

Annual Report 2012



Backward Society Education (BASE)

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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 2012 annual report.

BASE is a community based human rights NGO which has a membership system. BASE has been working in the following districts in West, Mid and Far Western Nepal for the past twenty years: Baitadi, Dadeldhura, Darchula, Doti, Kailali, Kanchanpur, Bardiya, Banke, Surkhet, Dang, Salyan, Pyuthan, Rukum, Rolpa, Dailekh, Dolpa and Arghakhanchi . 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.

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 West, 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 grassroots 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 initiations. 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.

Churna Bahadur Chaudhari
Executive Director

List of Acronyms

| | | |
|--------|---|---|
| AEP | - | Access to Education Program |
| ATC | - | Active Teaching Learning |
| ADP | - | Adolescent Development Program |
| ASI | - | Anti-Slavery International |
| BLOP | - | Better Life Option Program |
| BASE | - | Backward Society Education |
| CEMIS | - | Community-based Education Management Information system |
| CFS | - | Child Friendly Schools |
| CFUG | - | Community Forest User Group |
| CPC | - | Child Protection Committee |
| 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 |
| DAO | - | District Administrative Office |
| DEO | - | District Education Office |
| DADO | - | District Agriculture Development Office |
| DCWB | - | District Child Welfare Board |
| DPAC | - | District Program Advisory Committee |
| DPHO | - | District Public Health Office |
| DCNG | - | District Club Network Groups |
| DCWO | - | District Child Welfare Office |
| ECD | - | Early Childhood Development |
| FYF | - | Find Your Feet |
| 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 |
| LLIN | - | Long Lasting Insecticide Mosquito Net |
| LDO | - | Local Development Officer |
| MRM | - | Monitoring and Reporting Mechanism |
| MFAT | - | Ministry of Foreign Affaire Trade |
| NFE | - | Non-Formal Education |
| SEDP | - | Sustainable Education Development Program |
| SWC | - | Social Welfare Council |
| SSRP | - | School Sector Reform Program |
| SMC | - | Management Committees |
| SIP | - | School Improvement Plan |
| SSRP | - | School Sector Reform Program |
| SLC | - | School Leaving Certificate |
| SED | - | Poverty Reduction through Sustainable Economic Development |
| SHG | - | Self Help Groups |
| SSSB | - | Sangai Sikaun Sangai Badhaun |
| TLRC | - | Transfer Library Resource in Classroom |
| ToT | - | Training of Trainers |
| VDC | - | Village Development Committee |
| VCA | - | Vulnerable Community Assessment |
| VEC | - | Village Education Committee |
| VMLR | - | Verified Minors and Late Recruits |

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A Short History and brief Introduction of BASE

The origins of Backward Society Education (BASE) are to be found in a pioneering group of young activists, including BASE's founder, Dilli Bahadur Chaudhary, who established the Charpate Club in 1985 to address the problem of *kamaiya* bonded labor. The Charpate Club became BASE in 1991 when it was officially registered with the Social Welfare Council (SWC) and District Administration Office (DAO). BASE's grassroots membership rapidly grew across the western Tarai, and in the year 2000, BASE successfully led the civil society movement to legally abolish the *kamaiya* system, resulting in the freedom of 32,509 families. BASE's program delivery expanded to include many other areas of work such as child labor elimination, support for sustainable democracy, monitoring of human rights violations, conflict mitigation, etc. BASE has received international recognition for its work, and Dilli Chaudhary has won many human rights awards. BASE is not just an NGO but one of the largest social movements in South Asia. It has a membership of over 200,000 people, of which about 29,000 are actively engaged in voluntary community work.

BASE's Vision, Mission and Values

BASE's vision is to create a prosperous and exploitation-free society in Nepal. BASE's mission is to build an equitable, peaceful and advanced society in Nepal through advocacy; socio-economic development; human resource and institutional development; cultural, environmental and human rights protection and preservation. BASE is also guided by strong values, including recognizing that its mass-membership of people and civic organizations is its greatest strength, and that sustainability is only achieved when people themselves are integral to finding and implementing solutions to their problems.

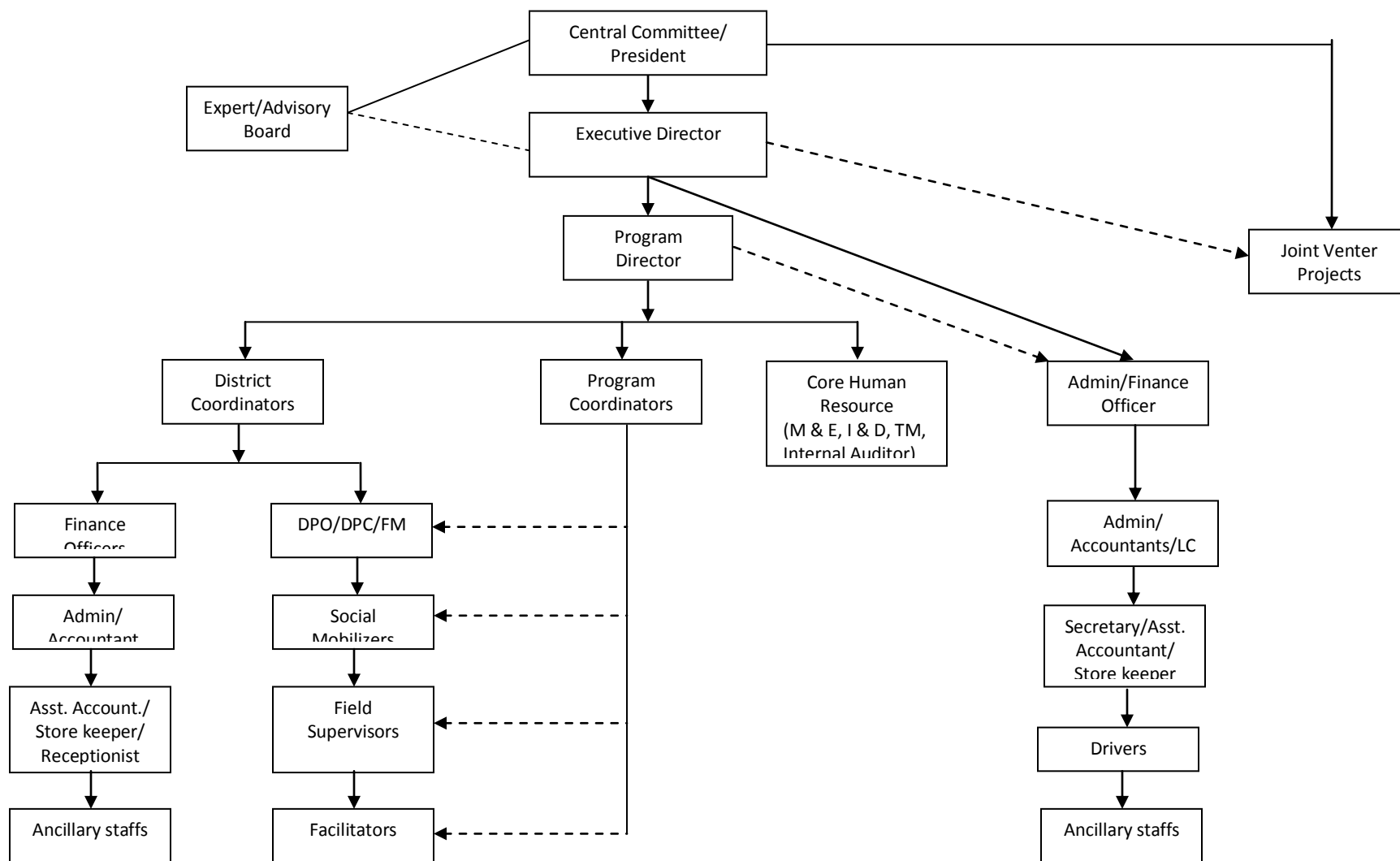
Structure of BASE

BASE has two wings in its governing system. First wing is organization known as committee member, who take responsibilities in strategic management like policies formulation & amendment; Program supervision & monitoring; carried out advocacy program. Another wing is project known as staffs, who implement service delivery program as well as provide technical assistance to committee member in policy making, planning, monitoring etc. BASE is a mass membership based organization and following compositions are on its organizational structure.

- 2200 village committee
- 25 Area committees and
- 8 Districts of mid/ far western region
- 1 Central committee, 13 members in each committees (11 members are elected & 2 members are nominated by respective president with in 5 years frequency)

- General assembly
- 200,000 general members including 30,000 active members
- 32,000 Youth club members.
- Women Awareness and youth awareness committee also formed as per structure of main stream as sister organization

Central Project Organo-gram



Note: DPO = District Program Officer, LC = Logistic Coordinator, TM = Training Manager, FM = Field Manager, DPC = District Program Coordinator

Governance of the Organization

In order to govern program in better way, BASE has generate different policies and guide line. BASE has generated child protection policy, vulnerable protection policy, anti bribery & corruption policy, Information & technology policy, Environment protection procedure (Green revolution procedure), partner's selection procedure, code of conduct for staff sexual exploitation & abuse of power in this year. Same way BASE has reviewed the five year strategy, amendment the personnel policy, financial manual, accidental insurance policy.

In order to sound and timely management of day to day work, BASE has formed central management committee at central level and district management committee at district level. Both level management committees meeting are carried out in weekly basis.

PROGRAMS

1. BASIC EDUCATION IMPROVEMENT IN SUPPORT OF SCHOOL SECTOR REFORM PROGRAMME IN NEPAL (BEI SSSRP)

INTRODUCTION:

In Kailali is 59.64% which is 3-lack 67 thousands 7 hundred and 69 population. Among them 43.7% are living Tharu community. Literacy rate of Kailali is 71% In total community based school are 599 are primary school, 324 are lower secondary school, 143 are secondary school, 81 are higher school in Kailali. 4 are Madarasha and one is Gumba in Kailali. Similarly ratio of the students is 205, 179, and 98 in Primary lower secondary and Secondary respectively. Net enrollment rate (NER) is 92.2%. This is annual report during period of up to December-2012 with highlighted key information of major activities. JICA/SSRP project has been implementing at Kailali with the major objectives of to improve learning achievement, retention rate, and management capacity, create child friendly environment, well management at school with good governance and teacher's capacity build. BEI SSRP program has funded by JICA and Save the Children. In Kailali, program will continue with jointly and coordinately with District Education Office and BASE, Kailal as local partner. Especially DEO will lead infrastructure part and BASE Kailali will be lead of the capacity enhance, quality education based activities with frequently monitoring and follow up of the activities of the selected schools in project area in Kailali. Major goal of the program is "Improved quality of basic education in the project schools".

