TLRC	-	Transfer Library Resource in Classroom
ToT	-	Training of Trainers
VDC	-	Village Development Committee
VEC	-	Village Education Committee
VMLR	-	Verified Minors and Late Recruits

Table of Content

	<u>Page</u>
A Brief Introduction to BASE	1
Governance of the Organization	3
1. Basic Education Program	6
2. Early Childhood Development (ECD) Program	9
3. Nepal Education Project	12
4. E-Library Program	16
5. Literacy Boost	17
6. Helping Vulnerable Nepali Children Succeed in Education (HVNCSE).	19
7. Sangai Sikaun Sangai Badhaun (SSSB) Project	21
8. Reading Room Program (RRP)	23
9. Freedom for Child Labor Program (FCLP)	27
10. Children Associated with Armed Forces and Armed Group (CAAFAG)	31
11. Partnerships for Protecting Children in Armed Conflict (PPCC)	34
12. Sustainable Education Development Program (SEDP)	37
13. Access to Education Program (AEP)	39
14. Adolescent Development Program (ADP)	40
15. School Health and Nutrition (SHN)	42
16. Kamlahari Abolition Project (KAP-II)	44
17. Sustainable Economic and Environmental Development (SEED)	49
18. Poverty Reduction Through Sustainable Economic Development (SED)	52
19. Micro Finance Program	56
20. Livelihood for Forest and Empowerment (LIFE)	58
21. Youth Save Program	60
22. Interim Forestry Program (IFP)	62
23. Support to Participatory Constitution Building in Nepal (SPCBN)	64
24. Freed Kamaiya Advocacy and Empowerment Program	67
25. Internships at BASE	70
26. BASE volunteers program	71
27. Visitors of the year 2011	72
28. Partnership organizations	73
29. Income and Expenditure Statemen	74

A BRIEF INTRODUCTION TO BASE

BASE – Our History

The origins of Backward Society Education (BASE) are to be found in a pioneering group of young activists who established the Charpate Club in January 1985. It was during their traditional Tharu New Year meeting in the village of Dumrigaon in Dang that the thirty four young people, including our founder Dilli Bahadur Chaudhary, gathered together to discuss the problem of kamaiya bonded labor. After raising 700 rupees through cultural shows, the Charpate Club went on to become BASE in 1990, and to lead the fight against the exploitative kamaiya system which was finally abolished on 17 July 2000. After this monumental event BASE continued to work for the education and rehabilitation of the freed-kamaiyas, as well as people from other marginalized communities. BASE has received international recognition for its work, and Dilli Chaudhary has won many awards including the 1994 Reebok Human Rights Award and the 2002 Anti Slavery Award.

BASE – The NGO

BASE continues in its commitment to fight against illiteracy, poverty and social and political discrimination amongst all marginalized communities. Our aim is to transform the outlook of downtrodden people as well as their oppressors. We currently operate in eight districts in the mid and far western regions of Nepal, those being Dang, Banke, Bardiya, Kailali, Kanchanpur, Salyan, Surkhet and Rukum. However, we are now considering expanding our projects into other districts. Our main areas of work include formal and non-formal education, ensuring and sustaining rights for freed-kamaiyas, livelihood support, child labor elimination, support for sustainable democracy, human rights violation monitoring, conflict mitigation, water and sanitation, environmental sustainability, disaster preparedness and response, infrastructure support, the protection and promotion of traditional and indigenous cultures, and support for children associated with armed groups. BASE hires its staff primarily from the local communities of indigenous and marginalized people it serves, and in doing so it works to strengthen indigenous capabilities.

BASE – The Social Movement

BASE is not just an NGO but one of the largest social movements in South Asia. We have a membership of over 200,000 people, of which about 29,000 are actively engaged in voluntary community work. BASE's membership is organized through a network of district committees,

area committees, village committees, women's awareness committees and youth awareness committees, all operating at their own respective level and in their own areas. These grassroots committee members are democratically elected every five years, and they provide the strategies and ideas to keep BASE in touch with the current needs of our communities. The committees also play a crucial role in monitoring and evaluation, troubleshooting, coordinating with national and international agencies, and communication and exposure of BASE in the diplomatic sphere. The power of BASE's membership is even further enhanced by hundreds of child clubs, women's groups, income generation groups and other community organizations.

Vision: BASE dreams of creating a society free from exploitation.

Mission: BASE is committed to creating an equitable and progressive society replete with social, economic, humanitarian and institutional development for the preservation of culture and the environment.

Goal: To promote accessibility for socially disadvantaged communities to create opportunities and improve their living standards for the creation of an equitable and progressive society.

Values and assumptions:

On the organization:

- a) BASE believes in general membership civic organizations.
- b) Development pursued through the involvement of civic organizations is sustainable.
- c) BASE workers should be an example in the community by adhering to a code of conduct.
- d) Foreign aid and partnerships can contribute to development.
- e) BASE's economic development will reduce its dependency on external funds.
- f) Good communication is required for the development of an organization.

On Local communities:

- a) Even deprived people, such as bonded laborers (Kamaiya), can adopt frugal habits to save money.
- b) Women groups and grass-roots civic organizations can successfully undertake any enterprise or community work once they have become literate.
- c) Villagers are able to identify their own needs, therefore BASE believes in

participatory community development.

- d) Social development is more important than infrastructure development.
- e) Voluntary labor should contribute to community development.

On social change:

- a) People must be organized to claim their rights.
- b) Social movements create civil society.
- c) BASE works through fighting for social issues without geographical boundaries.
- d) Society and the country will develop only through the equal development of all communities.
- e) Education and awareness is a strong tool for the development of indigenous and other oppressed communities.
- f) Coordination between government and non-government organizations can contribute to development.
- g) Development involves equal participation of men and women.
- h) BASE believes in democracy.

Governance of the Organization

BASE has been implementing developmental projects with the financial assistance of development agencies since its establishment. The programs are implemented by project staff, and supervision and monitoring is conducted by members of committees and sister organizations working at many different levels. These committees and sister organizations include: BASE central committee, district committees, area committees, village committees, a women's awareness committee, and a youth awareness committee. Each committee monitors the programs at its' own level. In this structure there are 10,517 individuals holding formal positions who are directly involved in the organization's work.



Building of BASE Headquarter Tulsipur, Dang

There are more than 200,000 general members in BASE. District committee level meetings are organized on a quarterly basis to share program activities and review institutional development work. The organization also implements youth awareness programs because of the importance youth plays in the developmental sector. Through central women awareness committees, seminars and meetings are organized for women to involve them in development activities. Finally, BASE gives significant recognition and respect to Tharu traditional governance systems - bhalmansa/mahatau/badghar (village heads), guruwa (priests) and chirakiya (assistants to village heads) - because their support for BASE's work is vital in ensuring legitimacy, ownership and the long-term sustainability of our projects.

As well as program supervision and monitoring, BASE's central committee generates organizational policies to maintain order within the organization. BASE has developed a strategic plan, an administrative policy, a financial manual, sanghari guidelines (BASE's social mobilization guidelines), as well as specific sector policies. BASE amends these policies as required.

In order to ensure the timely management of our day to day work, BASE has formed a central management committee at the central level, and district management committees at district levels; both of these meet on a weekly basis.

Central management committee: The role of the central management committee is to provide strategic oversight to all programs managed by BASE, as well as project and organizational structures.

Composition of central committee: BASE's central committee is made up of the following members:

1. Mr Dilli Bahadur Chaudhary	-	President
2. Mr Yagya Raj Chaudhary	-	Vice President
3. Mr Defu Lal Chaudhary	-	Secretary
4. Mr Dhurba Bahadur Shah	-	Joint Secretary
5. Mr Gopal Chaudhary	-	Treasurer
6. Ms Bhawana Shah	-	Member
7. Ms Jagmoti Chaudhary	-	Member
8. Ms Naina Devi Chaudhary	-	Member
9. Mr Maya Ram Chaudhary	-	Member
10. Mr Purna Bahadur Chaudhary	-	Member
11. Mr Man Bahadur Chaudhary	-	Member

Project structure:

To implement and monitor on going projects, there are the following senior level officials working at the central level: Executive Director, Operational Manager, Central Level Program Coordinator, Assistant Program Coordinator, Accountant, and Office Assistant. At the district level there are the: District Program Coordinators, Assistant District Coordinators, and Social Mobilizers, along with administrative officers. At the present time there are 122 staff, of which 76 are male and 46 are female.



1. BASIC EDUCATION PROGRAM

Introduction:

BASE implemented a basic education program in 13 Village Development Committees and one municipality of Kailali district in partnership with Save the Children. School aged children are the target group of this program and BASE has been guided by global education programs including the School Sector Reform Program (SSRP). BASE's focus in 2011 was expanding a follow up and monitoring capacity for Child Friendly Schools.

Program Objectives

- Increase access to and improve quality of basic education opportunities that promote and protect children's cognitive, social, emotional, and physical development.
- Improve household and community capacity to protect and increase children's participation in quality basic education, and strengthen local, regional, national capacities, and resources for basic education.

Activities

- Expanded CFS monitoring to ensure all 71 CFS have functional school management committees (SMC).
- Implemented School Health and Nutrition (SHN) programs and School Health and Child Rights Protection Groups (SHCRPG) in all CFS.
- Created assessment model to monitor the Active Teaching Learning (ATL) method. ATL teachers are currently monitored by the District Education Office resource staff.
- Continuation of two Literacy Boost programs in 2 VDCs.
- Held capacity building and coordination meetings on a quarterly basis with local stakeholder including government organizations, local NGOs and INGOs. The meetings focused on child rights in Kailali, as well as the achievements and challenges of the project to date.
- In the October 2011 we held a meeting where special attention was paid to finalizing the child rights situation analysis report and discussing the exit plan of BASE Kailali.

- 5 VDCs in Kailali district were selected for a free and compulsory education program (Bauniya, Kotatulsipur, Dhansingpur, Pandaun and Khairala) and 2 received support from BASE (Bauniya and Kotatulsipur).
- Formed monitoring teams in VDCs to ensure the continuation of free and compulsory education. Additionally, BASE staff and committee members conducted regular joint meetings with monitoring teams on a monthly basis.

Outcomes

- 71 CFSs have functioning school management committees.
- 69 of 71 CFS updated School Improvement Plans (SIP) and conducted social audits.
- School Improvement Plan (SIP) reviews have shown that all CFS now have an annual plan and have updated their improvement plans with the support of the DEO resource person and BASE.
- BASE provided Active Teaching Learning (ATL) method training to 85 teachers at 71 Child Friendly Schools. Approximately 87% teachers who were trained currently use the ATL methods at school.
- 33 schools currently provide first aid services, with more than 9058 students benefiting from those services.
- More than 13,693 students receive safe potable drinking water at school.
- Separate girls and boys functional latrines are monitored at 50 schools.
- All 71 CFSs utilize waste disposal systems.
- 30 expert volunteers and 88 regular volunteers manage 45 reading camps in Bauniya and Kotatulsipur VDCs.
- The Literacy Boost Program currently operates in 16 schools.
- Between 24 and 28 members from different NGOs and government organizations participated in the district level coordination meetings.
- 35 members of the Free and Compulsory team participated in the VDCs meeting for Bauniya and Kotatulsipur.
- BASE continues to enroll children in school through the program.
- 159 children who were not attending school were provided with scholarships and school supplies and were enrolled in school through the Free and Compulsory program in Bauniya and Kotatulsipur.
- 44 children were provided with school materials and enrolled in school at Joshipur VDC Banjariya.
- 42 schools have been provided with materials to encourage active teaching learning.

Project Assessment

In 2011, BASE successfully improved the quality of education and school facilities in 71 Child Friendly Schools through the assistance of Save the Children. Schools received School Health and Nutrition programs, ATL methodology, and potable drinking water. Additionally, some students received scholarships and school materials to enable them to attend school. All of the activities in this program were focused on providing a suitable learning environment for all students in the targeted areas. By working with the community BASE believes that the long term educational future has been placed on solid ground.



VDC level planning meeting for free and compulsory education

2. EARLY CHILDHOOD DEVELOPMENT (ECD) PROGRAM

Introduction

BASE has been working with the Early Childhood Development (ECD) program in partnership with District Education Office (DEO) since 2007. Joint implementation with DEO has resulted in the improvement of early childhood education in Kailai district. By providing capacity building training to facilitators and the community, increasing the frequency of supervision and monitoring of the centers and making funds available at to the local ECD committee, BASE has improved education resources.

SN	Name of VDCs	# of ECD centre		
		CBECD	SBECD	Total
1	Chaumala	19	0	19
2	Geta	18	0	18
3	Shreepur	13	0	13
4	Malakheti	0	0	0
5	Dhangadhi	43	0	43
6	Beladevipur	23	0	23
7	Darakh	7	2	9
8	Joshipur	16	0	16
9	Thapapur	12	2	14
10	Bauniya	9	5	14
11	Kotatulsipur	7	11	18
12	Sandepani	10	0	10
13	Mashuriya	11	0	11
14	Pahalmanpur	7	0	7
	Total	195	20	215

The ECD program focuses on children between ages 3 & 4. The program enrolls all children regardless of ethnicity, which leads to high community participation. The community contributed much of the labour to build the centers. In Kailali district, there are 836 ECD committees (461 school based and 375 community based). Of those, BASE monitors 195 community based and 20 school based ECD centers. BASE currently monitors and conducts consultation meetings in ECD centers to discuss and resolve problems as well as to give feedback. These sessions also encourage each center to make their own learning materials in order to better tailor the program to their community.

Program Objectives

- Increase access to ECD program for children, their families, and care givers.
- Improve quality of ECD Program to protect and promote children cognitive, social, emotional and physical development.
- Strengthen local and regional policies, capacities and resources for ECD.

Activities

- BASE has provided paint and carpet to ECD centers to assist in providing a learning environment that contributes to development of the students.
- BASE has been conducting training for ECD centers to increase effectiveness and give each center the ability to make their own materials.
- ECD management committee meetings are conducted on quarterly basis and facilitated by the ECD supervisor. In the meetings the main challenges of ECD centers and the solution for overcoming them are discussed. Additionally all administrative matters, such as budgets, guidelines and sustainability, are discussed.
- An ECD facilitators meeting is conducted on a quarterly basis at the VDC level by a DEO resource person to discuss common issues that arise in their classrooms. These meetings also focused on making local ECD material for each center. The meetings help the facilitators recognize and face common challenges.
- Each ECD provides a quarterly report detailing the progress and struggles made at each center.
- BASE organized training for staff members on how to conduct parental education sessions. The parenting education training was held twice in 2011.
- A quarterly district meeting was held to help coordination. Topics discussed include: how to effectively sustain ECDs, the DEO resource monitoring and technical support, how to distribute early childhood development centers in the Kailali district, how to maintain a minimum standard of ECD.

Targeted Group Participants

ECD	Dalit		Janajati		Others		Total		Disabled		Total
	Child	Adult	Child	Adult	Child	Adult	Child	Adult	Child	Adult	
Girls	465	324	1335	1330	415	323	2215	1977	NA	NA	4192
Boys	418	210	1156	909	362	233	1936	1352	NA	NA	3288
Total	883	534	2491	2239	777	556	4151	3329	NA	NA	7480

Outcomes

- In 2011, BASE provided 40 ECD centers with carpet, 18 with learning materials, 3 with paint for walls and 2 received outdoor materials.
- 32 centers were given trainings and learned how develop material using local resources and ability.
- 144 ECDs conducted management committee meetings, with 968 ECD Management Committee members participating in the meetings.
- 215 ECD center facilitators participated in meetings, which were conducted on resource center level.
- ECD centers held parental education sessions in which 3329 parents participated. ECD facilitators are currently planning future parental education sessions for their centers.
- 130 out of 215 ECD centers have conducted school transition activities for ECD children who are ready to enroll in primary school. These children use an activity book provided by BASE to sharpen their learning skills.



Children enjoyaing in ECD center

Project Assessment

As BASE phases out its role in ECDs, it is helping ECD management committee members become self-dependent and understand their roles and responsibilities. Additionally, BASE has held meetings to stress the importance of and enhance the capacity of each committee to maintain a minimum standard. This will help for improve the quality of ECD monitoring, supervision and help prepare the centers for sustainability and transparency in budgetary matters. This will ultimately help for the smooth management and sustainability of the ECD centers.

3. NEPAL EDUCATION PROJECT

Introduction:

BASE, with the financial support of Anti-Slavery International (ASI), created the Nepal Education Project to break the cycle of discrimination and bondage aimed at ex-Kamaiya children. This was accomplished by improving access to education and creating livelihood opportunities. The program is designed to support the Nepali Government's efforts to achieve the United Nation's Millennium Development Goals in primary education leading to the eradication of



Field monitoring by South Asia Coordinator, ASI



child bonded labour through Education for All. The Nepal Education Project covers five districts in western Nepal – Dang, Banke, Bardia, Kailali, and Kanchanpur and spans the period from October 2010 to September 2015.

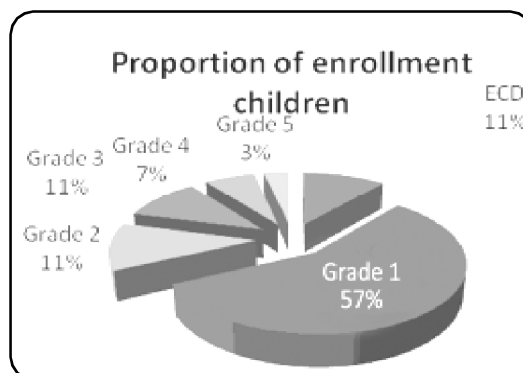
*Ex-Kamaiya's children
in preparatory class*

Program Objectives:

- Increase access to education and training opportunities for children from bonded labour families.
- Encourage the Nepalese government to publicly commit to providing quality education and vocational training to children of former bonded labourers and establish a time framed action plan for that purpose.

Activities

- Ran 10 Non-Formal Education (NFE) centres in 5 working districts to provide remedial education to children not attending school from the Ex-Kamaiya communities between November 2010 and May 2011. 228 children (123 girls and 105 boys) participated in the NFE.
- Out of the 228 children participants, 208 children (103 boys and 105 girls) were enrolled in school, including 24 children in Early Childhood Development Centres.
- Provided 208 children with school uniforms, bags, books, pencils and other stationery items.
- The private Kathmandu Polytechnic offered vocational training to students. Of 228 out of school children that were provided with NFE, 19 children showed interest in learning vocational skills instead of enrolling in formal schools. The majority of those interested were female and particularly interested in tailoring and sewing, with a few interested in beautician training. Additional out of school children between the ages of 14 and 18 were interested in to attend Kathmandu Polytechnic, because of the need to generate income for their family.
- Organized 23 parent meetings in 5 districts to disseminate information about the advantages of education and to make parents aware of their children's rights. 700 parents participated in the meetings.
- Organized 3 district level coordination meetings in Dang, Banke and Bardia to strengthen relationships and share program plans with district stakeholders, including members from government agencies, political parties, NGOs, and the media.



- Carried out a survey in 5 districts to establish baseline indicators on the education and school enrolment levels of ex-Kamaiya children and document the current social and economic condition of the community. The survey examined 399 ex-Kamaiya households (80 households from each of the five districts) during July 2011.
- BASE, along with Anti-Slavery International and INSEC, organized a consultation meeting to generate public commitment to and support for inclusive primary education. Participants included representatives from the Ministry of Education, Department of Population Studies, TU Kathmandu, regional education departments of mid and far-western Nepal, District Education Offices, school inspectors, teachers, project partners, media representatives, and community members and leaders from Tharu and Dalit communities.

Outcomes

- 228 illiterate ex-Kamaiya children who were not attending school completed 6 months of NFE.
- 208 ex-Kamaiya children from NFE classes are currently enrolled in school and receive education scholarships.
- Created district and national level networks focusing on inclusive education and issues pertaining to former bonded labourers.

Project Assessment

In 2011, BASE successfully enrolled 208 children in school through their participation in Non-Formal Education centres classes. During the upcoming year, BASE plans to monitor the school enrollment rate of ex-Kamaiyas and continue holding education sessions to encourage parents to send children to school. BASE will continue to work with its partners on district and national levels to promote educational opportunities for ex-Kamaiya children.



Preparatory class teacher training

Dream of Dipendra Rana: To Ride a Bicycle and to be a Teacher

Dipendra Rana resides in the Ex-kamaiya Community at Bichpur ward no.3, Daiji V.C.D. of Kanchanpur district. He has a grandfather, grandmother, mother, father, elder sister and 4 younger sisters, for a total of 10 family members. He is a 15 year old boy who is currently studying at class 5 of Shree Saraswati Higher Secondary School in Dharampur. He was a participant of the Informal Literacy Class under the Nepal Education Project by BASE last year, after which he rejoined school. His family, which survives on daily wages, now has 4 members going to school.



Although it is difficult to sustain the family with limited income along with paying school fees, Dipendra's grandfather and grandmother want their grandchildren to study as much as they can. His father also wants him to study as much as he wishes to but feels guilty about not being able to pay money for studies. Because of BASE, Dipendra now has the ability and confidence to study as much as he wishes. He likes school very much and regrets leaving school before. Dipendra is glad to have to have a second opportunity to study. He plans to be a teacher after finishing 10+2 and says that BASE and his teachers are the reasons for him being here today. He understands now that he has to move himself forward. He says that he wants the kids at his village who keep on playing to go to school but they do not attend school regularly. Even those who go to school do not study at home. Although their parents should also tell them to go to school, unfortunately parents do not enforce school attendance. He is very thankful to his teacher Mr. Ale, who has helped him improve his reading and writing. His friend Madan Chaudhary says that Dipendra is very good in his studies. They get along well and are similar in studies as well. Both students pass the exam easily. Mr. Ale also praises Dipendra, saying that those students who do not come to school regularly do not improve but those students who come to school regularly like Dipendra do well and show progress. Dipendra dreams of becoming teacher like his teachers, earning money and riding a bicycle. When Dipendra was asked about his future wishes, he replied that he would like to see BASE continue to provide scholarships to support students like him.

4. E-LIBRARY PROGRAM

Introduction

Shree Darakh Higher Secondary school, located in Kailai district, was selected for the e-library Program in 2011. The Darakh Higher Secondary School is located in the center of the community and is a safe place where students can further their education. The e-library has an extensive library for the students to access in the pursuit of furthering their educational goals and contains various sources of news, books, fiction and books of poetry. To make the e-library accessible during the day, the computers are run on generators, which allow the school to avoid the rolling blackouts that are a fact of life in Nepal. The knowledge that this e-library provides is a vital source of information for the students that participate in the program.

Supplies distributed to Darakh Higher Secondary School

Sn	Particular	Qty.
1	Computer with CPU (For server)	1 set
2	LCD monitor	11 pc.
3	Mini CPU	10 pc.
4	Computer Adopter	10 pc.

Outcomes

Number of Student Beneficiaries and Ethnicity

No of students			Dalit		Janajati		Others	
Boys	Girls	Total	Boys	Girls	Boys	Girls	Boys	Girls
180	195	375	2	1	161	175	17	19

Project Assessment

The e-library program aims to bring as much information as possible to the schools which are enrolled in the program. The access to quality information not only aids in school work, but also expands the knowledge base and outlook of those students who use it. The addition of Darakh Higher Secondary School means that 375 students now have access to knowledge that is unprecedented in their community.

5. LITERACY BOOST

Introduction

BASE, in partnership with Save the Children, implemented the Literacy Boost (LB) program as a pilot program in Kailali district, a district in the far-western region of Nepal. The program began in April 2009, to coincide with the start of the Nepali school year. The program was implemented in 16 schools and approximately 52 communities located in Bouniya and Kotatilsipur



Reading camp session

Village Development Committees (VDC). The target communities are amongst the poorest in Nepal. The project's goal is to improve Nepal's literacy rate which is currently 56.5%. LB also aims to close the literacy gap between men and women, since currently 70.3% of men and 43.6% of women are literate. This year, BASE expanded the program to include reading camps conducted at the community level. There were 45 reading camps run in both Bauniya and Kotatulsipur VDCs. The Literacy Boost program aims to strengthen children's reading skills. LB views reading as a complex process that integrates the use of text, letter knowledge, phonological awareness, vocabulary, fluency and comprehension. These skills can be assessed quickly and easily, resulting in a program built on evidence gathered by regular assessments that track the progress and identify the needs of its participants. The program includes both teacher training and community action interventions.

Activities

- Literacy Boost has six main activities: book banks, teacher training, reading buddies, L2 to L1 literacy classes, community workshops and reading camps.
- More than 976 children have attended the reading camps.
- BASE Kailali conducted a one day refresher training to the expert volunteers on April 11, 2011. This included a focus on materials and methods used at the reading camps.
- Increased use of the “reading buddy” program. Children are teamed up with an older student who is a reading mentor. This is facilitated through the use of songs, poems, and games.
- Book banks were used to collect and keep a record of the new books received. Children were encouraged to borrow books to take home and read on a daily basis.



Reading camp session

Outcomes

- Members of the targeted community continue to support LB and have shown a desire for the continuation and increase of literacy camps.
- There has been good coordination between the school teachers, volunteers and BASE.
- Participants are encouraging other friends to read books as well to come to the reading camp.
- There has been an increased awareness of the importance of reading by parents in the community

Project Assessment

Literacy boost continues to be successful in the communities in which it works. 2011 saw the important addition of reading camps to Literacy Boost. These camps have provided an additional way that the program can target those who need help. We are encouraged by the number of participants in the program and the continuing support from the communities in which we work.

6. HELPING VULNERABLE NEPALI CHILDREN SUCCEED IN EDUCATION (HVNCSE)

Introduction

BASE implemented the Helping Vulnerable Nepali Children Succeed in Education, also known as “New Path, New Step” and “Brighter Future” programs in Kanchanpur and Kailali districts. This program was implemented with the financial and technical support of World Education, Inc. The program was carried out in 11 Village Development Committees (VDC) – Beldadi, Rautelibichwa, Rampurbilaspur, Laxmipur, Shreepur, Pipladi, Dekhatbhuli, Krishnapur and Jhalari - as well as in Bhimdatt Municipality of Kanchanpur district, Urma, Munuwa, Pathraiya VDCs and Tikapur

Municipality of Kailali district. The program lasted from May 2010 to April 2011. The program looks to guide vulnerable children into the formal school setting after 9 months of assistance in the informal Girl Access To Education (GATE) and Modular class programs.



Participants learning in the SEEP Class

Program Objectives

- Enroll vulnerable or illiterate children in school after 9 months of informal classes.
- Support the parents of GATE and Modular class participant's who have lower economic prospects than other participants' parents.

Activities

- Provided basic level training to selected facilitators.
- Held monthly meetings with facilitators and management committees and monitored classes to ensure effectiveness.
- Participants learned general mathematics, reading and writing skills, and Basic English. Incorporated the importance of personal savings and responsibility into the SEEP curriculum.
- Participants were taught behavioral skills, including personal hygiene and speaking politely, through the NFE class.

Outcomes

- Facilitators were able to teach the class after basic level training.
- Classes are more effective due to continued monitoring and monthly meetings held by facilitators and the management committees.
- As a result of SEEP class education, participants currently practice monthly saving.
- Family support groups developed leadership and management skills through the training.
- 67 members developed business skills for generating income through the 7 day livelihood workshop.
- 78 SEEP class members developed business skills through occupational training.
- Parents became more aware of the importance of their children's education.
- In communities where informal education classes were conducted, children's school enrollment rates increased.
- Communities improved village sanitation in places where the GATE class was held.
- Anecdotal evidence suggests that the number of child marriages has decreased in villages as a result of the education program.