PROGRAM OBJECTIVES:

- Improved learning achievement at target schools.
- Improved retention rate.
- Improved District Education Officers school management capacity
- Improved child friendly learning environment.
- Improved school management.
- Improved school governance.
- Improved teacher capacity.

BENEFICIARIES:

Project selected 40 schools primary level students, teachers, SMC, Parents. Total number of the beneficiaries are 13667 among them 9225 are children and 4442 are adult.

ACTIVITIES:

1. BASE line survey conducted in selected 40 schools to find out the status and needs through the process of meetings with teachers, parents as well as SMC members.
2. Meeting conducted with DEO, stakeholders about school selection & recommendation to Department of Education and JICA.

3. Child protection policy orientation to staff based on the BASE CPP.
4. Conducted program sharing meeting with project selected 8 VDCs with VDC level stakeholders and local leaders.
5. 40 School based child club formed at project selected 40 schools.
6. Supported child lead activity at 40 schools like wise street drama, quiz contest, debate, oratory, competition etc.
7. Conducted child club action plan preparation training to 40 child club members.
8. Extracurricular activities supported to 4 resource centre in project area.
9. Two days Community Based Education Information management System (C-EMIS) ToT to project staff and resource person.
10. Community based Education Management & Information System (C-EMIS) orientation to 40 schools teachers, SMC member.
11. School Self Assessment and School Improvement Plan SSA/SIP ToT to resource person and project staff.
12. District Program Advisory Committee (DPAC) meeting conducted.
13. Community mobilization training to project staff.
14. District Education Committee Meeting conducts regularly and presented program activities all of stakeholders or participants. As a result it reduces duplication and supports on challenges during program activities conduction.
15. Conducts continue monthly staff meeting.



OUTCOMES:

- A total 4 resource person from DEO, 7 BASE staff were trained on C-EMIS process, steps with methodology and they are committed and conducted survey at project selected 40 schools.
- A total 2014 person (schools teachers, parents, SMC member) were capacitate through CEMIS orientation and they committed to proved and take data of their own communities.
- 16 resource person, 7 BASE staff, 3 schools supervisor has been trained on school self assessment and school improvement plan (SSA/SIP).
- Six school lead and conducted successfully inter school competition program and more than 160 students participated from each school.



LESSONS LEARNT:

- Community based education management and information system (CEMIS) survey taken more time than our plan because it covered catchment areas all house hold survey.
- Need to regular coordination with stakeholders for the program tie up with government program for the program sustainability.

BEST PRACTICES:

Community member and school SMC member are actively participated on the CEMIS orientation and they involved full time as well as data analysis time and they committed to help to send all children to school who are seen out of school as different problems from their community. Detail see Annex-1.

CASE STUDIES:

Successfully conducted Community-based Education Management and Information System (CEMIS) survey at Ramshikharjhala VDC:

Basic Education Improvement in Support of School Sector Reform Programme in Nepal (BEI SSSRP) program selected VDCs are 8 with 40 schools in Kailali. Program major objectives are Improved learning achievement, improved retention rate, capacity enhance, create of child friendly environment with well management of school and this program focused on the governance of the schools. Including the all activities on this program community based education management and information system also one major activities.



Follow up as follows process on CEMIS survey conduction:

- At first invited to the teachers, school management committee member, parents and teacher's association members, parents, students, child club member for the CEMIS orientation at school.
- Oriented about the CEMIS, its method, tools during survey.
- Selected surveyor to doing house hold survey around the school catchment area.
- Surveyor conducts meeting with catchment areas community people.
- They take information from participants specially focused on the out of school children's record, causes of the out of schools.
- Surveyor collects all house hold data and they compiles by using different format.
- Data provides at school and analysis between oriented participants.
- Finalize data and discuss for the next way based on the find out record.



CEMIS successfully conducted at Ramshikharjhala VDCs of the project selected schools. 8 schools selected at Ramshikharjhala and all school has already conducted CEMIS in catchment area. Community member were participated actively on the CEMIS orientation and data collection process.

Survey result of Ramshikharjhala VDCs selected 8 schools catchment area:

- House hold survey: 1530 hh.
- 0 to 5 years children: 1042
- 6 to 9 years: 1076
- 10 to 18 years: 2323
- + 18 years: 5361
- Schooling children: 2399
- Out of school children: 247
- Drop out children: 56
- Janjati population: 2579
- Dalit population: 1321
- Other schooling children from same catchment area: 647
- Disable population: 35

2. CHILD DISASTER RISK REDUCTION PROGRAM (CCDRR)

INTRODUCTION: Kailali district is one of the most flood prone teari districts of Far Western Region of Nepal. It's been bitterly experiencing flood and wind storm affected annual basis in the past half decade. The effect has resulted loss of human life, livelihood, setback development efforts, soil erosion and sand deposition in the arable land. 15 VDCs out of 42 VDCs and two municipalities are most prone to flood in rainy season. BASE Kailali has been implementing "**Child Centered Disaster Risk Reduction program**" in two VDCs; Lalbojhi and Thapapur With the partnership of Save the Children since Feb 2011. This targeted VDCs located in the southern border of Nepal having poor accessibility through road transport in the rainy season. The Project period is Feb 2011 to Dec-2013.

The purpose of project is; "To contribute to reducing negative impact of future disasters by building safer and resilient schools and communities through child cantered disaster risk reduction initiatives".

PROGRAM OBJECTIVES:

- Increased knowledge of children and community people on local level disaster risk.
- Increased skill and capacity of children on coping from local level disaster.
- Organized community for disaster preparedness and response through groups and networks at local and VDC level.
- VDC and Community DDR plan and School Safety Plan are in place.
- Reduced risk from local level identified hazards through mitigation activities.

BENEFICIARIES:

A total This program covers 2220 child and 1404 adult in project area.

Direct beneficiaries of the project are 2220 children and 1404 adults and indirect beneficiaries are 3423 children and 8808 adults. Community people, school students, teacher, SMC , community leaders of disaster risk area are beneficiaries of the project.

ACTIVITIES:

- Small scale mitigation works through bamboo pilling and heavy Gavin construction. 510 meter bamboo pilling and four heavy Gavin spur constructed.
- Meeting with DRR Community as well as conduction DRR session in 14 communities.
- Mock up drills has been conducted in 14 communities, 29 child clubs and 8 schools.
- DRR focal teacher refresher training has been conducted in 8 schools.
- Light Search and Rescue training provided to community people.
- First Aid training has been provided to community people.
- Light Search and Rescue training has been conducted to child club members.
- DRR training has been conducted to Child Club
- First Aid training has been conducted to child club member.
- Strengthening CCDRR committee in 8 schools.
- 72 events competition program has been conducted related on DRR in 8 schools.
- VDC Level DRR competition program has been organised in two VDC.
- Community based Light Search and Rescue and early warning Team has been established in 14 communities
- DRR Materials has been supported to 29 child clubs and mobilized as per need.
- Coordination meeting has been conducted with district stakeholders.
- Review meeting has been conducted with VDCs /VDRMC
- Focal teacher meeting has been conducted four times in this year.
- District Program Advisory Committee (DPAC) meeting has been conducted two times in this year.



OUTCOMES:

- 560 meter bamboo pilling and 4 spur has been completed. Through this activities two Schools and five village with 270 household, 2212 population and 504 student have been protected.
- Rs 395022/- in cash and 1760 kg wheat and 245 kg rice is collected as emergency fund in 14 community and 8 schools.

- A total 31 community people have been equipped with rescue training and rescue materials.
- A total 26 committed community people have been provided first aid skill through training.
- 14 community and 8 schools have access in early warning mechanism.
- Community people become able to use bio-engineering work (skill) themselves.
- Local government (VDC) has been started to allocate emergency fund and budget for disaster risk reduction activities.



LESSONS LEARNT:

- Children need to engage in practical classes to retain their knowledge.
- Regular meeting with stakeholders help to make program ownership and sustainability.

BEST PRACTICES:

- Monthly meeting with community based DRR group Child club.
- Regular mock up drill in school, child club and community.
- Early warning system establishment.

3. SUPPORT FOR ADOPT A SCHOOL PROGRAM

BACKGROUND:

Support for Adopt a School Program (SASP) was being implemented by Backward Society Education (BASE) with coordination and cooperation of Save the Children and financial support of NCell Mobile Telephone Company. The program was started on 1st May 2012 by BASE in Shantinagar VDC ward no. 5 Keraghari of Dang district.

The Primary School is located at a distance of one and half hour walk from the main road (Tulsipur to Surkhet). There are 103 students (52 girls and 51 boys) studying in 2012 academic year (See detail information in Table-1). The children belong to villages of ward no. 4, 5 and 6 who are studying in this school. Still 15% children are out of school of these above wards. There are 5 teachers (3 male and 2 female). Two school buildings have been constructed. One of the school buildings was constructed by RRN and one school building was constructed by District Education Office. There was no sufficient space for reading rooms therefore, class 2 (two) students were studying in the toilet room and ECD class students were in the balcony and considering this difficulty BASE has planned to construct another 2 room building in 2012.

The goal of this program is to bring positive changes in the lives of children in Dang district and objective is to support and promote adopt a school program. During this reporting year BASE has perform the following activities;

Orientation meeting and formation of construction committee

BASE had organized orientation meeting on 12 July 2012 in Primary School Keraghari, Dang. The objective of this meeting was to orient about Support for Adopt a School Program and formed a construction committee for construction work. The orientation meeting's chairperson was Mr. Ratna Bahadur Pun, SMC president and Mr. Defu Lal Chaudhary, BASE representative, had facilitated the meeting. School Management Committee (SMC) members, Parents Teacher Association (PTA) members, Teachers, Parents also participated. All together, 56 participants attended.

The committee was agreed the contract of school building and also decided the venue to construct the school building with the help of overseer Mr. Chandra Bir Chaudhary who measured the land (See detail information in Table-2). The committee has agreed for 25% contribution to the total estimated cost of Rs. 900,000. The building will be constructed as per the school building map provided by Save the Children.

School building construction

BASE has started to build 2 rooms school building as per the agreement with Save the Children and NCell Mobile Telephone Company. The school building has completed by the end of November 2012. For the class room furniture such as blackboard, 11 sets of benches and 5 sets of desks has been provided. In additions sport and learning material have been provided by BASE as per the planning and allocated resources (budget) of the school and the amount was of Nr. 40,000.00.

Besides the 2 room school building BASE also support for the construction for drinking water in the school. One intact tank has been constructed in the drinking water resource and a safety tank in the front part of the school has also been constructed along with plastering and joining 900 meters of pipe.

Table-1: detail no. of students

| Class | Dalit | | Ethnicity | | Other | | Total | | |
|--------------|-----------|-----------|-----------|-----------|----------|----------|-----------|-----------|------------|
| | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Total |
| 1 | 4 | 1 | 5 | 10 | 1 | 1 | 10 | 12 | 22 |
| 2 | 5 | 2 | 4 | 3 | 1 | 1 | 10 | 6 | 16 |
| 3 | 2 | 4 | 6 | 1 | 1 | - | 9 | 5 | 14 |
| 4 | 3 | 6 | 3 | 1 | - | - | 6 | 7 | 13 |
| 5 | 2 | 3 | 2 | 6 | 1 | 2 | 5 | 11 | 16 |
| ECD | 6 | 3 | 6 | 6 | - | 1 | 12 | 10 | 22 |
| Total | 22 | 19 | 26 | 27 | 4 | 5 | 52 | 51 | 103 |

Regular monitoring/follow up by BASE

BASE was recruited one technician (overseers) as part time basis for technical monitoring. The technician was constantly doing monitoring based on design/map and estimation of the construction work. Along with technical person BASE was also assigned to Mr. Defulal Chaudhary (who was general secretary of the organization) for the continue monitoring from BASE side. Other BASE personal had also been visiting the project site when they go to the same area to do monitoring for other project activities.

OUTCOME:

- 2 room school building and school compound have been constructed and 103 students are getting benefits
- 1 intake and intact tank has been constructed in the drinking water resource and a safety tank in the front part of the school has also been constructed along with plastering and joining 900 meters of pipe.

4. SANGAI SIKAU SANGAI BADHAUN, OPPORTUNITY SCHOOL

INTRODUCTION:

Backward Society Education (BASE) has been implementing Sangai Sikau Sangai Badhaun: Opportunity School project with technical and financial support of World Education Inc, since October 10th 2011. The goal of the project is to demonstrate an education model in Nepal that enables marginalized children to complete a quality education up to Grade 10 with skills that result in productive employment and social engagement. The project covers 27 schools from three VDCs – Duruwa and Manpur in Dang and Baijapur in Banke district. The project is designed as a pilot project for 2 initial years that will cover 9837 students from ECD/grade 1 to 10 for the period of October 10th 2011 to – 9th Sept. 2013.

The program addresses both educational quality and access barriers that are preventing disadvantaged children accessing and completing secondary school. The project focuses on educational access, retention, high school completion and meaningful learning outcomes for poor, marginalized and vulnerable children within the project area.

PROGRAM OBJECTIVES:

- Increase school & community-wide engagement to improve educational outcomes and make community more accountable towards school
- Identify the barriers that are currently preventing the achievement of quality education and learning milestone at their school.
- Mobilize PTA/SMC to support school to develop or review school improvement plan; conduct social audits, governance elections, promote parent-teacher conferences, engage parents and community members to create local learning materials.
- Enhance capacity of teacher, sustain through follow-up, & promote frequent mentoring visit by the resource persons.
- Support government schools and ECD centers to make more child-friendly and to improve learning outcome

- Improve access to education and support for quality education
- Ensure rights of children through participation.

BENEFICIARIES:

Direct beneficiaries: 9837 students, indirect beneficiaries: More than 20000 people (SMC/PTA members, parents, school teachers)

ACTIVITIES:

A. Core Activities:

- Community/VDC Mobilization and Planning
- Step1 VDC-wide dialogue around education – 8 event in cluster basis within three VDCs
- Step2 School /community level need assessment- 26 event in school level
- Step3 negotiated village education planning to update SIP/VEP-3 event in VDC level
- Step4 capacity building and ongoing mentoring (PTA/SMC/RP)-Regular
- SMC/PTA Training/ Mobilization and Mentoring Support – 24 event in school level
- Teacher Training and Ongoing Mentoring – 2 events
- Access and Quality Improvement for ECD Centers (ECD basic and refresher training to ECD facilitator – 2event, ECD thematic and management training to ECD management committee and parents- 5 event)
- Reading Promotion Campaign- 1 event in VDC level
- Promotion and Support for Child Clubs (Child rights training to CC- 26 event, life skill training to CC-1 event)



B. Supplementary Activities

- In-Kind School Material support to schools – 27 schools
- Learning Centers Establishment – 10 centers
- WASH, Infrastructure and Training – 19 events
- Face to Face Coaching for class ten students- 1 event



OUTCOMES:

- SMC, PTA, teachers, students and parents are familiar about their role and responsibilities and pertaining code of conduct prepared by themselves
- Ownership of school management towards CED has been developed, parents have developed different learning materials for ECD centers

- Participation of SMC,PTA, parents in school activity has been increased
- Some out of school children are enrolled to school after participation in learning centers
- Saving groups have been formed and saving practice has been adopted by the SEEP participants
- Involvement of Resource person in target area schools and SSSB project activities has been increased
- ECD/Resource centers are made resourceful through in-kind material support
- Village Education Plan has been developed
- Library has been established in all targeted schools

LESSON LEARNT:

- Project activities should be planned calculating time and number of staff
- Number of project staff should be increased according to the volume and planned activities for the project

BEST PRACTICES:

- Regular and close coordination with DEO, RPs, School supervisor, schools/ Participation of RPs in most of the activities
- Program sharing among the head teacher in resource center level meeting
- Correspondence through school administration to school stakeholders for their participation in activities/trainings
- Correspondence through Resource Person to the head teachers to develop ownership/accountability
- The practice of joint intervention such as child day celebration has been developed among BASE,VDC and other organizations for the first time in Manpur, Baijapur and Duruwa VDCs

CASE STUDIES/SUCCESS STORIES:

SSA assisted LSS Kothari stepping onward to progress

Lower Secondary School Kothari lies in Duruwa VDC ward number 4, Kothari. The school was established on 2049 BS with 14 students. In the beginning the school was only up to primary level but now it is upgraded to LSS level. Though the school was established before twenty years but it did not have any determined plan for the overall progress of the school. Even the teachers had been teaching in the traditional way and school administrative and teacher were unfamiliar about the learning achievement of their students. Likewise SMC/PTA members were not clear about their role and responsibilities. In such a situation,



LSS Kothari before SSA

to measure the learning achievements of the students, to identify the barriers that are currently preventing the achievement of learning milestones and preventing quality education for the students at the school, School Self Assessment (SSA) has been carried out inviting respective stakeholders in LSS Kothari under SSSB project. During

the SSA the participants were introduced on child friendly national framework for quality education and the SSA diary was filled up collecting the information from the participants and a plan was made in the active participation of the teacher, parents, SMC/PTA members and students. In this way LSS Kothari for the first time made a tangible plan for the overall progress of the school.



After preparing and developing a plan at hand, it encouraged the school administrative and other stakeholders to work for LSS Kothari and they have worked to carry out different activities in their own initiation such as: they have managed a small room for hand pump for its protection and to provide safe drinking water for students, they have planted flowers and other plants around the school area, the regularity of students and teacher has been increased in school, prepared school entry gate coating school name and location, PTA/SMC have been organizing regular meeting and school has been organizing extra activities at school on every Fridays regularly. The

practice of approaching parents in school activities has been increased and the school administrative has been inviting students (Child club representative) in their meetings. According to their plan, SSSB project has also provide different support- ECD material and training, teacher training, library material and management training, PTA training.

Now comparatively, the attitude of teachers, SMC/PTA members, parents, students and outlook of school itself has been found enormously changed.

5. SCHOOL LIBRARY SUPPORT PROGRAM

INTRODUCTION:

Backward Society Education (BASE) is implementing School library Support Program in Bardiya district since 15 Feb. 2009 partnering with Room to Read Nepal. The main purpose of the program is to establish libraries in government schools and give golden opportunity to children for reading valuable book. Total 203 libraries have been established between 2009 to 2012 by facilitating student and teachers to make easy access to books, wooden materials, maps and pictorial posters and books. Schools library helps school children to get quality education, to build reading habit & get involve in additional activities.

PROGRAM 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

BENEFICIARIES:

The beneficiaries of the program are 1 to 10 grade studying children of Government School Students & Teachers.

| S.# | particular | Beneficiaries Detail | | |
|-----|------------|----------------------|--------|-------|
| 1 | | Male | Female | Total |
| | Students | 41116 | 45811 | 86927 |
| | Teacher | 1799 | 1041 | 2840 |

ACTIVITIES:

- 80 Project School Selected.
- Materials Support to 80 project school library (Books, Furniture, Chakati, Carpet, copy)
- Classroom Renovated in 27 Classroom and combine library.
- Library Management Basic Training conducted in 9 lots for 80 schools teacher.
- Reading & Library Activity Basic Training conducted in 7 lots for 80 schools teacher.
- Library set up & Inauguration completed in 80 schools.
- Reading & Library Activity Refresher Training conducted in 10 lots for 87 schools.
- HM, SMC and PTA networking meeting conducted in 14 lots for 192 schools.
- School Level Handover Meeting completed in 36 schools.
- One event District Level Stakeholder Program Orientation Meeting completed.
- One event District Level Stakeholder Joint Monitoring completed.

- Two event Meeting conducted with DEO.
- One event National Library Day Celebrated.
- One event International Literacy Day Celebrated.
- Once time Library Exhibited in Bardiya Trade Mela.
- One event District level Annual Review meeting conducted.
- Two Best Libraries & two Librarians awarded.

OUTCOMES:

- Students reading in the library during leisure period instead of playing.
- Library increasing reading habit and skill to students.
- Increasing Book Checkout no. from Library by Students and in 2012 program year students checked out 418845 books.
- Library Management and run through Child Club.
- After conducting reading activity training then could make their classroom child friendly and more participatory.
- Teachers Using Library Resources during the classroom teaching and students understanding level is increasing.
- Students themselves using & managing library.
- Many schools have collected fund for Library Sustainability.
- Books Adding by Schools sources for library sustainability.
- More school has made library development plan and now school library becoming independent.
- Increasing applying of Grading Indicator to Schools.

LESSON LEARNT:

- The meetings and training should be conducted in schools for the cost effective.
- Cluster level training and meeting help to solve school level problem.
- Formally and informally coordination with RC level and district level help to monitor school by DEO.
- Quarterly basis school level teacher, SMC, parents review meeting will help to solve problem and increase participation of parents in library.

BEST PRACTICES:

- Strike and vacations utilized to conduct trainings, meetings and other activities with the coordination of DEO and Head teachers.
- Joint visit with NGO, RtR and RP and conduct meeting with problem created schools teachers and SMC.
- Cluster level Reading Room Facilitator meeting in schools.
- Conduct training meeting in problem faced schools.

CASE STUDIES/SUCCESS STORIES:

Library Improving the Reading level of Ram Lal Tharu

Ram Lal Tharu was born at Manpur Tapara VDC ward no. 3koilee village of Bardiya district. He is a younger son of Krishna Tharu. His father is farming of their land for living. He is reading in grade 4 of Shree Bhim Sen Primary school Manpur tapara- 3 koilee. Before the program starting in this school he studied in grade 3 and his reading level Was not good because he could not get extra books and knowledge except text books. His father's economics condition is also not good for paying extra books to Ram Lal Tharu but Ram lal is laborious and he always success in exam.