Project Assessments

School has its own sets of mores and rules that are almost second nature to those fortunate enough to be enrolled since they were 4 or 5. For those children who did not have this privilege school can seem like a foreign environment full of pitfalls and embarrassment. The SEEP program helped to bridge this gap. By helping children prepare for school in an informal environment they were able to take away some of this pressure. SEEP also enabled students to gain confidence in their abilities and be better prepared for their future formal education.

7. SANGAI SIKHAUN SANGAI BADHAUN (SSSB) PROJECT

Introduction

The Sangai Sikaun Sangai Badhaun Project is a new education project targeting 26 schools and approximately 9,837 children in 3 Village Development Committees (VDC) in Duruwa and Manpur in Dang district and Baijapur in Banke district. The duration of the project is October 2011 to September 2013. The goal of the project is to promote an education model in Nepal that enables marginalized children to complete a quality education up to grade 10 and learn the skills that will result in productive employment and social engagement.

Project Objectives:

- Reduce non-enrollment rates in Early Child Development Center (ECD)/grade 1 in target communities.
- Reduce school dropout rates in all grades (ECD to grade 10) in target schools.
- Reduce repetition rates in all grades (ECD to grade 10) in target schools.
- Increase the number of students completing grade 10 in the target schools.
- Increase the percentage of children who pass the “Learning Milestones” program for grades 3, 5, 8 and 10 over the life of the program.
- Increase the gender parity in all of the above rates and numbers.

Activities

Since the creation of the project in 2011, BASE has organized the following activities:

- Staff recruitment.
- Project orientation.
- VDC level dialogue (introduction of program to SMCs, Parent Teacher Association (PTAs), Community Forest User Group (CFUG), leaders of political parties, child clubs, teachers, head teachers, Child Protection Committee



BASE ED conducting orientation on SSSB program



School assessment session by RP

(CPC), Village Education Committee (VEC), and parents).

Additionally, according to the needs demonstrated by the schools, BASE will conduct supplementary activities, including:

- Establish Non-Formal Education centers (NFE)/bridging class.
- Provide school material support.
- Establish learning centers.
- WASH infrastructure and training.
- Implement multi-grade teaching and native language pilot programs.
- Income generation projects and NFE for parents, teaching/vocational education.
- Access to open schools.
- Establish thin client computer labs, and face to face or radio based coaching.

Project Assessment

BASE successfully launched the Opportunity Schools program in 2011. Over the next year, BASE plans to move forward with the implementation of training and mentoring programs for SMC, PTA, and teachers. Additional focus will be given to community and VDC mobilization and planning to encourage communities to promote educational development. In addition, BASE intends to provide access to and improve Early Childhood Development centers, create reading promotion campaigns

8. READING ROOM PROGRAM (RRP)

Introduction

The Reading Room Program was created by BASE in 2009 in partnership with Room to Read Nepal. The main purpose of the program is to establish libraries in government schools and give students the opportunity to have greater access to books and improve their reading skills. The Reading Room Program established 36 libraries in 2009, 37 libraries in 2010, and 50 libraries in 2011 in Bardiya District. Through the program, BASE is providing students with a variety of books on a number of subjects. School libraries give children the opportunity to receive a quality education, build their reading habits & involve them in additional activities. For three years, BASE has been giving technical support and books to school libraries. Even after the initial support and supplying phase is completed, the Reading Room program continues in a monitoring capacity for an additional six months.

Objectives

Short-Term Objectives:

- Increase school and community members' access to library resources.
- Increase school and Community members' usage of library resources.
- Improve school administration, librarian and teacher capacity to ensure the libraries are well run.

Intermediate-term Objectives:

- Increase literacy awareness in schools and communities.
- Increase the integration of library resources into children's learning environment.

Activities

- BASE Bardiya selected 4 new Reading Room Facilitators for 2011 school supervision and monitoring.
- Program Orientation and Agreement meetings with new schools were conducted in order to assure all parties assented to the requirements.
- 16 CRCRR classrooms were renovated. Additionally, carpet and other furniture were provided to 50 schools to make the libraries an inviting atmosphere has been provided to all 50 schools.
- BASE has provided Library Management Training (LMT) to school librarians.
- Library Management Refresher Training was conducted 3



School kids are enjoying at library



Glimps of library books

times, in which 74 librarians participated from 37 Reading Room 2010 libraries.

- Transfer Library Resource in Classroom (TLRC) training was also organized and carried out in 2011 to share knowledge about the libraries with teachers and students, and to promote the use of the libraries as a resource for both teachers and students.
- A Transfer of Library Resources in Classroom Teaching

Refresher training was also conducted for 2009 and 2010 RRs librarians and teachers.

- Five HM and SMC Chairperson Networking Coordination Meetings were held in 2011. The main objectives of the meetings were to: build up mutual relationship among Head Master (HM), SMC Chairperson, Room to Read, and BASE; find out the status of the schools libraries; increase interest and support of HM, SMC, and other stakeholders for effective library management and sustainability.
- 40 people (10 female and 30 male) participated in a district level annual program review at the end of 2011 to gain insight into the successes of the program, as well as to identify areas for improvement.
- 5 libraries and 5 librarians were selected and awarded with being the best libraries and librarians from 2009 and 2010.

Outcomes

- Encouraged students to be involved in the library activities.
- Catalogued the books. Children are getting books after delivery.
- 160 librarians from 50 schools participated in LMT basic training.
- After the training 30 libraries were well managed and running.
- The Room to Read supported school was formally inaugurated.
- After the inauguration of a library, 20 schools collected a library fund and the community was informed about the library.
- School librarians were trained in how to use library resources.
- Teachers are using library books, posters, and library materials during the teaching period.

Project Assessment

The Reading Room Program has been a success in expanding the presence and importance of libraries in the Bardyia district. The long term goal of the program is to make literacy an integral part of communities and allow libraries to become a fundamental resource that is easily accessible to all students. It will take time to weave the importance of literacy into the tapestry of a community, but 2011 allowed progress on these goals. For the future, BASE plans to continue its efforts to promote libraries and the importance of literacy.

Library is developing reading habit in student

In 2011 under the Library program Backward Society Education (BASE) and Room to Read established a library in Bhimsen Primary school in Bardiya in the coordination of District Education office. Currently there are 185 students and 5 teachers in this school. The principal of this school Mr. Raj Kumar Regmi said, though it has been 35 years of the establishment of the school but this is the first time that school has got managed library from where school children are able to take book home.



In the very first period of its establishment 1693 books, posters and registers for the documents and other books and furniture were made available by supporting organization for the management of the library. After participating library management training the library was started from July 2011. To the date there are about 2451 books in library. After seeing such colourful books with attractive drawing student couldn't sit without touching the books. Now, they are spending their leisure time in library. Anita Chaudhary, a librarian of this school spend her most of the time in reading who used to spend her free time without doing any anything. Kritama Chaudhary, one of the teacher of school said, students have developed their reading habit as they are doing homework regularly and reading books in home too.

Along with the students, parents are also visiting library and encouraging their children to read. Among them, 130 parents have already attended the library and have read books. They suggest adding more books, developing fund for the development of the library and helping their children to keep the books safely. There was a planning that each class will organize library based activity once in a week, based on this 16 activities related to library have been completed. Participants who occupy first and second position in the competition are given prizes. This has encouraged students a lot. Under library activities students are regularly publishing wall paper; this has helped students to show their inner capacities and abilities.

The principal says that regular monitoring and suggestions from Room to Read and BASE has helped effective implementation of the library. For the effective implementation of the library, school record management part should be managed. Students and teachers are keeping records regularly. School management committee is also taking care of the library. Teacher of the school says that due to the source materials from library, it has been very easy for the teachers to teach.

Seeing all these achievements and progress, we have a hope that there will develop a nice resource center due to the library which will encourage parents to visit school which will maintain good relationship between school and community and increase the quality of the education.

9. FREEDOM FOR CHILD LABOR PROGRAM (FCLP)

Introduction

BASE, with financial and technical support from Banyan Tree Foundation (BTF) USA, implemented the Freedom for Child Labor Program (FCLP), or Child Friendly Village (CFV) program, in Dang, Banke, Bardiya, Kailali and Kanchanpur districts. Key approaches of the program include helping communities become responsible for monitoring and eradicating child labor in the villages and holding the local government accountable for child labor. BASE initiated a joint partnership with the local government VDCs in all of the working districts through a joint matching fund. This matching fund is a critical innovation of the program and helped motivate local governments to participate. An example of the success of the program is that adjoining Village Development Committees asked BASE for this approach to be implemented in their communities.

Objectives:

- Eliminate child labor practices by forming Child Friendly Villages to ensure that all children are attending school.
- Rescue child laborers, reunite them with their families, and reintegrate them into society.
- Empower children to advocate for their rights, including the right to education.
- Educate parents about the importance of education and encourage families to send children to school.
- Empower communities to decrease child labor in their villages and promote and sustain Child Friendly Villages.
- Provide access to quality education for all children in targeted regions.
- Reduce number of school drop-outs.
- Lobby the Nepalese government to replicate the Child Friendly Village model across Nepal.

Activities

- Rescued 66 children in 2011 with the assistance and involvement of Child Friendly Villages (CFV).
- Conducted school enrollment awareness campaigns in Kailali and Kanchanpur districts in CFVs. Provided free school enrollment for 513 children.

- Supported 43 schools through a joint fund in five districts with the commitment of providing free enrollment and free education to the children.
- Developed a partnership with Village Development Committees (VDC) to work under joint matching fund.
- Conducted 12 training events with VDCs focusing on leadership development, street dramas, and journalism in Dang, Banke, Bardiya, Kailali, and Kanchanpur districts.
- Created 56 Child Friendly Villages (CFV) and 53 Child Clubs in the BASE working area.
- 100 members from CFV, child clubs, VDC levels political parties' representatives, and project staff participated in an exchange visit to share and learn from each other's experiences.
- Reformed and reorganized 260 Child Friendly Villages (CFV) and Child Clubs through the election of new executive committees. The total number of members in CFV is 12,564 and the total number of members in child clubs is 20,239.



Children Identifying name on voter list of child assembly

Outcomes

- 66 rescued children were enrolled in schools and continue to regularly attend school.
- Infrastructures of 43 schools have been improved.
- 1080 women received skill development training and accepted leadership roles in their villages.
- After seeing street dramas on "School Enrollment Campaigns and Open Toiletry Eradication," residents



Community meeting with CFV members

have begun building toilets in their homes.

- Through BASE's skill development training, women started small enterprises to generate additional income, including off-season vegetable farming, food production, and candle making.
- Parents were educated about the benefits of school attendance and parental involvement in education.
- Anecdotal evidence suggests daily attendance of school children increased.
- 117 children participated in journalism training, and some participants currently submit local news reports to FM stations and local newspapers.
- Parents and children from marginalized communities are receiving loans to invest in income generating projects.
- BASE mobilized local government resources to enhance the leadership capacity of CFVs and Child Club members.
- BASE established strong networks between CFV members and VDC political leaders.
- BASE educated VDCs and political representatives learned about the CFV methods and model.
- During a 2-day training, participants were educated about indigenous rights and government policies regarding indigenous people.



Demonstration of the child love blanket

Case Study: Establishment of a Child Friendly Village in Singhpur Rana Settlement

In 2007, BASE implemented the first Child Friendly Village (CFV) in Pragati and a Child Club in Sagarmatha in Kanchanpur district through the Freedom from Child Labor program in Singhpur. The original members of the CFV committee included 15 women and 29 men from the community. According to a survey carried out by BASE in 2007, prior to the implementation of the CFV model, 72 children were attending school (44 boys and 28 girls), 58 children were not enrolled in school (37 boys and 21 girls), and 9 children were counted as child laborers (4 girls and 5 boys).



Through the CFV project, BASE established a Learning Center to assist struggling students and to improve teaching methods. Students were taught before and after school through specialized instruction, enabling them to achieve high scores on their exams. Before the implementation of the CFV program, school attendance in Pragati was very irregular. The establishment of a CFV provided parents with a better understanding of the value of education so they would choose to send children to school. The number of children attending school increased and with it parental involvement in school also increased. In the end, using the Child Friendly Village model, the community of Singhpur brought all child laborers back from work and enrolled them in school. Additionally, 48 children (27 boys and 21 girls) participated in the Child Club. This village has become an example for the rest of the villages in the area.

Project Assessment

The Freedom from Child Labor Program effectively initiated a partnership with local governments through a joint matching fund to support the eradication of child labor. One challenge facing the program, however, is continued enforcement of the Child Friendly Village model and assurance of school attendance for former child laborers. BASE recognizes that direct involvement and participation of communities in CFVs is crucial for members to understand their rights and the rights of children. Ownership must be taken by the stakeholders to ensure protection of child rights and continued efforts to combat child labor. Through the CFV model, BASE successfully helped children gain representation in community decision-making bodies at the VDC level. However, efforts need to persist to ensure that children's rights and interests will continue to be represented at VDCs.

10. CHILDREN ASSOCIATED WITH ARMED FORCES AND ARMED GROUP (CAAFAG)

Introduction

The decade long armed conflict between the government of Nepal and the Maoists left thousands of people displaced or injured. Children were especially vulnerable to the violence and chaos. Many were maimed, lost family members, were kidnapped or recruited by armed groups. These incidents and the general consequences of war deeply affected these children psychologically. Although the civil war has ended and the peace process is moving forward, many children are still not settled or reintegrated into their communities. World Education has provided financial and technical assistance for the implementation of the CAAFAG program in Salyan district, focusing on the reintegration and reunion of CAAFAG children.