Ram Lal is reading book

At the end of the December we had visited to this school for program and we had discussed for program to school team. According to eagerness and interest of school teacher, student and parents we had established the library at the end of July 2011. We gave training of library management and use to librarian teacher and orient to other teacher and students for effective library using process. While established library in the school Ram Lal Tharu got golden chance to read pictorial and attractive books. He always uses to go in library while leisure time he read different books a lot which is appropriate for him and he check out books. According to librarian teacher and check out register record he always take 4 to 5 books and till date he checked out 530 books from library. He is a member of library user club and he also encourage to other friends to read the library book. He also uses to share what he read among students and teachers.

Now Ram Lal's reading level is improving and he could read well than before. He read the books a lot instead of playing. He passed grade 3 with good marks than before he used to. HM of the school Raj Kumar Regmi said Ram Lal improving his education and he also read his text books. He said he is a good student of this school. Ram Lal said my hobby is being a good teacher in future.

6. CHILDREN ASSOCIATED WITH ARMED FORCES AND ARMED GROUPS (CAAFAG)

INTRODUCTION:

BASE, with the financial and technical support of World Education, has been implementing the CAAFAG program in 18 VDCs of Salyan district with the objective to support the overall peace process through the promotion of right of children and youth within an integrated child protection system. The target beneficiaries of the project are Informally /self -released and verified minors and late -recruits (VMLR), CAAFAG children who have voluntarily left their armed groups, vulnerable children who are separated from their family, child victims of sexual abuse and physical misbehavior, child victims of domestic violence, education deprived children, children who have suffered from gender discrimination and children with psychosocial problems.

Specific Objectives:

- 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 special focus on gender and social inclusion.
- To promote peace building activities for their financial development.
- To promote the proposal writing capacity of youth clubs and child protection committees and support them to implement the child protection activities.
- To reintegrate the conflict affected children
- To identify the VMLR children's status in the schools and coordinate for their scholarship

ACTIVITIES:

1. Scholarship Support

Under the reintegration program BASE has provided scholarship support to the 21 VMLR children (13M, 8F). Among them 13 VMLR children have passed the School Leaving Certificate (SLC). Due to this program the life of the VMLR children has been greatly improved.

2. Structural Support to Schools

BASE has supported 16 schools with various sorts of school materials. This program is designed for those schools where VMLR/CAAFAG/CAC children study. The school support package has been provided to the schools regarding the number of VMLR children in the schools. BASE has provided furniture like benches, desks, safe drinking water, and library support and playground construction services.

3. Gender support

BASE has provided to special gender support to 6 VMLR women with children. This support is currently being provided to five women. They are provided 1500 rupees for nutritious diet during their pregnancy. The VMLR women's children below five years are provided 500 rupees in monthly basis for nutritious diet and good health.

4. Peace building Activities

Under this program BASE has developed the program planning and proposal writing capacity of the child and youth clubs in Salyan. These youth and child clubs themselves prepare their activity planning, program proposals and submit to the office of BASE. BASE selects the appropriate proposals and planning of youth and child clubs regarding the peace building and child right issues. In this project year BASE has selected 9 proposals including 3 child clubs and 6 youth clubs for 9 clusters. Most of



the CPCs and child clubs have performed street dramas particularly to promote the peace process of Nepal. Some of them have disseminated the information through the cultural programs. This program has supported to flow the child rights information.

6. Psychosocial Support VMLR

18 VMLR children have got the psychosocial counseling services through the program. These are primarily older children who felt very self-conscious because they started school late (because of a variety of factors). As a result they are reintegrated in their own community and within their family.

OUTCOMES:

- Thirteen MLR students passed SLC examination, 13 have continued their studies in 10 plus 2 programs, 21 rehabilitated in the community.
- Physical structure of the school is improved, child family care centers are established, and relationship among students, teachers, school management committee and ECD centers has become cooperative.
- VMLR girls have got a chance to improve their learning environment, they received encouragement and financial support for their education, Children below 5 years became healthy from improved nutrition and good health, and pregnant mothers and child health became good.
- Peaceful environment in society has been established, Leadership skill of the youth has been developed.
- ALL VMLR Children has a good attendance record in schools, their relationship with friends has been improved and they have shown more interest in recreational activities.



LESSON LEARNT:

- Regular coordination and collaboration should be required to complete the project successfully.
- Joint monitoring should be done at different levels
- Projects should be planned according to the need assessment of target groups.

7. PROTECTING NEPALESE CHILDREN from BOUNDED LABOUR through EDUCATION

INTRODUCTION:

Backward Society Education (BASE) with the financial support of Anti Slavery International (ASI) has been implementing the Protecting Nepalese Children from Bounded Labour through Education program. The program has been covering the mid and far western districts namely Dang, Banke, Bardia, Kailali and Kanchanpur. The

program has been designed to cover the date of October 2010 till the date of September 2015. The overall program is being implementing to break the cycle of discrimination and bondage by improving access to education and consequently livelihood opportunities for Ex-Kamaiya children. The project has been piloting a comprehensive framework of supported access to discrimination-free education for the target children. The Ex-Kamaiya children are receiving remediating education using courses designed in liaison with local education authorities. Following this, those under 14 year will be enrolled in government schools, and those over 14 year will receive vocational training provided by existing NGOs and state-run vocational institutes.

GOAL:

To support the Nepali Government in achieving MDG in primary education leading to eradication of child bonded labour through education for all

PROGRAM OBJECTIVES:

Increased access to education and training opportunities for children from bonded labour families (Dalit and indigenous Tharu groups)

BENEFICIARIES:

Out of school children from bounded labors under the age of 6 to 18 are the beneficiaries of this project. 1000 are direct beneficiaries and

ACTIVITIES:

- Run 10 preparatory class
- Organised 7 types of vocational skill training
- Carried out District and regional level advocacy
- Carried out media campaign
- Carried out parents awareness campaign

OUTCOMES:

Most significant achievements of Nepal Education project are as followings in this year

- 230 (109 boys and 121 girls) ex-Kamiya's children completed preparatory class as in bridging course. After completion preparatory class 210 children (105 boys and 105 girls) enrolled for school education. Over aged 20 children are looking forward to vocational skill training
- 104 (44 boys and 60 girls) 14 to 18 year old children from BASE working district completed vocational basic training. Out of them 60 (33 boys and 27 girls) children are using their skill in their life.
- 460 parents of 230 children received opportunity to sensitize about the education of their children from 31 times organised parent's awareness meeting.
- 246 persons (147 male and 99 female) are aware about non-discrimination in issue of caste, gender etc. from 12 times held school awareness meeting on non-discrimination.

- 129 persons (99 male and 30 female) form district level and 52 persons (41 male and 11 female) form regional level stakeholders committed to help for equal access to education of children of former bonded labourers in the project area.
- 5 district level watch dog committee mobilised during enrolment campaign and raised voice on the issues of ex-Kamaiyas.
- Media people were mobilised to monitor the program jointly with BASE senior officials. After monitoring the program, media people published news from each project working districts and also from national level newspapers. They raised different issues of education like no sufficient number teacher in schools; misuse of scholarship fund by schools; still not proper settlement of ex-kamaiya, gender discrimination etc.
- BASE developed one mini-documentary about the program implementation.
- 88% children out of 208 are studying regular basis at government schools, which were enrolled in 1st year form preparatory class. 185 children (90 boys and 95 girls) were attended in exam and 177 children (84 boys and 93 girls) or 95.5% are passed the exam.



LESSON LEARNT:

Media mobilization has been done very cost effective and well. We can able to develop a mini-documentary in minimum cost. Print media coverage also very well. 2 national print media name Nagarik and Annapurna published news about education and vocational skill training. Local print media of Dang, Banke, Bardia, Kailali & Kanchanpur coverage was also very well. Goraksha National daily newspaper published news about media monitoring on education in front page. After publish news in print media, District education officer of Dang immediately call the meeting of concern stakeholders of Dang district. Media mobilization is not only awareness of target community but it is a best monitoring practices to aware concern stakeholders.

BEST PRACTICES:

BASE has organised vocational skill development training very well. This training has been run from January 22 to March 17, 2012 at Kohalpur Banke District. It was residential training, started from 8 AM and closed 6 PM every day excluding the Saturday. Beside the basic theory, it was totally practical. Average training hours of vocational training was 8 hrs/ day, in total 448 hrs carried out the each vocational training. At the beginning 113 persons were joined in vocational training. 9 persons were left that training after trade selection orientation. Among



them 104 (44 male and 60 female) children were completed in that training. Seven types of vocational trainings trade were organized. 34 persons have taken sewing & cutting training. 26 persons have taken beautician training. Same way 17, 12, 6, 5 and person were taken Mason, bike repairing, electrician, driving and carpenter training respectively. Out of them 58% or 60 (33 boys and 27 girls) persons are applying their gained skill & knowledge in their life.

CASE STUDIES

Dream for good teacher in future: Khuma Kumal

Khuma Kumal resides in Lalmatiya VDC ward no. 4, Muktinagar, Nayabasti. She was born in 2056 (1999 in AD) in Bharatpur of Ghorari Municipality of Dang. After the Kamiaya Freedom Movement in 2057 (in 2000) she settled to Muktinagar with her parents.

She is the first child of her parents Mr. Chandra Bahadur Kumal and Mrs. Bimala Kumal. She has a family of 8 members with 5 other sisters. She is now studying in class 7 of Shree Adarsha Higher Secondary School of Barakhutti, ward no. 7 of Lalmatiya VDC, Dang.



Now a day's her parents are into labor and during rainy season they used to do paddy farm as tenant in the bank of Rapti River. She says that after she cooks food, taking-care her sibling, helps her parents for house hold chores, feeds to the cattle and finishes all household works then only she goes to school. She says that she needs to think a lot about her education, because her whole family is dependent on the earning of her parents. The school enrollment cost for her for class 7 is of Rs. 345 (Rs. three hundred forty five). She wants to be teacher like Muna Teacher who taught her in preparatory class. She also wishes if teachers in her school also teach the way that Muna teacher from BASE used to teach they would have been very happy. She says that teachers in her school come only few times and when they come they do not teach properly and she does not understand what they teach as well. At times she is in problem due to stationary materials in school. She wants to thank BASE for providing her an opportunity in preparatory class and giving her education materials as well. At last she says that she is working very hard at studying and she has dream to pass at least SLC and in future she will be a good teacher like Muna.

BASE has Helped Me Live My Dreams: Shyam Kumari Tharu

Shyam Kumair Tharu is a resident of Baigaiphata, Baniyabhar VDC ward no 6 of Bardiya district. She was born on 1st Magh, 2050 (Jan 14, 1994 AD) in Sonpur, Magaragadi VDC ward no 6, Bardiya district. She has a family of 12 members. She was born in a freed kamaiya family but because of the family condition, all of them had to work in others house.

She completed her class 5 study by her parents support and further study up to class 10 by her own income. As, her family's economic condition is very low she could not continue her study but wishes to educate her brother and sisters up to higher level and make them big personalities. Her family settled to Bangaiphata from Sonapur in 2063. She got opportunity to do work being as secretary in one local organization, because she was highly educated than other person in that new established community. She worked volunteers as a Secretariat without any problem as she feels it is a social work. It is a freed kamaiya area so whenever any NGO held a program, she helps with all she can.



With the change in time her thoughts also change. She thought how she can be independent and financially stable. She thought of doing something but could not conform what. She was in a dilemma, if she looked for a job she did not had a academic qualification and for business she did not had money. In the mean time, she came to know that, Backward Society Education (BASE) was organizing a vocational training and joined it. Then, after 15 days she came to know that she has to come to Kohalpur for the training. She got beautician training for about 2 months. After training she took loan from a local women group and started a cosmetic shop with beauty parlor and is running it very well. She now believes the proverb, "Learn skill and be independent" which she did not believe before. Now she knows the technique to earn more money in a short time. She is very confident that this work will help her live financially stable life. She is very happy with this and plans to extend her beauty parlor and give job to her colleagues as well.

8. KAMLAHARI ABOLITION PROJECT SECOND (KAP II)

INTRODUCTION:

Backward Society Education BASE has been implementing, the Kamlahari Practice Abolition Project " (KAP) II with technical and financial support by Plan Nepal. The project covers the period of 1st July 2012 to June 2013. The project working area is Kailali district 22 VDCs and one Municipality. The main objectivities of this project : prevent and the protect girls from the practice of Kamlahari through mass awareness campaigning and advocate for the enforcement of the laws and policy by the end of the project period, ensure access to education for freed Kamlahari and promote life skill and sustainable livelihood of rescued and vulnerable kamlahari girls and their families . Gender and Child Rights Awareness, Education and Livelihood three types' component has been implementing with synergistically under the KAP II project. In total rescued number was 629 rescued Kamlahari girls among them 342 kamlahari rescued in 2011 and 232 Kamlahari rescued in 2012 in BASE working area. Among them 446 are schooling and 183 are out of school in this year. In total 2068 freed kamlahari has received scholarship from DEO and 411 freed kamlahari students are at BASE working area out of them.

PROGRAM OBJECTIVES:

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

BENEFICIARIES:

Kamlahari, Their parents, Schools, Child Clubs, Badghar, Bhalmansa and Women Groups.

Coverage Area:

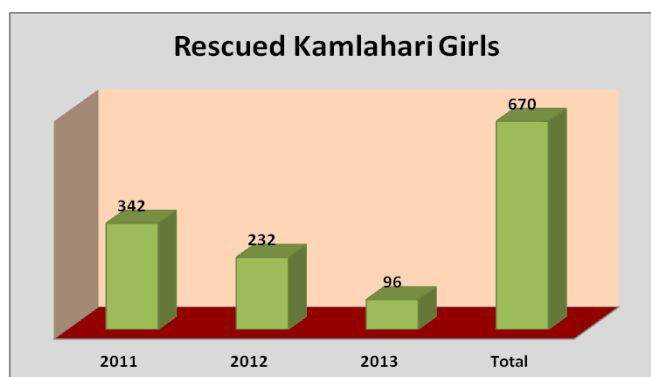
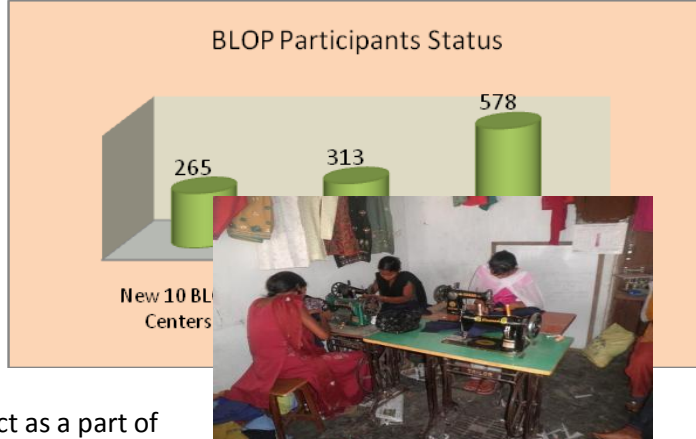
Tikapur, Sadepani, Darakh, Thapapur, Joshipur, Bauniya, Vajani, Khailad, Lalbojhi, Dododhara, Chuha, Kotatulsipur, Baliya, Partappur, Patharaiya, Narayanpur, Durgauli Munuwa, Ratanpur, Pawera, Hasuliya And Dhansingpur

ACTIVITIES:

- Lobby and advocate on behalf of Kamlaharis at the national level.
- Initiate rallies and celebration days through Child Clubs
- Mobilize volunteer 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 transportation to their homes
- Formed 15 Girls Group at VDC level and arranging monthly meeting regularly.
- Leadership development training to Girls Group members and Child Clubs members
- Conducted 10, Better Life Option Program (BLOP) Centers and 10, BLOP Centers is continuing.
- Provided Training of Trainers (TOT) Training for BLOP facilitators and arranging quarterly meeting.
- Conducted 10, Behavioral Change Communication (BCC) session and 10 BCC session is continuing
- Provided Training of Trainers (TOT) Training for BCC facilitators and arranging quarterly meeting.
- Awareness rising campaigning through child clubs on child rights
- 29 events conducted the Interaction with parents and local leaders, Badhaghar/Mahatau.
- One day orientation to Child Protection Committees (CPCs) for five times
- Child Clubs published wall magazines



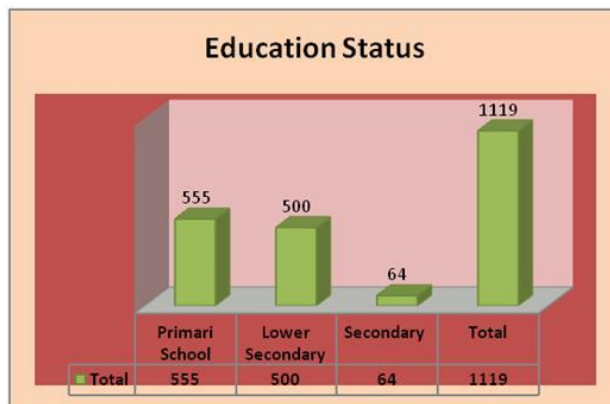
- Provide educational materials support and assistance to ex – Kamlahari students.
- Offer extra coaching classes Grade 1 to 12.
- Orientation and interaction meeting with SMC, teacher, PTA, parents and students.
- Develop non- violence teaching code of conduct as a part of Learning without fear advocacy campaign.
- Implement monitoring from DEO Office and Resource center level as well as district agencies.
- Conducted workshop about policy level and kamlahari education guideline.
- Orientation and interaction meeting with SLC appearing Girls and their parents.
- Orientation and interaction meeting with code of conduct monitoring team.
- VDC Level interaction with ex- Kamlahri girls and their parents.
- Resource level Orientation and interaction meeting with School head teacher and SMC.
- Chow Mein making training and startup support
- Poultry farming training and startup support
- Tika bind training and startup support
- Sewing & Stitching Training & Support
- Beauty parlor / Haircut Training & Support
- Retail Shop Training & support
- Dairy Training & support
- Mother goat & Pig support with kids
- Off season training (Cucurbits), early & late season vegetable farming training and startup support
- Male goat & Boar support
- Micro irrigation support
- Cooperative formation Registration & Logistics support training & miscellaneous support
- Two Days cooperative training 2 groups
- 6 days cooperative management & book keeping training



Outcomes:

- BASE rescued 670 Kamlahari girls and enrolled in school.
- The Nepal Government has given the Ex Kamlahari Education Guideline- 2068 and implementing it.
- 11, Ex Kamlahari received emergency and immediate humanitarian support

- 10, Better Life Option Program (BLOP) Centers were conducted with 265 participants and 10 BLOP Centers is conducting with 313 participants with trained 7 BLOP facilitators.
- 10, Behavioral Change Communication (BCC) Session was conducted with 392 participants and 10 BCC Centers is conducting with 300 participants.
- 3 BCC staff quarterly meeting arranged and shared their experience.
- 686 male and 429 female participants take part in VDC level interaction.
- 878 people (Male – 510 and Female -368) participated in supported to community level awareness campaign through CPC.
- Child Clubs Published 18 times wall magazines regular focusing on issues faced by Kamlaharis with 786 participants who were 380 boys and 406 girls.
- 17 participants participated in mapping formation and strengthen from CPC
- 411 freed Kamlahari students currently received scholarship support from District Education Office.
- 351 kamlahari students received coaching support for classes to facilitate their education.
- BASE provided stationary material to 1119 kamlahri.
- 497 Kamlahari students enrolled in school.
- 5 Kamlahri girls are studying in class 12
- 9 Kamlahri girls are studying in class 11
- All teacher and SMC members as well as parents actively participate in orientation and interaction meeting.
- District Education Office's resource staff assists full time in teacher orientation.
- 20 Schools develop Non violence teaching code of conduct.
- DEO and resource center regularly monitor Education program.
- 20 Schools receive Suggestion box for implement LWF.
- 4 Ex Kamlahari participated in Chow Mein making training and started their own enterprise
- 9 Ex Kamlahari participated in Poultry farming training and started their own enterprise
- 5 Ex Kamlahari participated in Tika bind training and started their own enterprise
- 5 Ex Kamlahari participated in Sewing & Stitching Training & started their own business
- 15 Ex Kamlahari Participants in Beauty parlor / Haircut Training & started their own enterprise
- 20 Ex Kamlahari participated in Retail Shop Training & started their own enterprise
- 2 Ex Kamlahari participated Dairy Training & started their own enterprise
- 20 household Kamlahari families received Mother goats
- 20 household Kamlahari families received pig support
- 1 male goat provided to Ex Kamlahari girls
- 8, Boar supported to Ex kamlahari



- 74,participants (11, male and 63, female) participated in Off season training (Cucurbits), 3 events from different places
- 50 participants (5, male & 47 female) participated in early & late season vegetable farming training events from five different places and started to grow vegetables
- 38 participants participated in two Days cooperative training , two events from two groups
- 12 participants participated in 6 days cooperative management & book keeping training

LESSON LEARNT

- kamlahari girls rescued by their relatives
- Kamlaharie's family are poor in education level and economic status so, awareness part must be strong.
- It is important to formation the network for effective advocacy.
- Due to different process we have to follow so field activities is being limited,
- It is more effective if we jointly plan with like organization.
- It will be better if we can conduct awareness program in marginalized community.
- It would be better to if we have imitated support to new rescued kamlahari
- It is important to formation the network for effective advocacy.
- Due to lack of enough land, people prefer much more on vocational skill then farming.