Program Objectives:

- Support the post-conflict peace process through the promotion of children's rights within an integrated child protection system.
- Facilitate durable socio-economic reintegration of informally/self-released and verified minors and late-recruits (VMLR) through an integrated and holistic approach that will provide peace dividends to the community as a whole, with a special focus on gender and social inclusion.
- Promote peace building activities for financial development of conflict victims.
- Encourage the proposal writing capacity of youth clubs and child protection committees and support them with the implementation of child protection activities.
- Reintegrate children affected by conflict into their communities.
- Identify the number of VMLR children enrolled in school and provide education scholarships to increase enrollment.

Type of Children Targeted

CAAFAG children who have voluntary left armed groups
Vulnerable children who are separated from their families
Victims of sexual, physical or domestic abuse
Children facing gender discrimination
Children with psychosocial problems
Informally/self-released and verified minors and late recruits (VMLR)

Activities

- BASE provided scholarships under the reintegration program to 32 CAAFAG children (22 boys and 10 girls) and 25 vulnerable children (10 boys and 15 girls).
- BASE provided scholarships to 30 VMLR children (20 boys and 10 girls).
- BASE gave school materials to 8 schools where VMLR/ CAAFAG/CAC children are enrolled. Additionally, BASE provided additional school amenities, including benches and desks, safe drinking water, library support, and assisted in the construction of a playground.
- BASE initiated a project to develop the program planning and proposal writing capacity of the Child and Youth Clubs in Salyan. These clubs now prepare their own activity planning, program proposals and submit them to the BASE office. BASE selects the appropriate proposals that best promote peace building and child rights.
- BASE selected 10 clubs (6 Child and 4 Youth) to participate in special public service. Club members performed street dramas to promote the peace process and disseminated information through cultural programs. Child Club activities have focused on promoting a peaceful environment and child rights. Youth clubs act as a way to sensitize the community on issues of child rights and the issue of child protection. Furthermore they work to get children to participate in the child protection program.
- 20 VMLR children who suffered from depression, anxiety, and psychosocial problems received psychosocial counseling services in Salyan district. Anecdotal evidence suggests that the children's mental health has improved and they have had an easier reintegration in their own community and their family.



Arm to income generation activities

- BASE conducted informational meetings with district level stakeholders to discuss the development of first and second phase program activities and elicit continued support for children victims of conflict. Participants included Chief District Officers, District Agriculture Development Office (DADO), LDO, District Education Office (DEO), WCO, District Child Welfare Board (DCWB), LPC and NGO federations.

Outcomes

- Out of 32 CAAFAG children who received education scholarships, 26 passed the school leaving certificate (SLC) exams.
- Out of 30 VMLR children who received education scholarships, 11 children passed the SLC exams.
- Anecdotal evidence suggests that most of the children who received scholarship support went on to receive technical training or pursued higher education in ten +2 schools.

Project Assessment

Inter-societal violence has serious consequences for all members of society, but none more so than children. When the conflict has ended, society has a special responsibility to take care of those most affected. To this end, BASE has worked to ease the suffering of former child combatants and the most vulnerable. Education, counseling, the re-acceptance into society and time are the remedies that will help heal the wounds caused by this conflict. Moving forward BASE hopes society continues to recognize its special responsibility to these children.

Annex

Identified CAAFAG/CAC/VMLR children in Salyan

CAFFAG children			Vulnerable children			VMLR children			Total children		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
96	54	149	104	113	217	23	10	33	223	177	400

Children supported by the program

CAFFAG children			Vulnerable children			VMLR Children			Total children		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
22	10	32	10	15	25	20	10	30	52	35	87

11. PARTNERSHIPS FOR PROTECTING CHILDREN IN ARMED CONFLICT (PPCC)

Introduction

The Partnerships for Protecting Children in Armed Conflict (PPCC) is an alliance of national and international organizations that works to monitor violations perpetrated against children affected by armed conflict in Nepal. PPCC raises awareness of human rights violations committed against children by documenting and reporting individual cases and prevailing trends. PPCC is an active member of the 1612 Task Force in Nepal, and collaborates with the UN-led Monitoring and Reporting Mechanism (MRM).

The national partners include BASE, Advocacy Forum Nepal, Concern for Children and Environment - Nepal (CONCERN-Nepal) and Himalayan Human Rights Monitors (Him Rights). International partners include Save the Children and the Watch List on Children and Armed Conflict, a New York-based NGO that has supported and worked actively with the PPCC network. PPCC was formally initiated in August 2005 with the aim of documenting cases and trends relating to violations of children's right to education (focusing on school closures, attacks/abuse, threats to teachers and students, and abductions/arrests from schools) during armed conflict. Network members use the information gathered as a basis to seek responses or remedies for children affected by armed conflict. The project aims to directly link the process of gathering information with activities or advocacy that will provide tangible positive outcomes for children and their communities.

Together, the network members developed the project methodology and structure of PPCC, reaching collaborative decisions on the violations of the right to education and locations for work. The project, which was initially implemented in four districts, has now been expanded to a total of 13 districts. As a member of the PPCC network, BASE leads in three districts - Dang, Surkhet and Kailai. Furthermore, BASE is responsible for monitoring and documenting cases and mobilizing institutional resources to address cases.

Program Objectives:

- Develop long-lasting tools for effective and systematic human rights monitoring, reporting, and response in Nepal.
- Halt future violations of children's rights, including the right to education in Nepal.
- Achieve positive outcomes for children and their communities who have suffered human rights violations.

- Build partnerships between diverse organizations in order to strengthen child protection in Nepal.
- Strategically provide policy-makers, media and others with information gathered at the village level about violations against children in the context of Nepali conflict and ongoing peace process.

Monitoring, reporting and documentation **Abuse of children's rights to education**

2011 was characterized by a series of incidents against children's right to education in Dang, Surkhet, and Kailali districts. Nationwide strikes spurred by opposing political ideologies and national political parties have contributed to the abuse of children's rights. Opposing political ideologies often foster internal conflicts and disputes among teachers, parents, and school management committees in local schools. In 2011, large numbers of schools were forcefully closed due to such internal conflicts.

Additionally, cases of severe sexual abuses and violence against children were monitored and documented from these districts containing school closures. This has dramatically affected and increased abuses of the rule of law and children's right to protection. PPCC has also monitored and documented some rare cases of abduction of children in regions prone to strikes. Overall, in 2011, the number of cases of child rights violations increased compared with the previous year.

School bandh

In Nepal, political parties and their related organizations and unions often organize general bandh (strikes) to fulfill their demands. Similarly, schools often have bandh caused by opposing political ideologies and agendas among teachers, students, parents, and school management committees. Such strikes disrupt the education process and deprive students of their right to education. In 2011, PPCC monitored 21 individual school bandh, 35 collective school bandh cases total, and 56 school closing cases in Dang, Surkhet and Kailali districts.

Sexual abuse against Children

Sixteen cases of sexual abuse were reported and documented in 2011. All of the victims were under 15 years old. Six cases of rape and one case of sexual abuse were monitored and reported from Dang district. One case involved a gang rape where a girl under 15 was raped by four local boys near her village. PPCC monitored a case of incest in Surkhet, where a father raped his own 5 and 7 year old daughters while drunk.

Issues that affect children in armed conflict zone

Children in armed conflict zones are at a greater risk for abduction or becoming victims of violence. For example, in January 2011, an unidentified man attempted to abduct three children near Jesis Everest English School in Kailali District. Fortunately, the children managed to escape. Additionally, underground armed groups initiated several bombings and bomb threats in Dang district during 2011, predominately in Tulsipur. Such incidents endanger children and disrupt their education and ability to live in a safe environment.

Activities

School Diary



*School diary program
Students
of sonapur school
after receiving
School diary*

In June 2011, BASE distributed school diaries to 9th grade students in Dang and Surkhet in order to monitor school closings, sexual violations, and child rights violations within schools. 640 students have received school diaries

and they have used the school diary for keeping all the records.

School Graffiti Cleanups

During Nepal's civil conflict period, political parties defaced school property by writing slogans on the walls of school buildings. BASE has supported two schools in Dang and two schools in Surkhet for graffiti cleanup activity to promote.



*Building of Primary School
Doghare before graffiti*



*Building of primary School
Doghare after graffiti*

Outcomes

- 74 reported cases of child rights violations, 16 of which PPCC monitored and documented under the PPCC mandate.

- All cases monitored and documented were presented to the United Nation Security General Council through the PPCC network.
- One rape victim received emergency aid for medical treatment and three victims received psychosocial counseling, as well as legal services through the PPCC network.
- BASE rehabilitated two female rape victims with collaboration of District Child Welfare Board at Early Child Development Center in Kathmandu and one victim to CWIN Nepal at Nepalgunj.
- BASE conducted district level coordination meeting with district level stakeholders.

Statistically exploration on CR violation case documentation 2011

Violations	Number of incidents			
	Dang	Surkhet	Kailali	Total
School Banda (Individual)	15	3	3	21
School Banda (Collective)	14	9	12	35
Inappropriate use of schools\direct attacks	0	0	0	0
Recruitment\Abductions	0	0	1	1
Threat/attacks to teachers/students	1	0	0	1
Others (sexual abuse)	7	5	4	16
Total	37	17	20	74

12. SUSTAINABLE EDUCATION DEVELOPMENT PROGRAM (SEDP)

BASE, Bardiya has been implementing Sustainable Development Education Program in partnership with Volker Leen. This support targets to 154 victims of conflict children and poor and marginalized families' children through the program by BASE. Since the starting period of the program we have conducting several of activities which is supporting the beneficiaries' quality education.

In 2011 following activities are accomplished;

Scholarship Support Program in Shree Bageshwori English Medium higher Secondary School: BASE has been providing scholarship in Bardiya district to 76 childrens which are studying in Shree Bageshwori English Medium higher Secondary school Gulariya. We have been providing them monthly fee according to student's grade and student's number. In grade 6, 15 children are studying and per children is receiving Rs. 400/per month, in grade 7, 19 children are studying and

each students are receiving Rs. 450/ per month, in grade 8, 21 children are studying and each student are receiving Rs. 500/ per month and in grade 9, 21 children are studying and each children Rs. 550 per month.

Through this support children are getting opportunity for quality education in English medium. Their learning is well and their progress in the class is satisfactory.

- **Pencil & Copy Support in Balmandir Primary School and Bangala Mukhi Secondary School:** BASE has been providing copy and pen to 78 childrens in Balmandir Primary School and Bangala Mukhi Secondary School. 66 children are studying in Balmandir primary school Gulariya and 12 are studying in Bangala Mukhi Secondary School Gulariya. Each child is receiving 6 copies and 6 pencils in annually.
- **School Dress and Bag support:** BASE has supported dress and bag to 78 children. Out of 78, 66 children are studying in Bal Mandir Primary School Gulariya and 12 are studying in Bangala Mukhi Secondary School Gulariya. The supported materials are Shirt, Paint or Middy, Sweater for winter season and bag.
- **Carpet Support:** BASE has supported carpet to Balmandir School for class room and it help to manage the sitting place for kids. We had provided 28 meter carpet in grade 1 & 3. After supporting the carpet in grade 2 & 3 classroom children feel comfortable during school class.
- **Classroom teaching materials support:** We had supported classroom teaching materials in Bal Mandir Primary School Gulariya. The main objectives of the support is to make child friendly teaching in class room. The materials are Glustic, Cardboard Paper , Ruler, Main Color, Pencil, scissor, Photo copy Paper, Sign pen, Cello Tape, Febicol and Marker.



Mr. Volker having interaction with kids at Balmandir School, Bardiya

After supporting the materials it makes easy to teaching in classroom by child friendly method. By teaching with materials students learning achievement is improved and they are able to learn English.

1. Teacher Support: We have been supporting two teachers in Bal Mandir Primary School Gulariya since its starting period of the year. The purpose of the support is to conduct school class in English medium. Two teachers are receiving salary from the project.

13. ACCESS TO EDUCATION PROGRAM (AEP)

A. School Construction Support

This year BASE has implemented school construction support program in partnership with Build On, Nepal and local community with the objectives to access quality school education and improve infrastructures of school in rural areas. Build On, Nepal provided financial and technical support to BASE and in the close collaboration with DEO in Kailali and Kanchanpur districts. Altogether 6 schools are constructed in Kailali and 1 school in Kanchanpur District. 1176 school children (girls 659 and boys 517) are getting



benefits from this support. All 7 building comprises 3 rooms (3 rooms x 7= 21 rooms). The total amount of Nrs. 7,350,966.00 (US \$ 83,534) was invested for school building construction work. In 2012 school construction support program will be supported in Banke district and one of them will be in Baizaput VDC Mahu Primary school. This support provision is not only schools, but the knowledge and the power to change entire communities through this partnership approach. Local community is providing contribution (labor, local available resources) to build the rural school and Build On is contributing out sources support.

Details of the school construction support;

S.N.	Name of School	Village	VDC	Districts
1	Samaiji P.S.	Jagati	Khairala	Kailali
2	Ramjanaki P.S.	Pakariya	Bauniya	Kailali
3	Raja Ram P.S.	Shivapur	Pahalmanpur	Kailali
4	Bansghari P.S.	Kharaula	Pratappur	Kailali
5	Muktakamaiya Balsanrachhan P.S.	Layakpur	Durgauli	Kailali
6	Hira P.S.	Badhariya	Janaki nagar	Kailali
7	Janajyoti P.S.	Sundarifata	Krishnapur	Kanchanpur

B. Community Education Center (NFE classes)

Under the access to basic education program BASE has been established 12 community education centers in Kailali district targeting the parents of school children of the same school. The participants are both male and female and between age of 18-45 years old. 288 participants (37 male and 259 female) are attending at the center. Trained facilitators in each class are facilitating. Before starting the class facilitators must go under 10 day's intensive training course. Total budget Nrs. 650,523.00 (US\$ 7,390) was allocated for the NFE centers and it is for 18 months course.