BEST PRACTICES:

- Maghi campaign is mass informative way for the Kamlahari Abolition Project.
- Vital role of the Kamlahari Mukti Ka Lagi Sajha Sanjal and Badghar & Valmansa interaction based on the Kamlahari issues.
- VDC level child protection committee responsible on Kamlahari issues.
- School has developed code of conduct as well as effective applying with monitoring reporting and response.
- Schooling freed Kamlahari receiving scholarship as a result they are regular in school

Case Study:

Kedarni Chaudhary is a daughter of Hira Lal Chaudhary. She is eighteen years old. She lives in chharahi village. Her village is situated in Kotatulsipur VDC and ward no is 7. There is altogether 6 members in her family among them, 2 members are male and 4 members are female. Kedarni Chaudhary gets birth as a Tharu society in a village. At the past time her family was very poor in addition to this, her parents also were illiterate as well as they have no land to cultivate. When the government declare freed kamaiya government provide two Kattha land but their family cannot depend and survive less than four kattha land. Due to low land her family member used to working as bounded labor since her grandfathers' period so they send her to Kathmandu to work as kamlari. There is not any school opened near her house so her family was far from the education so they became alliterate They were not aware about their childrens' education. When the BASE starts orientation to rescued kamlari in Kotatulsipur SS village of kotatulsipur VDC, every villager impressed by the orientation and felt guilty



ownself. Then they start to rescue their daughter from the owners' house. In the previous Kedarni wants to school but she was compelled to work in others' house. As a bounded labor. They have no sufficient own land for cultivate. Their life was troublesome due to poor economic status so; Kedarni had to do as kamlahari in Land owner's house at Kathmandu. While being kamlahari she had to bear different types of punishment such as Rough language, physical and mental torches in addition to this she had not get proper meal in time. Their life was tiresome in the past time but when BASE rescued she get to chance to school enrolment in class 10 at Kotatusipur SS by BASE. Now I am studying regular in school. According to kedarni, "I feels nowadays if BASE does not rescued me our family condition would be like same as past but our life and family status is different from the past and in the past time I cannot express my opinion to others but now I did not hesitated to say and participate in any program. Now I have passed SLC exam in Second division now i am studying computer course at Bauniya. If any kamlahari get chance to read properly we can get success like others." in the previous our parents as well as all family were alliterate so, there is no proper environment for study but all family member are aware and sensitive towards her family and their Childrens. Kedarni Chaudhary is very happy from the chance to read due to Backward Society Education BASE in addition to this extra coaching/tuition provides us to our education continuation it is additional support. When I was enrolled in school my parents were sad because there would be problem for food but nowadays parents are happy kedarni Chaudhary interested to be push factor person for all innocent villagers. Because we have to right to do whatever do we like in our life. And women and men are equal in every work and position but innocent Villagers are unknown from it due to lack of awareness. Kedarni said that, "our villagers environment is improve then the past, nobody tease us everybody treat equal like others so we are so happy from the project at last "I would like to give thanks to BASE and Plan. And wish to continuation support." Nobody has right to keep bounded labor in their home in certain amount or, wages nobody has to right to give torches. So, everybody should be thinks kamlahari girls are our sister. Everybody should be realizing Kamlahari issues are not only for neither Non government org nor government this is for every Nepalese issue. Every Stakeholders contribution is great to abolished kamlahari system from the society. Mostly Nepal government is responsible for it.

9. SUSTAINABLE EDUCATION DEVELOPMENT PROGRAM

BACKGROUND:

BASE, Bardiya has been implementing Sustainable Education Program with partnership of German Citizen Volker Leen and Wally. Volker Kleen supporting scholarship to conflict victim freed Labor and marginalized society through the program by BASE. The program was started in 2011. Since the starting period of the program we have conducting several of activities which is supporting the benifisheris.

BENEFICIARIES:

The beneficiaries of the program are conflict victim, ex- kamaiya, poor and marginalized community children.

The detail of beneficiaries is as per bellows:-

| S.# | particular | Beneficiaries Detail | | |
|-----|------------|----------------------|--------|-------|
| 1 | | Male | Female | Total |
| | Students | 78 | 69 | 147 |

PROGRAM OBJECTIVES:

- Ensure the basic education to conflict victim, ex- kamaiya, poor and marginalized community children.
- Develop the teaching medium in English language to governmental school.

Completed program activities in 2012

- Private schools fee scholarship support grade 6 to 10 studying 80 children.
- Bag, copy, uniform, sweater, pen, pencil and geometry box support to grade 6 to 7 studying 65 children.
- Two times parents meeting conducted for regular schooling their children.
- Monthly basis monitoring to schools.

OUTCOMES OF THE PROJECT:

- Grades 10 of private school studying children have given SLC exam.
- More children are improving their education than before because they passed their academic grade in good division.
- More students are transferring in governmental schools.
- Conflict affected, marginalized and poor communities people getting opportunity of English medium education.
- Students learning achievement are increased.

CHALLENGES OF THIS PROJECT:

- Program budget is not sufficient for scholarship of students.
- Parents are not able to effort fee for their student in boarding school.
- Government is not getting responsibility for conflict victim, poor and marginalized students.
- Bal Mandir Primary School is not upgrading as per plan.
- Scholar parents are raising issues for complete education to secondary level in English medium.
- Stop teachers support to Bal Mandir Primary School it make difficult teach in English medium.

10. WOMEN EMPOWERMENT THROUGH EDUCATION

INTRODUCTION:

Women Empowerment through Education (WE) Project is implemented in Banke, Bardiya, and Kailali Districts. During this Implementation period Banke, Bardiya and Kailali three each districts started 10 self learning literacy class. Altogether 30 literacy center have been established. Per class 30 literacy participants has identified and conducted from March to November 2012. There were the literacy participants in Banke 302, Bardiya 300, and Kailali 300,. altogether 902 literacy participants have been regularly attended the class. Each class one Local resource person have appointed for the regular conduction of class. At the end of the class the project team has took the final test for the check up to test learning achievement of the participants. Western Nepal and these districts are populated by large numbers of people who have lack literacy skills, access to health care, as well as employment opportunities. A needs assessment which was conducted with the local government and community officials indicated that these issues had a significant impact on the rural areas in these districts. These communities are largely comprised of lower castes and ethnic minorities, especially of Tharu and Chaudhary, who have traditionally had little or no access to education and employment opportunities. Therefore, this project primarily focuses on these communities, particularly in improving the standard of living for women from these target communities. Backward Society Education (BASE in partnership with ADRA Nepal and funding support by ADRA Austria since the 1st of January, 2012. The WE project focuses on working with women from target communities to improve their awareness of the rights that they have.

GOAL:

To improve the awareness of human rights issues for 900 women in the Banke, Bardiya, and Kailali districts of Nepal.

PROGRAM OBJECTIVE:

To contribute to the achievement of MDG 3 (Promote gender equity and empower Women)

BENEFICIARIES:

This project has directly targeted 900 neo literate women from disadvantaged communities from the three districts of Nepal. The indirect beneficiaries are numbered as 54,000, and they are mainly comprised of the family members that belong to the direct beneficiaries. The age group chosen for the direct beneficiaries is the reproductive age group of (15 to 49 years). Due to the lack of education, the target communities have experienced disadvantaged conditions which have led to certain levels of discrimination, particularly among women. Women from these communities their lack of education as well as the issue of their strong patriarchal culture which hinders their abilities to move forward as a gender.

ACTIVITIES:

- Baseline Information collection for the need Identification.
- Community Orientation and management committee formation for the effective Implementation.
- Text Book revision and Printing for the class conduction.
- Procurement Class Supplies for the literacy participants.
- Conduction of Class literacy participants.
- Local Resource Person LRP meeting for the create plate form of learning sharing.
- SLL Midterm test and final test to get the Idea of literacy participants learning achievement.
- Initial training for LRP on Micro teaching and women rights issues through the ROLDP Approach (30 Facilitators and 5 Project Staff)
- SLL Refresher training for Local Resource person 30 LRPs and 5 Project staff
- On site coaching for local resource person 30 LRPs and 3 project staffs
- Days celebration (Women rights day, child rights day, 16 days campaigning against GBV, Human rights day)
- Street Drama for the decrease in exploitation of women and child
- News Letter Design and Printing to dissemination of project activities.
- IEC Materials Designs and Printing for the dissemination of Human rights, women rights, Child rights and health related message.
- Project Staff meeting Quarterly create plate form of learning and sharing and follow up of project activities.
- Semi Annual / Annual Review Meeting for the project activities revisit.
- Project Closing meeting to dissemination of project activities.

OUTCOMES:

- 867 neo literate participants were completed self learning literacy classes.
- 867 neo literate Women's had oriented about human rights, child rights and women rights.
- 30 literacy centers participants are doing group saving in the groups which is N Rs.7,20,990.00
- Five types of IEC material (Human right, women right, child right, women trafficking including health & sanitation) had distributed in the literacy center and they are aware about these IEC materials.
- Before the class the pregenent women they doesn't know any things about the delivery after the class 24 pregnant women had gone delivery in health Institution during class conduction period.
- 67 women has constructed the smokeless stove in their house.
- 621 women have constructed toilet in their own house.
- 122 women has installed bio-gash in their own house.
- 682 women has made kitchen garden in their own house.
- 698 women has registered their children's birth registration in their VDCs.
- 683 women has done their birth and marriage registration in the VDC.
- After the literacy class 243 women are taking responsibility in SMC, CFUGs, drinking water committee.
- 8504 plantation has planted in community forest and own land of literacy participants.
- 741 literacy participants received citizenship during class conduction.
- 753 literacy participants they are aware about the child rights, women rights and human rights.
- 30 Local resource persons are prepared and able to conduct functional activities in the village.

LESSONS LEARNT

Need to create platform for inter sector coordination and collaboration with in the organizations and inter agencies for the effective program.

- Need to coordinate with stakeholders for effective implementation of project activities during program implementation for example Within the BASE inter sector like SED Project, Opportunity school program of BASE.

CASE STUDIES/SUCCESS STORIES:

Age does not Matters

I am Chandrakala Kharel and I am 60 years old living in Panehariya, Phattepur VDC ward no 8, Banke. I am a participant of Kopila Women Education Centre. I have a 5 member family of son, daughter-in-law, grandson and granddaughter. In my time, we did not send daughters to school so I never saw the face of school. Then, one day I heard of ADRA Nepal and BASE running literacy class through Women Empowerment project. I inquired in the village about it and showed my interest for studying and asked them to include my name as well. From the day of the start I am attending the classes regularly. Along with time, I learnt a lot from the classes and participated in various activities that helped me learn more. I was teased by my grandchildren and villagers saying that no one studies at such an old age but I did not care about anyone and attended the classes regularly. Now, I am able to read, write and do simple mathematics. After seeing my progress my grandchildren are also supporting me in my studies and are very happy. I have learned about community and group work, saving, conservation and utilization of locally available resources, human rights and women rights. I think that if you want to learn anything age does not matters and would like to appeal and request all the illiterate women to be aware and study like me because we all need to contribute for ourselves and the society without concerning about our age. If you really dream age does not count at all.



Literacy Class: An Eye-opener for Me

My name is Nira Chaudhary living in Damarraa, Hasuliya VDC ward no 2, Kailali district. I am 35 years old married to Bhagiram Chaudhary with two daughters and a son. I am a regular participant of Laliguras Women Education Centre. My childhood was very painful. When I was 12 years old I got married when I hardly know what marriage meant and went to others home. I could even see what school looked like; study was a matter of distance. I admitted myself immediately as I knew about literacy class organized by Women Empowerment Project ran by ADRA Nepal and BASE. As I participated in the school regularly I came to know how to read and write and learnt about women rights, human rights and child rights. In our class we just do not study we also discuss about rights and other skill development activities. I also got a chance to be trained about professional vegetable farming. Before the training I just used to cultivate vegetables in season only now, I practice professional vegetable farming.



Now I have started to sell the vegetables in Indian and local market of nearly Rs. 1,500 to 2,000. So, I do not have to ask my husband for money to buy stationeries and pay school fees of my children. My husband is also very happy with my progress and helps me in daily activities as well as my villagers and co participants are also very excited with my progress. At the end I would like to thank everyone from ADRA Nepal and BASE for getting me in this position.

11. YOUTH SAVE PROJECT

PROGRAM SUMMARY:

Backward Society Education (BASE), has been Implementing Youth Save Project jointly with Collaboration and coordination with DEO, School, Bank of Kathmandu with financial support of Save the Children. The target group of this program in School age children (12-18) of 3 School and one Out of School (Child Club) of Attriya and 3 School and 2 out of school of Tikapur, Kailali district.

During this reporting period BASE conducted School level Workshop, Orientation or interaction, street drama with 1805 students as well as parents and teacher in first phase. Altogether 1805 (1059 Girls and 746 Boys) receive clear bag with Comic book and Calendar. Bank of Kathmandu distributes 216 Piggy bank to the students who had opened the CYBY (Chatensil Yuba Bachat Yojana) account. The main stakeholders of this project are parents, school, school management committee, parent teacher association and teachers. Other stakeholders are district education Office (DEO) and community members.

OBJECTIVES OF YOUTH SAVE PROJECT:

- Roll out a sustainable, market responsive saving product for low income youth. The youth save project is working with Bank of Kathmandu to develop and roll out a saving product across the country which is designed to meet the needs of low income youth aged 12-18 years.
- Document the uptake saving outcome and the impact these accounts on clients and bank of Kathmandu through project generated evidence. During the project period, research partner New Era will study the uptake and usage of the bank's product to assess its potential for promoting youth development and financial inclusion.
- Use project generated knowledge and finding to foster awareness and inform action on youth saving among financial institutions, social services providers, scholars and policy makers. The project will use available platforms and channels to share project findings with a variety of interested stakeholders which will include researchers, practitioners and policy makers, through both printed and new media communications.

Target Beneficiaries:

- 6-12 Class studying Student

- 12-18 years aged children (out of School)
- Different able Children
- Parent of the children who come to study in those school situated surrounding area of BOK (Bank of Kathmandu)
- In total 2261 are direct beneficiaries of this project among the 1845 are child and 416 are adult.

Program Coverage:

BASE Kailali has been working in Geta VDC and Tikapur Municipality of Kailali since January-2012 with this project. In total there are selected 6 schools and 3 community clubs regarding this project. Especially this project works for the Financial Education and Saving Habit.

Major activities carried out:

- Two event conducted coordination meeting with DEO.
- Meeting with SMC, PTA and teachers based on financial education conduction at school eight times.
- Financial education orientation to community member in 6 communities.
- Financial education workshop conducted at school and Community based on out of school children.
- Demonstrate street drama (NOTE BAHADUR) based on financial education at nine places.



OUT COMES:

- 365 participants were direct oriented on financial education, then they have been support to their children to open account at Bank of Kathmandu.
- Orientation or coordination meeting sessions has been conducted discussion and participatory approach.
- Participants (schools, communities) have committed to support this program.
- A total 416 (216 in 2012) youth have been opened their account at BoK after participating orientation, financial education workshop and street drama.



LESSONS LEARNED:

- Need to regular coordination with stakeholders.
- It seen low budget plan on project.
- Youth learnt that "we must save our money for the future".

in

Case study:

Conducted successfully financial education workshop

School Level Financial Education workshop was held on 11th-June to 13th -August-2012 at Khadak Smirity higher secondary School, Tikapur. In that school there were 584 Students direct participated in workshop among them 336 were Girls and 248 were Boys. Similarly 21th-June to 14th-August-2012 at Himilalaya Higher secondary school Ghiya Puchhary. In that school there were 501 students were direct participated. among them 269 were girls and 232 were boys. Similarly FE workshop was held on 12th June-2012 at ex-kamaiya Sibir Tikapur. In that FE workshop there were 19 girls and 12 boys were participated.



Similarly FE workshop was held on 9th July to 12th July-2012 at Attriya area schools. (Siddha Baba, Ghanteshower School and Guheshower School Attriya) in that schools there were 136 youth were participated among them 90 were gilrs and 46 were boys. In that workshop discussion was especially focused on to build up saving habit. In the beginning the children/youth were not aware and known about saving Which is important in our life. After training or workshop they fell and known about systematic saving and its process as well as its benefit. After the workshop calendar, comic book with clear bag had distribute to youth. Similarly School Level Financial Education workshop was held on 26th-Nov to 29th -Nov-2012 at Janjagriti Higher Secondary School Sitapur,8- Tikapur. Total 526 Students (335 were Girls and 191 were Boys) had directly participated in the workshop. Similarly , Milan Child club received the FE on 18th-Nov-2012 in Tikapur 9 Satgharuwa. There were 27 (10 girls and 17 boys) club member participating directly on the workshop. After the workshop, Participants had got knowledge on systematic saving, its process and benefits in life through saving. Calendar, comic book with clear bag were distributed to youth after the end of the workshop.

Presented Street Drama "NOTE BAHADUR"

As part of awareness raising campaign, ranges of street drama events were performed in Geta VDC, Guheswori secondary school, Siddha Baba secondary school Ghanteswor secondary school and Sirjansil Child Club Geta-7, Srilanka and Tikapur Municipality Khadak Smirity Higher Secondary School, Himalaya Higher Secondary School, Janjagriti Higher Secondary School and Mukta Kamaiya Yuba Jagaran samaj Club Tikapur are selected for the youth save program. According to project planning These school and club had been Shown street drama "Note Bahadur" about financial



Education and saving. After the workshop session to make effective program in community level this street drama shown at 13th June-2012 in Ex-Kamaiya Sibir Shivnagar, there were altogether 170 participants participated among them 90 were female and 75 were male similarly 16th June-2012 in Himalaya Higher Secondary School Ghiya Puchhary. In that street drama there were 710 participants participated, among them 385 were female and 325 were male including teacher staff similarly 24th -June-2012 in Khadak Smirity School Tikapur. In that drama there were altogether 650 participants participated among them 345 were female and 305 were male including teacher staff and SMC member and 14-Aug-2012 in Ghiya Puchhary Village Tikapur. There were 145 participants

were participated among them 75 were female and 70 were male. The street Drama was shown by the Yuba Jagaran Samaj club Tikapur. Similarly Geta-6 Basantpur on 7th-Oct-2012, Geta-2 Geti on 10th Oct-2012, Tikapur-8, Sitapur and Tikapur Bazar Area on 11th Oct-2012. The drama was same as on "Note Bahadur" about financial Education and saving. There were approximately 160 participants (115 Adult and 45 youth) in Geta -6 Basantpur, 165 (120 Adult and 45 were youth) in Geta 2 Geti. Similarly 150 participants (90 adult and 60 children) had participated in Tikapur-8 sitapur school tole. Likewise 185 participated (140 were adult and 45 were children) participated in Tikapur Bazar area. The events of street Drama were performed by Khaptad Sanskritik Pariwar Tikapur Kailali and The Street Drama was shown by the Yuba Jagaran Samaj club Tikapur .

12. POVERTY REDUCTION THROUGH SUSTAINABLE ECONOMIC DEVELOPMENT (SED)

INTRODUCTION:

Poverty Reduction through Sustainable Economic Development (SED) project has been implementing in Dang and Salyan districts of Mid-western Region of Nepal since April 2011 to March 2014. This project is funded by the Ministry of Foreign Affaire Trade (MFAT) of New Zealand's Aid Program and implemented by Backward Society Education (BASE) Nepal in partnership with ADRA Nepal. The goal of this project is to improve socioeconomic condition and literacy status of 10,000 socially excluded and economically marginalized population in Salyan and Dang district. This project has been implemented in Tarigaun, Urahari and Hekuli VDC of Dang and Syanikhal, Lekhpokhara and Korbanghimpe VDC of Salyan. There are two major activities under this project: i) Education and Health and ii) Economic development. Total of 2000 households (appx. 10,000 persons) will be benefited directly with these activities under this project.

PROJECT OUTCOMES:

- Improved education level and community awareness among the population in targeted districts
- To improve the economic status among the population in targeted districts through income generation, livelihood skills and Disaster Risk Reduction (DRR) practices.

BENEFICIARIES:

Direct beneficiaries of the project are 1200 women and 100 students and indirect beneficiaries are 10,000 family members. Women of reproductive age (15-49), neo-literate men of communities, literacy support committee (LSC) members, communities peoples of disaster risk area and students from poor and marginalized community are beneficiaries of the project.

ACTIVITIES CARRIED OUT:

- Initial and refresher training regarding non formal education was conducted for Literacy Facilitators. Total of 44 participants (40 Literacy Facilitators and 4 Staffs) had participated in the training.
- 40 literacy classes were conducted and in total 1204 participants had completed literacy class course. Out of the total, 1200 were female and four were male participants.
- Result Oriented Leaderships Development Program (ROLDP) training was conducted for district level stakeholders of project district. Altogether 59 participants (38 male and 21 female) had received this training.