S.N.	Name of village	VDC	Number of class	District
1	Lathaiya	Chaumala	3	Kailali
2	Khurkhuriya	Chaumala	4	Kailali
3	Devigunj	Gadariya	1	Kailali
4	Shankarpur	Masuriya	2	Kailali
5	Koilahi	Gadariya	1	Kailali
6	Chamaripur	Masuriya	1	Kailali
	Total		12	

14. ADOLESCENT DEVELOPMENT PROGRAM (ADP)

Introduction

The Adolescent Development Program (ADP) was created in 1994 in Kailali district. The program helps address problems adolescents face in their communities, including domestic violence, social and gender discrimination, low levels of participation in decision making (family level and community level), low awareness of child rights, low economic status, and lack of leadership and dearth of communications skills. To help engage youth in community activism and leadership, BASE formed over 175 Child Clubs across Kailali. Child Clubs are forums for children ages 10-18 years and offer a unique opportunity for participants to develop their personality and leadership skills. Additionally they clubs help its members understand child rights, and learn how to raise awareness for social justice causes. Furthermore, clubs encourage the children's involvement in community decision making and advocating for access to leadership development. All of these are important skills that help children in both the short and long term.

Program Objectives

- Expand the number of Child Clubs across Kailali district.
- Increase the availability and accessibility of adolescent friendly service and opportunities.
- Enhance knowledge, capabilities, and skills of adolescents through workshops.
- Strengthen communities and schools to enable child participation in decision-making



Youths involved on group discussion on reproductive health

Activities

- Conducted monthly Adolescent Development and Reproductive Sexual Health (ADARSH) sessions for 10 to 12 year olds and 13 to 18 year olds. Sessions focus on life skills, human development, personal rights, leadership skills, and responsibilities.
- Provided journalism classes to empower Child Club members.
- Held a district child conference from September 15th to 16th, organized by the District Child Welfare Board and supported by various organizations and government agencies. 125 children participated and 16 declaration papers were presented by participants.

Outcomes

- Regularly conducted Child Club Network Groups (CCNG) meetings at the VDC level to improve communications.
- Actively involved District Club Network Groups (DCNG) members on Child Club regular activities.
- Involved DCNG members in the monitoring of Child Clubs.
- The VDC and the District Development Committee (DDC) allocated budget funds for DCNGs and Child Clubs.
- VDCs agreed to allow children to participate in budget allocation meetings.
- Child Clubs will be registered at the VDC level.

Program Assessment

Due to the coordinated efforts of the District Club Network Group (DCNG), the Child Club Network Group (CCNG), and District Child Welfare Office (DCWO), the Adolescent Development Program ran smoothly and successfully in 2011. Within each level of governance are liaisons who directly contact Child Clubs and coordination with other networking groups and offices. Over the next year, BASE plans to establish regular coordination between DCNG and DCWO to continue the program. This coordination is important to the continued success of the program.

15. SCHOOL HEALTH AND NUTRITION (SHN) PROGRAM

Introduction

BASE has implemented the School Health and Nutrition (SHN) program since 2002 in Kailai district. This project has been implemented through close collaboration & coordination with the District Public Health Office (DPHO), the District Education Office (DEO), and the sub-health posts with financial and technical support from Save the Children Nepal. The SHN program began with 12 schools in 2002. Currently, there are 42 Village Development Committees (VDCs) and two municipalities (Dhangadhi and Tikapur) that participate in this program. The SHN program has been planned with the clear objectives and vision guided by the Common Approach for Sponsorship Program (CASP) module. The target group of this program is school age children (6-14 yr). The capsule has 3 areas of attention: (i) conducting school health and nutrition packets including first aid, (ii) hygiene services, (iii) each school will establish a committee that discusses child rights and responsibilities.

Activities

- 153 schools implemented the School Health and Nutrition package.
- BASE implemented coordination and linkages for program sustainability while continuing the monitoring and follow-up phase.
- BASE is coordinating with all health posts and sub health posts and the district education



*Poilio distribution support
by BASE at school*

office resource staff in the working area for continuation of the SHN package in school. BASE has been monitoring and following up the first aid service in SHN area.

- The DPHO has committed to provide de-worming tablets and the health posts and sub health posts will provide the first aid material.
- BASE Kailali has selected seven schools for toilet support through the WATSAN project. BASE has monitored and supervised the neediest schools for toilet construction.
- Worked with the DPHO to distribute de-worming tablet program who committed to provide all primary level students in the BASE program area.
- This quarter BASE monitored 15 schools that have functional toilets in the program area.
- Every school has a regular conducted meeting and they discuss child rights and their responsibilities at their school. This group is called School Health and Child Rights Protection Group (SHCRPG).

Outcomes



IEC material on sanitation

- 33 schools and 9058 students are receiving first aid service. Each school has one teacher trained in first aid delivery.
- More than 32250 students have been involved in health demonstration sessions.
- 87% of the schools have included the School Health and Nutrition component in their annual plan.
- 9 toilets and 6 hand pumps were given to schools in need.
- 79 out of 153 schools have been utilizing waste disposal systems in the BASE program area.
- 13,693 students currently have access to functional boys and girls latrines and potable water for daily use. Of the 50 monitored schools in this quarter, 100% have potable drinking water
- 100% of the schools have a functional School Health Child Rights Protection Group (SHCRPG).

- More than 98 % of primary level students have received de-worming treatment primary from the District Public Health Office (DPHO) in BASE's program area.
- In the third quarter period of 2001, 33 schools were monitored for first aid service and more than 9058 students continue to receive first aid service
- More than 609 children are actively involved in 87 school health and child rights protection groups.

Project Assessment

Health is vital to the future of children and Nepal. SHN hopes to help keep students as healthy as possible, because when students miss school with illness it is time they cannot gain back. The approach of SHN is to concentrate on schools and try to make schools a healthy environment as possible. Potable water, adequate sewage and de-worming medication are all vital to keeping each school healthy. The right to health is one that all children possess. It is also essential that students know their other rights and responsibilities. Moving forward, SHN will continue to focus on these important issues and co

16. KAMLAHARI ABOLITION PROJECT (KAP-II)

Introduction

On 17th July 2000, the Nepalese government rendered Nepal's kamaiya (bonded labor) system illegal and freed all kamaiyas (indentured laborers). However, slavery continues to exist today through the related Kamlahari system in western Nepal. Low-income families send their daughters, many below the age of 18, to work in a landlord's house to repay family debts. Girls are often taken away from their community to different regions where they may not even speak the same language. Alone and without family members or community support, they are vulnerable to the risks of servitude, including physical violence, sexual abuse, human trafficking, and other human rights violations. Kamlaharis are often not paid for their labour, or receive very little remuneration or compensation for their work. Kamlaharis also lack access to education, exposing them to exploitation and poverty.

To combat the Kamlahari forced labor system, Kamlahari Abolition Project was launched in Kailali with financing and technical support by Plan Nepal. The program offers three components -

Awareness, Education and Livelihood – and was implemented in 22 Village District Communities and one municipality in Kailali.

Project Objectives:

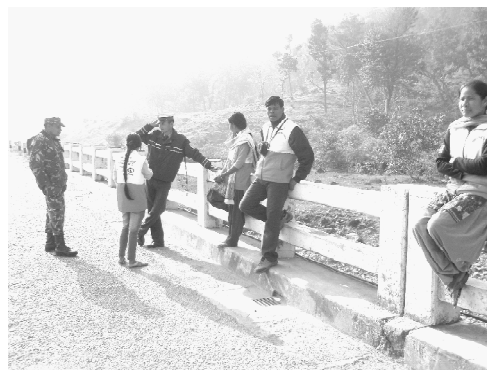
- Protect children's rights in the Kailali district through abolition of Kamlahari forced labor practices.
- Expand opportunities for development of ex-Kamlaharis.
- Prevent and protect girls from the practice of Kamlahari forced labor through mass awareness campaigns.
- Ensure access to education for freed Kamlahari girls.
- Advocate for enforcement of laws and policy.
- Promote life skills and sustainable livelihood of rescued and vulnerable Kamlahari girls and their families.

Activities

Gender & Child Awareness Program

The Gender and Child Awareness Program conducts various awareness campaigns, rallies, and activities against the Kamlahari system, including establishing networks, forming clubs with Kamlaharis, coordinating with local Tharu leaders, and working with stakeholders on the Kamlahari concerns. Additionally, the program monitors and conducts regular follow ups and monitors to ensure rights of Kamlahari and lobbies the needs of the Kamlaharis at a national level. The Gender and Child Awareness Program focuses on identifying and rescuing Kamlaharis with support from other agencies. Additionally, the program provides behavioral change and communication classes to help freed Kamlahari girls integrate into society.

Type your text



kamlahari girls rescuers waiting vehicles

Activities:

- Lobby and advocate on behalf of Kamlaharis at the national level.
- Interact and build support networks with local leaders.
- Broadcast awareness messages on FM radio.
- Initiate rallies and celebration days through Child Clubs.
- Mobilize volunteers to rescue Kamlaharis and provide emergency and immediate humanitarian support to rescued Kamlahari girls return
- Provide counseling support for rescued Kamlaharis and assist with their transition to their homes.
- Train district level Child Protection Committees.
- Formed 15 Child Protection Committees (CPC).
- Better Life Option Program (BLOP) and BCC class conduction and Training of Trainers (ToT) for BLOP & BCC facilitators.
- Formation of girls' group.

Outcomes:

- Effectively mobilized more than 60 people and BASE members in rescue campaigns.
- In 2011, BASE rescued 426 Kamlahari, 380 of who are now enrolled in school.
- 72 rescued Kamlahari participate in BASE sponsored livelihood support programs.
- Formed 15 Child Protection Committees.
- 4 CPCs conducted awareness raising events with 2520 participants, 1505 of which were female.
- 437 male and 546 female participants took part in a BASE-organized VDC interaction event from 15 different VDCs.
- 11 active Child Club members participated in a 5-day capacity-building training.
- 1157 boys and 723 girls actively participate in awareness raising activities in over 28 Child Clubs.
- 21 Child Clubs have published regular wall magazines focusing on issues faced by Kamlaharis.
- 12 Better Life Option Programme (BLOP) centers and 10 BCC centers currently work in the BASE working area.
- Successfully conducted Maghi campaign with 1350 participants in Kailali.

Education Program

Nepalese girls have fewer opportunities to attend school, and consequently the literacy rate for girls is 42.80% compared to 65% for boys. Similarly, the percentage of primary school attendees is 74% for girls compared to 86% for boys. The Education Program focuses on providing educational opportunities for freed Kamlahari with support for school enrollment, the promotion of supportive and friendly school environments, and protection of Kamlaharis' basic rights to education. The objectives of the Education component are to create a safe environment for Kamlaharis to pursue education and prevent and protect girls from the practice of Kamlahari through information, counseling and awareness campaigns. Additionally, the program seeks to ban corporal punishment by creating a "Learning without Fear" environment at school.

Activities:

- Provide educational support and assistance.
- AEP conduction.
- Offer extra coaching/ tuition classes (1 to 10 students per class).
- TOT orientation and sensitization training to teacher for creating an enabling/encouraging environment for Kamalari student education.
- Develop non-violence teaching code of conduct as a part of Learning without Fear advocacy campaign.
- Implement monitoring system from the District Education Office and resource center.
- Facilitate policy level workshops on education of Kamlahari children.

Outcomes:

- 201 freed Kamlahari students currently receive scholarship support from the District Education Office.
- 263 students receive tuition support for classes to facilitate their education.
- BASE provided stationary materials to 298 freed kamlahari and school uniforms to 41 kamlahari.
- District Education Office resource staff currently assists full time with teacher orientation and monitoring.
- All teachers and SMC members actively participate in group discussions and presentation during the orientation period.

- 10 schools developed a participatory code of conduct.
- Teachers, student, SMC and PTA implemented a BASE-approved school code of conduct.
- DEO and resource center regularly monitor Education Program.

Livelihood Program

Kailali District, the far western district of Nepal, holds near 50% of Nepal's Tharu community. Due to high rates of illiteracy & poverty, Tharus have lower living standards and often cannot afford to send their children to school. Tharu girls in Kailali are at high risk for becoming Kamlaharis. Through monitoring the region, BASE concludes that the Kailali District still needs strong social mobilization for awareness. By targeting parents with educational and awareness campaigns, BASE hopes to check the flow of Kamlahari girls sent to other households as bonded laborers. Yet, educating communities is not enough to prevent Kamlaharis from returning to bonded labor. Thus, BASE has added a Livelihood Program to help freed Kamlaharis and their families change lifestyle patterns so they can be self-dependent and successful. The Livelihood Program provides vocational skills training for adults who do not go to school and support for Kamlaharis to start small businesses.

Activities:

- Chowmein making training and startup support.
- Poultry farming training and startup support.
- Mobile repair training and startup support.
- Bicycle repair & maintenance training with startup support.
- Tea stalls training and startup support.
- Tika Bind training with startup support.
- Riverbed farming with startup support.
- Vegetable farming training for early and late season with startup support.
- Animal raising (goats and pugs) with startup support.



From kamlahari life to agro vate technician

- Agro - vet establishment.
- Establishment of multipurpose nursery.
- Establishment of multipurpose agricultural forestry nursery.
- Retail shop training & support.

Outcomes:

- 85% of freed Kamlahari participate with their families in livelihood training and have started their own enterprises.
- Training was conducted through a partnership with the government-affiliated DADO, DLSO who have continued to support to the freed Kamlahari as needed.
- Freed Kamlahari and their families received vocational training and support.
- Agro-vet and multipurpose nurseries are being managed by freed Kamlahari girls some of whom are continuing their +2 level education.



Attraction on vegetable farm

Project Assessment

2011 was a productive year for the Kamlahari Abolition Project. In addition to rescuing Kamlaharis and enrolling them in school, BASE also trained Kamlaharis and their families in vocational skills to allow them to create small businesses. Continued support is needed in order for the project to effectively rescue and rehabilitate Kamlaharis, expand and improve the education program, and continue to help Kamlaharis become financially self-dependent. Additionally, BASE would like to increase the number of participants in Child Clubs over the next year.

17. SUSTAINABLE ECONOMIC AND ENVIRONMENTAL DEVELOPMENT (SEED) PROJECT

Introduction:

The Sustainable Economic and Environmental Development (SEED) project was implemented in three districts: Banke, Bardia and Kailali, from August 2009 to April 2011 in partnership with

ADRA/Nepal and with the financial support of ADRA/New Zealand. The project aimed primarily to serve 900 flood-affected households and communities, as well as to improve the leadership skills of district level government officials. Target beneficiaries participated in literacy, sanitation, health care, natural resource management, economic empowerment, and leadership development trainings and activities. In addition, district government members also participated in the leadership and good governance areas of this project. The program improved the literacy skills: reading, writing, and basic arithmetic of 900 people in the flood affected communities. The program strove to improve the socioeconomic status of the flood victims through savings and credit programs and income generation activities. It additionally improved the knowledge and skills on environmental and natural resource management of people in 10 VDCs of 3 districts.

Activities

- 30 literacy classes were conducted in the three project districts Banke, Bardiya and Kailali.
- A quiz contest, games, songs and speech competitions was held among the participants to evaluate their learning status and build up their confidence level.
- 313 participants (296 participants and 17 facilitators) received agriculture based vocational training
- 75 participants (60 participants and 15 facilitators) received marketing and management training.
- Vocationally trained participants have started their own microenterprises after the training, such as mushroom farming, vegetable farming, bamboo handicraft etc.
- Approximately 2,700 people became aware of environmental conservation and natural resource management.
- 56 people (39 male and 17 female) participants participated in leadership and management training

"After participating in the literacy class, I became able to read and write my name, address and simple letters to express my affection to others. I can solve simple mathematics. I knew the importance of group saving and became aware about health, sanitation and environment. Now I'm able to help my children for studying and my confidence level is increased so I can speak in front of people."

*Balmoti Tharu
Literacy Participant
Phattepur-8 Kamaiyadada, Banke*

Outcomes

- 826 of 903 (92%) participants became able to read, write, and solve simple mathematics, and the other 8% of participants became able to read.
- Participants' learned the importance of education, health, sanitation, environment conservation, and women's rights.
- Literacy participants participated in group saving programs and used the savings to give loans at a nominal interest rate for household work, small business, poultry farming, animal husbandry, children's education, and health treatment.
- Literacy participants and community members have planted approximately 60 saplings in community forests and on river banks.
- 8% of the participants have installed bio-gas and 8% have constructed improved cooking stoves.
- 8 permanent toilets were constructed in the compound the community buildings.
- 19 participants have constructed permanent toilets and 265 participants have constructed a temporary toilet.
- 698 participants have constructed a garbage disposal pit.



I'm doing saving in my group and taking loan for poultry farming. I have been doing poultry farming for last some years. It was difficult for me to collect money for invest before involving in the group saving but now I'm getting loan easily in minimum interest rate from group saving. It is supporting me to manage poultry feedings, vaccines and medicine in time. I'm earning NRs 10000-15000 in one lot from poultry farming.

*Maya Tharu
Shivpur-5 Bakuwa, Bardiya*

- Participants became more educated in the utilization of limited resources and four community buildings were constructed
- The community has begun obtaining health services from health institutions.

Project Assessment

The SEED program finished successfully for BASE and its partners. The increases in the literacy and financial well-being of the participants were dramatic. There is no better way to show the success of the program than through the story of Ram Kumari Chaudary below.



“I am Ram Kumari Chaudhary of aged 40 years. I live in Pabera -3, Bishanpur, Kailali. I had born in an ordinary family. I got marriage in early age due to lack of awareness of my parent. I didn’t get chance to go school in my childhood. Literacy class was organized in our village in partnership of ADRA-Nepal and BASE. I joined this literacy class in support of my family. I participated in the kitchen gardening training also, which helped me to start managed vegetable farming. Now, I’m producing vegetable in my small land and making NRs. 10,000 yearly income by selling

vegetable. Now, I am able to bear the expenses of my children education, medicine and household expenses.”

18. POVERTY REDUCTION THROUGH SUSTAINABLE ECONOMIC DEVELOPMENT (SED)

Introduction

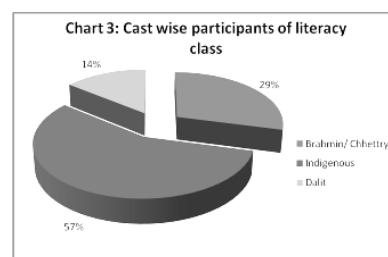
The Poverty Reduction through Sustainable Economic Development (SED) project began implementation in the Dang and Salyan districts in the mid-western region of Nepal in April 2011 and will continue through July 2014. This project is funded by the Ministry of Foreign Affairs Trade (MFAT) of New Zealand’s Aid Program and implemented by BASE in partnership with ADRA Nepal. This project strives to improve the socioeconomic conditions and literacy status of 10,000 socially excluded and economically marginalized people from 2000 households, in six VDCs in two districts of mid-western Nepal (Syanikhal, Lekhpokhara and Korbangjhimpe in Salyan district and Tarigaun, Urahari and Hekuli in Dang district). This project has 2 main components: i) Education and Health and ii) Economic development.

Project Objectives

- Improve education level and community awareness among the population in targeted districts.
- Improve the economic status among the population in targeted districts through income generation, livelihood skills and DRR practices

Activities

- 1226 people (1221 women and 5 men ages 15 to 49) were selected as literacy participants.
- Conducted Post Level Literacy (PLL) classes for people in Salyan and Dang districts.
- Stakeholders from the VDC and community level were informed of the project activities.
- Stationary materials and others supplies were provided to all 40 literacy centers and will continued to be supplied on a monthly basis at literacy facilitator's monthly meetings.
- BASE trained literacy facilitators how to manage and conduct literacy classes effectively and present class materials.
- Literacy program participants planted 3198 saplings of Khayar, Sisam, Liptis (Masala), Simal and fruit trees - including mango, guava, pears, orange, and lemon - on community land and participants' personal.



Outcomes

- Through the PLL classes women were given the opportunity to participate in women's groups.
- After the completion of PLL classes, participants' literacy skills and knowledge in reading, writing and arithmetic were improved. They gained a greater understanding of economic development, health & sanitation, family planning, group work, savings & credit, gender violence, environmental conservation, and the identification/utilization of local resources.
- The confidence level of both the literacy facilitators and the literacy participants has increased and they now have greater capacity to speak publicly and to clearly express themselves.

- 40 (3.3%) of PLL participants have become involved in different committees including: Saving & credit cooperatives, paralegal committees, Ward level Manch, Community forest user groups, sanitation committees, road construction committees, poverty reduction committees, mothers' groups.
- 2 (0.2%) participants have installed bio-gas and 105 (8.6%) have installed improved cooking stoves (ICS).
- 165 (13.5%) participants have constructed permanent toilet and 110 (9%) have constructed temporary toilets.
- 191 (16%) participants have made garbage disposal pits.
- 48 people (24 participants in each district, 44 women and 4 men) participated in the initial PLL training.
- Participants in trainings became able to identify and mobilize local resources. They gained knowledge about economic development and savings in addition to the mobilization process.

"Women's literacy classes are a national campaign and their effectiveness can be increased if NGOs and INGOs coordinate with the government during implementation of the program. In order to identify and properly address the problems of community people then we can achieve the project objective." He committed his support to ensure the success of the project.

Chief Guest, Rishi Ram Rijal, Dang



Housewife to women leader

- 1203 people (601 in Dang and 602 in Salyan) took part in the BCC workshop including 1063 literacy participants, 98 LSC members, and 42 interested people from the communities.
- After the BCC workshop 18 literacy participants quit cigarettes and tobacco (2 Dang and 16 Salyan)
- 5 Participants have quit drinking alcohol (Dang-2, Salyan 3) following the BCC workshop.

- 27 Participants in Dang have bought water filters so that they can have access to safe drinking water.
- Approximately 1120 people participating in International Disaster Risk day, 950 people participated in International Child Rights Day, and 2050 people participating in World AIDS day.
- Group members are being mobilized to conserve the saplings both in groups and individually.
- 1025 people are now involved in group saving, of which 968 are literacy participants with an additional 56 interested people from the community taking part.
- The total amount of group saving in this reporting period is NRs. 96,452 (67,167 in Dang and 29,285 in Salyan).
- Out of the total amount saved, 70% (NRs. 67,629) is mobilized as loans.



Monthly meeting of women group

Project Assessment

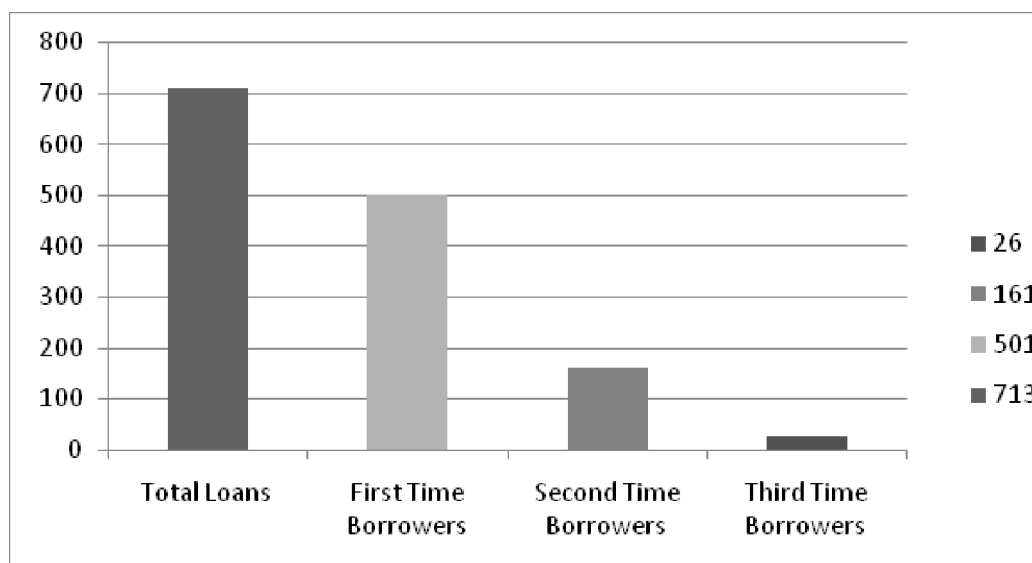
By involving community stakeholders, the SED project is on solid ground to move forward. Participation in special awareness days in addition to the regularly held PLL classes allow the program to make great strides in focus areas. The combination of the basic literacy and accounting skills along with loans and business development help allows the program to improve many facets of the participant's lives. Going forward SED will continue to work with stakeholders to the program and have continued success.

19. MICRO FINANCE PROGRAM

Introduction

BASE, in partnership with Shivia Foundation UK, has implemented a microfinance program in Banke and Dang districts since 2009. BASE has developed a strategy to galvanize women from indigenous, marginalized and socially excluded communities. The program strives to empower the women with economic, educational, health and political capacities; as well as develop village level banks to bring about economic and social transformation under the Shivia Micro Finance Program. Women in the program participate in microfinance centers. Only after they have become involved in one of these groups and have contributed to the savings of the group do they become eligible to receive a loan. The program has been implemented in 3 VDCs in Dang district (Duruwa, Tarigaun and Hekuli) and 1 VDC in Banke district (Baijapur). During 2011 there has been an increase in the number of borrowers. Additionally there has been more activity overall in the loans sector, including greater loan investment, and repayment of interest along with previous loans. The program ensures financial responsibility through trainings and group lending. As well as allowing participants to avoid taking high interest rate loans from local landlords as occurred in the past.

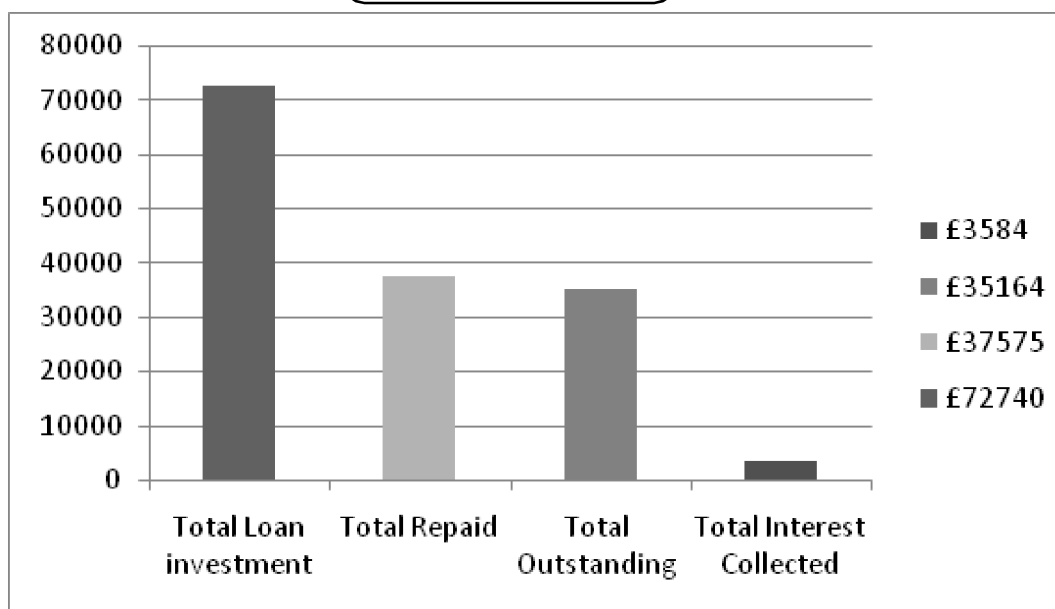
Total Loan Breakdown



Outcomes

- In 2011 there was an increase in the number of groups formed and loans given. Currently there are 1106 group members, 46 financial centers (16 centers in Duruwa, 15 in Tarigaun, 9 in Hekuli and 6 in Baijapur). Group members have started educational savings for their children's education.
- No one has defaulted on a loan.
- In this year social impact assessments have been completed for all 714 loans.
- Women participants have started to attend other social gatherings and become more active members of the communities.
- Women participants have started speaking out against domestic and gender violence in their communities.
- The increase in the number of toilets constructed by recipients, better management to provide clean drinking water, and members sending their children to school, even private boarding school are clear indicators of an increase in well being.
- 73.55% of borrowers are indigenous. 71 members are Brahman, 138 Chhetry and 10 members belong to Dalit.

Loan Details in £



Project Assessment

The microfinance project has been steadily growing and improved the quality of life of its participants. The program continues to expand the number of women that receive loans. Over the coming year BASE hopes to see a continuation of this sterling performance. A continued increase in social and financial consciousness is also a very important element of the program. As BASE moves forward we hope to see even more loans given out and a continuation of our current default free status. By allowing the participants to receive loans without the exorbitant interest rates that the landlords used to charge, the program is allowing the women to invest in themselves and improve their own well-being and that of their families.



Mr. Mathew Haley having interaction with women group

20. LIVELIHOOD FOR FOREST AND EMPOWERMENT (LIFE) PROJECT

Introduction

BASE implemented the Livelihood for Forest and Empowerment (LIFE) Project in Baijapur Village Development Committees (VDC) in Banke district with the financial and technical support of Find Your Feet (FYF) India. The project, which targets ex-Kamaiya and the indigenous populations of the Village Development Committees (VDC) of Baijapur and Sinabas, promotes access to decision making, advocacy, access to the community forest and resources, and proper implementation of the ILO 169 article and Nepal's Ex-Kamaiya Act 2058. The estimated project period is from October 2011 to September 2012.

Project Objectives:

- Improve access to natural resources for ex-Kamaiya and the indigenous community.
- Supplement income for ex-Kamaiya families through medicinal herb farming and proper utilization of community forests.
- Create and strengthen Self Help Groups (SHG) and Community Based Organizations (CBO) for advocating on behalf of indigenous rights.
- Enable ex- Kamaiya and the indigenous community to advocate on behalf of their rights and for the proper implementation and enforcement of existing acts and laws.

Activities

- Created 30 SHGs in 30 villages in Baijapur Village District Committee with 568 members.
- Started 4 SHGs composed of 54 members within ex-Kamaiya settlements, in Sinabas.
- Provided training on how to facilitate income generation activities.
- Instructed group members on saving and credit practices.
- Provided registers to each group for proper documentation of finances.



*Meeting of self help group at
Khairani 'Ka ' Baijapur*

Outcomes

- SGH members currently organize monthly meetings.
- SGH members save 5-20 Nepalese Rupees per month as a result of savings and credit training.
- SGHs from the ex-Kamaiya settlement in Sinabas started vegetable farms to generate additional income.
- The SGHs are continuing to advocate for their rights to access natural resources.

Project Assessment

BASE effectively utilized advocacy to empower the ex-Kamaiya and indigenous communities through development of SHGs, utilization of natural forest resources, and credit and savings education in 2011. Continued work is needed for the effective implementation and continued success of the program. Moving forward, BASE would like to increase the number of income generating projects through the LIFE project. Additionally BASE is looking for ways to include additional ex-Kamaiya members who work as physical laborers and can be difficult to gather for discussions. As the project continues we expect to see the perseverance of increased savings and creation of vegetable gardens. Through this program, the ex-Kamaiya and indigenous communities will continue to see an improvement in their circumstance.

21. YOUTH SAVE PROGRAM

Introduction

BASE implemented the Youth Save Project in collaboration with local District Education Offices (DEO) and the Bank of Kathmandu, with financial support from Save the Children. The target group of this program is school age children, from ages 12-18, in three schools and one Out of School (Child Club) of Kailali district. The Youth Save Project is working with the Bank of Kathmandu to develop and implement a sustainable, market responsive saving product across the country designed to meet the needs of low income youth aged 12-18 years. Through project generated evidence, BASE documented an uptick in savings outcome and the impact of these accounts on clients and the Bank of Kathmandu. Collaborating research partner New Era studied the uptick and usage of the bank's product to assess its potential for promoting youth development and financial inclusion. BASE then used project generated knowledge, findings to foster awareness and inform action on youth savings among financial institutions, social services providers, scholars and policy makers. The project used available platforms and channels to share project findings with a variety of interested stakeholders which included researchers, practitioners and policy makers, through both printed and new media communications.

Activities:

- Conducted a workshop and orientation to teach participants how to open and manage a savings account.
- 10 participants from Save the Children, BASE Kailali, Safer Society Surkhet and NNDSWO Kathmandu participated in the training.
- Used street drama to provide information about Youth Save Project in the community and school.
- Disseminated information to parents and teachers about the savings program in which their children were involved.



Performing street drama by students

Outcomes:

- Children's enrollment rate increased in non-formal education classes and parents greater appreciated the importance of education.
- 783 children (371 boys and 412 girls) received a bag containing a comic book and calendar.
- The Bank of Kathmandu distributed 183 piggy banks to the students that had opened bank accounts.
- Anecdotal evidence suggests that child marriage has gone down in the targeted villages

Program Assessment

Savings is an integral part to economic development and growth. The access to reserves in times of emergency or the ability invest in a business is crucial to breaking the cycle of poverty. This will not only help the individual, but also Nepal as a whole. If a culture of savings and investment can be fostered then even low earners will be able to improve to slowly improve their standard of living. This program worked to help instill this value into the youngest members of society, who will have the greatest chance to use its lessons and change their lives.

22. INTERIM FORESTRY PROGRAM (IFP)

Introduction

BASE implemented the Interim Forestry Program (IFP) in 12 Village Development Committees (VDC) in Rukum District with funding from the DFID IFP. This partnership program was established for Dalit and marginalized communities to improve their lives through the sustainable development of the forest where they live. Through the project, BASE established 104 forestry groups, with each group responsible for a particular area. The project focused on organizational development, sustainable forestry management, and social inclusion in Community Forestry User Groups (CFUGs), as well as by coordinating linkages between concerned stakeholders in project areas. This project emphasized good governance, improvement of forest industries, life skill development of marginalized members of the groups, forest resources and environmental services as well as monitoring and evaluation areas. The project looks to improve life standards of low-income and marginalized users through sustainable forestry management and ensure institutional development of networks.

Activities

Forest conservation coaching and institutional development:

- Provided 30-35 participants from CFUGs with 2 days of sustainable management coaching. Taught forestry management skills, including thinning, pruning, cleaning, and weeding.
- Provided multi-day educational sessions teaching theoretical and practical knowledge of forest conservation and institutional development. Participants created presentations to monitor comparative success of sustainable management carried out by the members themselves.



Meeting of CFUG

Outputs:

- 35% of participants currently work in the sustainable management of the forest.
- 55% of CFUGs monitor comparative success of sustainable forestry management as a result of training.
- Used community decision making to create and implement responsible forestry plans.

Revolving fund distribution:

- 7 CFUGs received NRs. 40,000 each (NRs. 280,000 total) to conduct income generating activities, including vegetable farming, raising goats, retail shops, small businesses, and potato farming.
- The income generating activities targeted the marginalized Dalit, indigenous and female populations.

Outputs:

- Establishment and mobilization of an emergency fund to support needs of community members.
- Mobilized group funds for income generation.
- Improved the participants' ability to provide for children's education.
- Increased women's participation by 35% at workshops and trainings.

Climate change program:

BASE developed the Community Adaptation Plan of Action (CAPA) on climate change in 9 CFUGs last year. A matching fund of Rs 50,000/- was formed through the VDC 3 Local Adaptation Plan of Action (LAPA) to teach marginalized women climate conservation activities to reduce climate change. CAPA's activities included water source conservation, school-based awareness campaigns on climate change, improved production of smokeless stoves, and a song competition on climate change.

Outputs:

- Increased community awareness in regards to climate change.
- Forestry and climate change programs received favorable budget allocations from participant VCDs.

Project Assessment

Over the next year, BASE intends to continue building on the successful programs of 2011 through organizing sustainable development activities aimed at spreading awareness of climate change. This program will continue to serve the dual purpose of income generation and environmental preservation that is critical to the future of these communities.

23. SUPPORT TO PARTICIPATORY CONSTITUTION BUILDING IN NEPAL (SPCBN)

Introduction

The “Support to Participatory Constitution Building in Nepal” (SPCBN) program was implemented by BASE with technical and financial support by UNDP. The main goal of the project was improving Constitutional Assembly (CA) monitoring through media mobilization. The project ran from September 2011 to December 2011. The project covered the Dang, Banke, Bardiya and Kailali districts encompassing 158 VDCs and 6 Municipalities and 19 constituencies. The main objective of this activity is to provide the opportunity to a broad range of Nepali society to learn more about what has been achieved by the constitutional assembly and what remains to be done. The project promoted dialogue between CA members and their constituencies with the goal of enhancing opportunities for exchange. Public participation and engagement in the constitutional process helps to strengthen civil society. Through the media mobilization of FM radio and newspapers, the public has received more regular and informative coverage on the work of the CA and potential solutions to the remaining contentious issues.

Areas of Work

District	# of VDCs	# of Municipalities	# of Constituencies
Dang	39	2	5
Bardiya	46	1	4
Banke	46	1	4
Kailali	42	6	6

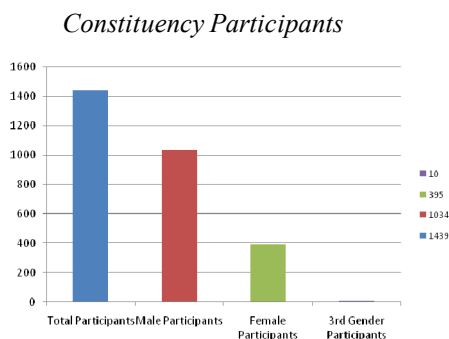
Activities

- Broadcast a 13 episode radio program on 6 stations across the targeted districts. This program served as opportunity for the public to become aware of the progress in building a constitution in Nepal
- Collected public opinions and suggestions on constitutional issues.
- Worked with 6 radio stations to broadcast the 13 episode radio program to assure that the largest numbers of citizens were afforded the opportunity to stay informed of the important developments and challenges in the constitutional process.
- Created a forum in which community members could direct their concerns at the CA members



Collection of public opinions in Rana Tharu community

Outcomes



- Increased community awareness and information concerning contentious issues and the new constitution process through a 13 episode radio program broadcast on 6 stations across the targeted districts.
- Built good relationships and coordination with CA members.
- Succeeded in bringing 89% of CA members and 2 Ministers to constituency level dialogue in districts.
- Community issues are highly recognized by CA member and appreciated.
- Exceeded the 950 participant goal, by having 1429 participants in constituency level dialogue.
- Mobilized 6 FM radio with a planned budget for 3 FM stations.

Radio Station	District Covered
Radio Tulispur	Dang
Radio Swargadawari	Dang
Radio Krishanasar FM	Banke
Radio Krishanasar FM Gulari	Bardiya
Radio Phoolbari FM Bhurigan	Bardiya
Radio Phoolbari FM Takapur	Kailali

Program Assessment

The constituency level democratic dialogue and radio program have delivered information updating the population on the progress of the CA. Some of the issues chronicled: were the determination of and formation of legislative organs, progress of the judicial system, financial powers and revenue, the restructuring of the state & distribution of state powers, and the determination of the formation of governance of the state. After delivering regular updates about these above subjects, participants were able to question CA members and CA member were able to respond to the participants questions accordingly. Participants interacted with CA members face to face and expressed their ideas, views, and feedbacks regarding contentious issues related to the draft constitution. All of these steps accomplished the stated goals of the program and helped improve the democratic polity of Nepal.



*New constitutional making
discussion program
inauguration by CA member*

FREED KAMAIYA ADVOCACY AND EMPOWERMENT PROGRAM

Introduction:

BASE continues in its commitment to fight against illiteracy, poverty and social and political discrimination amongst all marginalized communities. BASE is not just an NGO but one of the largest social movements in South Asia. Since 1990 it has used the rights based development approach, and has led the fight against the exploitative kamaiya system which was finally abolished on 17 July 2000.

After the successful kamaiya freedom movement, the Nepal government was supposed to provide rehabilitation package to ex-Kamaiya families, including: 5 Kattha of land, wood, financial support. However, not all received the promised support, which was not sufficient for the needs of freed Kamaiyas, provided by government and NGOs. Additionally even when they were given land, it was often near the river bank which is very risky for the freed Kamaiyas families during rainy season.

The economic situation of freed Kamaiyas is still very poor and their children are not able to go to school. The government has promised Rs.1000 to primary level, Rs.1, 500 to lower secondary, Rs.1,700 to secondary and Rs.5000 for higher secondary level per Kamlahari girls student annually. Even though the government has provided funds, because of improper governance the funds have not been properly distributed. Furthermore, even the funds that reach schools are lost in the name of school services. According to a recent study, more than 2000 students who were admitted to school have left, because they were not able to buy stationary materials. In many cases parents are not able to send their children to high school and because of the economic condition they send their children to India and some of the city in the country for labour.

Kamaiyas are especially vulnerable to disease and other health problems. Kamaiya children are often under-nourished because of lack of nutritious food. In summer most of them suffer from diseases like malaria and typhoid, and in winter most of the children suffer from pneumonia. Disabled children are growing up without support in the streets. Many women are suffering from reproductive health issues in Kamaiya settlement. Even when staying in hostels at school it is difficult to receive proper nutrition. The government provides Rs. 15, 000 per annum per children staying in hostel. Hostel supervisors state it is very hard to arrange daily food for them with such a little amount. Consequently, they do not have access to good health service.

Activities

- BASE continues to advocate on behalf of the freed Kamaiyas by lobbying government to fulfill all of their promises of support made to the freed Kamaiyas.
- BASE conducts various activities to inform and educate freed Kamaiyas on their overall human rights under Nepali and international law.
- BASE coordinates with development actors to implement activities for the overall development of the freed Kamaiyas families.

Outcomes

- The baseline survey report 2011 done in association with Anti-Slavery International and BASE reveals that:
- 68% of ex-kamaiyas (out of 37509 households) received rehabilitation support from the government which compelled the rest of ex-Kamaiyas to involve their children in child labour mostly in agriculture.
- 22% ex-kamaiya children received enrollment support to school by the government and rest of the children still do not have access to education.
- 39% of ex-kamaiya family received skill development training which compelled rest of 61% ex-kamaiya and their children to be dependent on agriculture farm.
- 11% of ex-kamaiya children aged 5-16 are out of school who are likely to be in child labour.
- 14.3% of ex-kamaiya children aged 5-16 have to repeat classes at school because of failure.



Details of freed Kamaiya by district;

SN	Districts	Total no of Freed Kamaiyas households	Rehabilitated Kamaiyas households	To be rehabilitated number of households
1	Kanchanpur	4497	3530	967
2	Kailali	9762	5536	4226
3	Banke	3168	1872	1296
4	Bardiya	16262	8322	7940
5	Dang	1426	425	1001
Total		35109	19685	15430

(Note: Data taken from 2011 record of the local government of Nepal. There is a gap in between NGOs data and Govt. of Nepal's data about freed Kamaiyas).

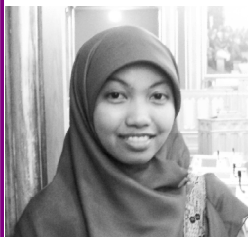
Assessment:

BASE has been dedicated to helping the Kamaiyas for over 2 decades. As the founding reason for BASE's existence, it continues to remain a top priority. Even though much progress has been made there is still much room for growth. BASE promises to work with all actors to ensure a better future for all freed Kamaiyas. This will include access to education, livelihood support and increased access to services. BASE will continue to work with Kamaiyas as long as they need help.



INTERSHIPS AT BASE

Maelanny Purwaningrum – Peace Fellow, Advocacy Project, Norway



It was amazing experience working with such an honorable organization like BASE.

During my internship, I've got a lot to learn about the complexity of child labor issue in Nepal and had invaluable chance to meet many children who determined to build their communities whilst their hardship and poverty.

Visiting children at BASE's working area in different districts, experiencing many challenges and adventures to reach the people, and witnessing BASE's hard work and devotion to the community have given me a new perspective in life.

On top of that, being an Indonesian-Muslim in a Hindus country was a great opportunity to have intercultural and interfaith dialogue with local communities. I felt rewarded by their sincerity and curiosity.

-Caroline Howe, Interns for 2011 from Shvia Foundation, UK

I was privileged enough to work at BASE for six months, primarily engaged with the microfinance programme. My internship gave me an unprecedented opportunity to witness, and become a part of, a real grassroots organisation that is passionate about improving the lives of Nepal's Tharu population. The organisation's links to the community mean that it has the ability to truly understand the needs of its beneficiaries and to implement programmes where they are really needed. For me, it was a valuable learning experience and one that I will continue to draw upon as I pursue a career within the international development field.



BASE VOLUNTEERS PROGRAM



Taiwan volunteers in 2011 summer program attending at Tharu indigenous festival-Atwari

BASE has a good relationship with some of the prominent colleges and universities in the world. Each year many interns and volunteers are coming at BASE to do their research work in community development. Some of the volunteers are staying in the community in rural areas for understanding about the development process and how rural people are fighting against the poverty. During their stay in the village, they are also learning about the culture and way of life of Nepalese rural people. At the same time they can transfer their knowledge and modern technology skill and share their own culture.

There is also an opportunity in between

community people and foreigners to exchange the experience on development, culture and way of life each other. In last summer 2011 there were 22 volunteers from Eden Foundation Taiwan. They spent 12 days in Baibang School, Dang. In winter 2011, there were two separate teams from Eden Foundation Taiwan and in each team comprising 22 members. One team spent in Mahu Primary School, Banke District from Jan. 30 to Feb. 11, 2011 and another team spent in Luhadabra Primary School, Dang from Feb. 4-11, 2011. The volunteers taught in schools in Maths, Science, Social studies, English and Health. They used the innovative approaches



Taiwani volunteers are teaching to the School kids in Baibang School

in teaching learning activities in classroom such as active teaching learning and child friendly.



Volunteers with school kids in Baibang

VISITORS OF THE YEAR 2011

S.N.	Name of visitors	Designation	Organization/Country
1	Ms. Melani Purwaningum	Internship	Peace Fellow Advocacy Project Norway
2	Ms. Chantal Uwizera	Internship	Peace Fellow Advocacy Project USA
3	Ms. Caroline Howe	Internship	Intern-Shivia/Micro finance UK
4	Ms. Carolyn Stremleu	Executive Director	Banyan Tree Foundation, US
5	Ms. Romana	Senior Official	Anti Slavery international
6	Mr. Krishna upadya	South Asian Coordinator	Anti Slavery international
7	Ms. Vidya Mahat	Program Director	ADRA Nepal
8	Mr. Charlene Luzuk	International Program Coordinator	ADRA New Zealand
9	Ms. Sanae Kabeya	Trainer	Agricultural Rural Institute (ARI) Japan
10	Eden Foundation Study Team	Students	Eden Foundation Taiwan
11	Sudoth Dunkor	Senior Official	USAID Bangkok
12	Mr. Surendra Chaudhary	Grant Manager	UNDP/SPCBN
13	Mr. Pushkar Lal Shreshtha	Country Director	Room to Read
14	Mr. Udhav Karki	Program Director	Room to Read
15	Mr. John	Program Officer	Room to Read US
16	Rea Nopone	Senior Official	Save the Children International
17	Ms. Amrita Sharma	Operation manager	Habitat for Humanity Nepal
18	Nichelle Carr	Program officer	Habitat for Humanity Nepal
19	Mr. Yogendra Bahadur Tamang	Consultant	Social Welfare Council, Kathmandu
20	Mr. Bhupendra Ranamagar	Consultant	Social Welfare Council, Kathmandu
21	Mr. Hari Paudel	Secretary	Social Welfare Council, Kathmandu
22	Mr. Gokama Prashad Sharma	Local Development Officer	District Development Committee, Kailali
23	Mr. Prem Raj Pant	Program Unit Manager	Plan Nepal, Nepalgunj
24	Mr. Gopal Khadka	President	NEST
25	Mr. Iain Guest	Executive Director	The Advocacy Project USA
26	Mr. Rajat Khosla	Economic, Social and Cultural Rights Policy Coordinator-Health International Secretariat	Amnesty International
27	Mr. Jameen Kaur	Strategy Advisor, Demand Dignity Campaign	Amnesty International
28	Mr. Joe Sanders	Country Director	Fintrac/USAID Kathmandu

Income status (16 July 2010 to 16 July 2011)

Partnership organizations

Sr #	Name of Donor/Partner	Name of Project	Funding Amount		In %
			In NPR		
1	Shiva	Micro Finance	5,813,564.61		8.03
2	MS Nepal/Action Aid	Education for Freedom (EFP)	2,305,663.50		3.18
3	Room to Read	Reading Room Program (RRP)	9,388,370.50		12.96
4	Save the Children	AD-NFE Basic Education, ECD, SHN, CDDR	7,993,103.53		10.96
5	Plan Nepal	Karnahari Abolition Project	5,792,088.52		8.00
6	Global Fund of Women	Awareness Raising Program	367,000.00		0.51
7	Advocacy Project	Advocacy Project	86,414.00		0.12
8	Anti Slavery International	Protecting Nepalese Children from Bounded Labour through Education (PeNACLE)	2,392,515.05		3.29
9	BTF	Freedom for Child Labour Program (FCLP)	15,243,572.22		21.05
10	World Education	CAAFAG	2,335,879.00		3.23
11	Hinnights	Partnership for Protecting Children in Armed Conflict (PPCC)	777,981.43		1.07
12	World Education	HVICSE	3,199,091.00		4.42
13	World Education	Opportunity School Situation Analysis	504,576.00		0.70
14	ADRA Nepal	Sustainable Economic & Environment Development (SEED)	4,652,832.23		6.43
15	ADRA Nepal	Sustainable Economic Development (SED)	2,330,778.00		3.25
16	UNDP	Support to Participatory Constitution Building in Nepal (SPCBN)	1,516,146.20		2.09
17	Volkswagen	Sustainable Education Development Program (SEDP)	948,065.39		1.31
18	Save the Children	Disaster Preparedness & Response (DPR)	734,486.53		1.01
19	Action Aid Nepal	Indigenous People Campaign (IPC)	150,000.00		0.21
20	UNDP	Indigenous People Campaign (IPC)	625,500.00		0.86
21	World Education	Indigenous People Campaign (IPC)	72,000.00		0.10
22	EON	Child Labour Rehabilitation through Child Friendly Village (CLF/CVF)	3,386,643.86		4.68
23	PSI Nepal	School Based Behavior Change & Communication (SBBCC)	784,630.00		1.08
24	Rupantaran Nepal	Interim Forestry Program	1,064,363.00		1.47
		TOTAL	72,415,264.67		100.00

**Income vs expenditure Statement (Based on recent Audit financial report
As from 11 Srawan, 2067 B.S. to 32 Ashad, 2068 (16 July, 2010 to 16 July 2011))**

**Backward Society Education (Base)
Central Office Tulsipur, Dang**

**Compiled Statement of Fund Accountability
As on Asadh 32, 2068 (July 16, 2011)**

Particulars	Receipt	Payment	Fund Balance	Advance	Payable	Bank	Cash
Grant Fund:							
Micro Finance	5,613,554.61	3,133,569.39	2,679,995.22	-	374,813.00	2,116,899.22	937,999.00
Education for Freedom Project	2,305,663.50	2,305,663.50	1,792.00	-	-	1,792.00	-
Reading Room Program (RRP)	9,388,370.50	9,172,223.50	216,147.00	23,895.00	-	187,252.00	5,000.00
Save the Children Funded Program	7,933,103.56	7,339,338.01	593,765.57	285,437.00	14,177.94	317,506.51	5,000.00
Karnahani Practice Abolition Project (KAP II)	5,792,085.52	5,792,085.52	-	-	2,000.00	2,000.00	-
Awareness Raising Program	367,000.00	367,000.00	-	-	-	-	-
Advocacy Project	86,414.00	86,414.00	-	-	-	-	-
Protecting Nepalese Children from Bounded Labour through Education Project	2,382,515.05	1,633,004.00	749,511.05	728,270.45	700.00	21,940.80	-
Freedom for Child Labour Program	4,028,198.22	4,028,202.35	(4.13)	24,029.02	27,837.00	3,603.85	-
Freedom for Child Labour Program	11,215,374.00	4,800,346.91	6,314,427.09	6,312,326.66	4,073.85	1,231.26	4,943.00
CAAFAG Education Program	2,335,875.00	2,384,093.50	(48,218.50)	-	53,305.50	-	5,091.00
PPCC	777,081.43	705,397.00	72,684.43	22,311.00	-	50,273.43	-
HVNCSE Program	3,199,091.00	2,940,195.00	258,896.00	243,337.91	-	9,558.00	-
Opportunity schools situation Analysis	504,576.00	504,576.00	-	-	-	-	-
SEED Project	4,652,832.28	5,189,454.17	(536,621.89)	38,009.00	585,145.50	9,879.61	2,644.00
Sustainable Economic Development (SED) Project	2,350,775.00	1,389,417.00	961,361.00	553,424.00	3,075.00	381,003.00	-
SPCBM - II Project	1,516,146.20	1,516,146.20	-	-	1,000.25	1,000.25	-
Sustainable Education Development Program (SEDP)	948,065.39	853,099.00	94,466.39	94,466.39	-	-	-
Disaster Preparedness & Response (DPR) III Program	734,489.53	734,489.53	-	-	5,500.00	4,024.47	1,475.53
Indigenous People Campaign (IPC) Program	150,000.00	150,483.00	(383.00)	-	383.00	-	-
Indigenous People Campaign (IPC) Program	625,500.00	685,389.00	(59,889.00)	-	59,889.00	-	-
Indigenous People Campaign (IPC) Program	72,000.00	72,398.00	(398.00)	-	398.00	-	-
CLRCFV	3,386,643.86	3,386,643.86	-	-	-	-	-
SBRCO-2	784,630.00	789,201.47	(4,571.47)	-	7,838.59	3,266.62	-
Livelihood Forestry Program	1,064,363.00	1,062,350.00	2,003.00	-	-	2,003.00	-
Sub-Total (A)	72,415,264.67	61,126,398.00	11,288,866.17	8,353,507.45	1,140,137.63	3,113,433.82	962,062.53
Gift Fund							
Sub-Total (B)	315,901.06	818,006.83	(502,105.77)	-	504,645.70	2,539.93	-
Grand Total (A+B)	72,731,165.73	61,944,404.83	10,786,760.40	8,353,507.45	1,644,783.33	3,115,973.75	962,062.53

[Signature]
Gopal Prasad Chaudhary
Treasurer

[Signature]
Churna Bahadur Chaudhary
Executive Director

[Signature]
Dilli Bahadur Chaudhary
President



[Signature]
Rakesh Jung Rana
For P.N. & Company
Registered Auditor

Note : Projects started after 16 July 2011 are not included in the above as the record are based on the Nepal government's