- Different national and international day celebrations like International Woman's day, International DRR day, International Child Rights day, World AIDS day, Education day, World Environment day, International Girl day and 16 days campaign against woman violence were celebrated in the active participation of target beneficiaries.
- White boards, desk bench sets, school wall construction and drinking water tank were supported to 15 schools as per their need.
- 100 students (45 girls and 55 boys) had received support of stationeries, school dress and bag.
- Coaching and follow up of ROLDP in VDC level was held in six working VDCs. Total of 155 (95 male and 60 female) VDC level stakeholders were participated in the training.
- Vulnerable Community Assessments (VCA) on community based disaster risk reduction was done in 20 communities.
- Community level Behavior Change and Communication (BCC) workshop was organized in all literacy centers. In total 1166 (1131 female and 35 male) including woman group members and Literacy Support Committee (LSC) members had participated in the workshop.
- 40 batches Kitchen Garden (KG) training was held and 1231 (101male and 1130 female) including woman group members and LSC members had participated in the workshop.
- District Project Advisory Committee (DPAC) was formed in both project districts in chairmanship of Local Development Officer (LDO) and three meetings has been conducted during this reporting period.
- Approximately 5,000 trees plantation by woman group members.
- Woman group members are doing regular saving in group and mobilizing the saving amount as loan for income generation activities. NRs.453, 843.00 amount are collected till date.
- Regular monitoring and supervision of project activities was held by project staffs, donor agencies and district line agencies.

OUTCOMES:

- Literacy participants' became able for properly reading, writing and solve simple subtraction, addition, multiplication and division.
- Confidence level of woman group members has been increased. They are initiating in social work e.g. toilet construction campaign, road maintenance and cleaning, street drama demonstration, home visit for awareness on health/sanitation.
- Total saving amount of groups is NRs.453, 843. Out of this 90% amount is mobilized as loan in group members for IG activities. (Vegetable farming, goat rising, pig rising, rabbit rising, poultry farming grocery shop, toilet construction and health treatment etc.
- After orientation about conservation approximately 5,000 saplings are planted by woman groups in project area in coordination with District Forest Officer, Land conservation Office and Area Forest Office, Community Forest User Groups (CFUGs).
- After awareness about health and sanitation through literacy class all woman groups have started to maintain and clean drinking water resources and roads, environment sanitation campaign, street drama demonstration etc.
- 217 participants had installed Improved Cooking Stove (ICS)
- 5 participants had installed bio gas plant. (1 at Urahari-7 Kataha, 2 at Hekuli-6 Dadachis of Dang and 2 at Syanikhal-1 Resamjula of Salyan)
- 71 women have received citizenship card.
- 41 women have received their marriage registration card.
- 85 women have done birth registration of their children.

- After participating in Behaviour Change and Communication (BCC) workshop; participants' family relation is improved, 28 have given up smoking and Alcohol, 27 have managed drinking water filter.
- 32 women have involved in decision making committees. (Group of Chhimeki Development Bank, Wada Manch, Paralegal Committee, School Management Committee (SMC), Road Construction and Community Forest and Parent Teacher Association (PTA).
- Woman group members had been empowered and built linkage with local service providers. They are coordinating and receiving services and opportunities from VDCs, Agriculture Service Centre, WOREC Nepal etc.

LESSON LEARNT:

- Close coordination with local stakeholders and resource persons is necessary to develop cooperative feelings among them and make easy to accomplish the activities.
- It is necessary to have the sense of ownership of local body for sustainability of program.
- Aged women do not prefer to be in leadership, if the majority women are lesser than her age.
- Preparing action plan for certain period is not always enough. It would be better to have planning of each activity before implementation of that activity is very important. This activity planning should be conducted participating project staffs. As and when necessary, it requires the involvements of concerned governments stakeholders also
- Before implementing any activities, it is better to consult with beneficiaries. This will support to reduce the expectation of beneficiaries and also supports to find out their actual need.
- The midterm evaluation from social welfare council (SWC) enhances the coordination at district level. This also ensures that project is following government's planning and norms. It supports to build linkage for sustainability of the activities too.
- For the sustainability of saving we have to give cooperative education to all groups.
- Regular monitoring and documentation should be needed to the woman groups for their sustainability.

BEST PRACTICES:

- Woman groups are initiating for social work i.e. maintenance and sanitation of drinking water resources and roads, plantation, toilet construction, home visit for awareness regarding sanitation, domestic violence, early marriage, ANC/PNC check up, child vaccination etc.
- Woman groups are organizing cultural activities in different occasion like marriage, worship, tihar (Bhailo, cultural dance) etc and generating fund except their regular saving.
- Project sites were selected in the close coordination with district, VDCs and community level stakeholder by developing selection criteria.
- Woman groups' are making their access and linkage with VDCs, health facilities, local agriculture service centre and cooperatives and receiving services and opportunities.
- Collaboration and coordination was held with Nepal Red Cross Society for implementation of Disaster Risk Reduction (DRR) activity.

CASE STUDIES/SUCCESS STORIES:

I do not have to be depended up on my husband

My name is Damkumari Chaudhary resident of Urhari-7, Kataha. I am a member of Laliguras Woman Group. I have a four member family and my husband works as a labor in tractor. Before joining woman group, I was socially, economically and literally very backward. When I knew that BASE is going to conduct literacy class in our village in

the support of ADRA Nepal and ADRA New Zealand, I inspired very much and joined in the literacy class. I studied 10 months in the class which was conducted under Poverty Reduction through Sustainable Economic Development (SED) project.

I had improved my reading, writing and numeracy skill in the 10 months literacy class. I also learnt about economic development, health, sanitation, group saving and income generation activities. I involved in group and doing regular saving and participating in group work. I participated in BCC workshop and this workshop helped me to improve myself and my family relation with my husband. Then, I received three days kitchen garden training. After training my confidence level is built up and I stated to do vegetable farming. I sell vegetable seedlings and vegetables at the market. Now, I am earning approximately NRs. 2,000/- per month by selling vegetables and from that money, I pay the school fees of my children which have helped me to avoid the burden of financial problems. I am also attending sewing and cutting training at day time which is conducting by VDC. Now, I do not have to be depended up on my husband for household expenses. I would like to thank to BASE and ADRA for this support.



My life is easy now

My name is Nirmala Sarki. I am a member of Himali woman group of Lekhpokhara-2 Dalit Tole. When I was studying in grade 5, I got married without my will in the age of 15 years. After 5 years of my married life, my husband got second marriage. After doing second marriage, my husband left to care me and my children. He used to beat me frequently. I couldn't tolerate his torture and returned to my parent's home. I'm sitting with parents since last eight years. It faced many challenges to bring up my two children.



After starting literacy class in the support of BASE and ADRA, I participated in the literacy class and involved in saving group. I developed my reading and writing skill and became able to solve small mathematics. I knew about the importance of group formation and saving. I built up my confidence level and decision making power. I made plan to start small business (grocery shop) and took loan NRs. 1,000 from the saving group. The 1,000 rupees was not enough for the shop so I borrowed NRs.4,000 from my parents. Then I started small business in my village. Day by day I'm becoming able to increase my business. Now a day I'm able to earn at least NRs.75 per day by my business. My life became easy after starting business. I'm able to pay school fee of my children and manage other expenses for household work. I would like to thank to ADRA and BASE for providing me such opportunity.

Scholarship program prevented my son to go India

I am Deva Rawat of Syanikhal-4 Thulipeepal, one of the member of Hariyali women group. There are three members in my family (2 sons and me). I did not go school in my childhood and I compelled to do marriage in early age. My husband used to tolerate, ignored and scolded, insult and disgrace to me saying 'Lati' (dumb). The family members also used to scold and insult me. My husband went to India for job and it became 16 years but he never returned. My family members had separated me alone.



I have faced so many problems to bring up my two sons and send them school for their education. My first son was reading in grade nine and he left school because of poverty. I felt so sorry for my life for not having education in childhood but as the time BASE and ADRA conducted literacy class in our community. I had participated in the literacy class. I am doing group saving and have taken loan from the group saving for poultry farming. Because of poverty my second son Postak Rawat was about to left the school for going India for labor work. But he changed his decision after getting support (scholarship) by BASE under SED project. He had been motivated and now he is going to school regularly. I hope this scholarship has inspired my son to pass School Leaving Certificate (SLC) exam. This scholarship will fulfill my dream of providing education to my son. I felt very glad and I am very grateful to BASE and ADRA.

13. MICRO-FINANCE

INTRODUCTION:

Women are directly being traditional patriarchic society due to which they have no access to property; lack of suitable price of product materials has direct negative effect on economic development. Every day number of malnutrition child has been increasing due to illiteracy and lack of nutritious food along with this continuous 18 hours daily work has brought bad effect in the health condition of women. Agricultural production and livestock are not getting good price due to shoulders monopoly.

Beside various problems Backward Society Education (BASE) has developed a strategy to participate women of indigenous, marginalized and socially excluded community of Banke and Dang district of BASE working area empowering them in economic, education, health and political area and develop village level bank to bring economic and social revolution under Shivia micro finance program.

PROGRAM OBJECTIVES:

To set up economic management and village banks for rendering loan facility through group organization and empowerment.

BENEFICIARIES:

The women in the groups involved in saving and credit are being supported where direct beneficiaries are 1056 and indirect beneficiaries 5510.

ACTIVITIES:

- 769 Social impact assessments have been completed by disbursing the amount of NRP 97, 93,000.00 as loan out of which NRP 62,55,782.00 has been repaid back to BASE.
- The borrowers of the loan belong to different ethnicities as 73% indigenous, 7% Brahmin, 13% Chhetri, 7% Dalit, 1% others.
- The members' data update shows that in Dang district the majority of borrowers 59% have between 5-9 members and in poorer Kamaiya camp of Banke district there are larger extended family members living together, often with over 40 members per household.
- The measurement of the levels of literacy of the women is; 40% women cannot read or write own name, 33% women able to read and write own name, 15% women basic reading and writing, 10% women competent at reading and writing, 2% women fluent in reading and writing among the group members.

- Findings of the income per day of borrowers that 96% of our borrowers in Banke and 21% in Dang live below the World Bank's International Poverty Line of \$USD 1 per day (ppp).
- Survey carried out about the access to medical services and health, sanitation (79% of households in Banke have a toilet in their households compared with only 34% of households in Dang).
- Awareness raising of loan process and self-esteem of borrowers regarding to repayment, regular meetings, interest rates, book keeping, savings and social mobilization.
- After this loan Investment BASE staffs keep monitoring and follow up to the business and enterprise being run by women where; 370 members are raising animals, 91 members have retail shops, 165 members doing farming, 9 members have weaving and tailoring business, 19 members have poultry farm and 7 members are doing furniture business.
- To find out the challenges, good practices and to implement the project more fruitfully in forth coming future, monthly staff meeting has been taking place regularly.
- Two water pumps functioning in Saraiya and Pirgaun village. It is for initiation process to motivate other village members to install the pumps in their own villages for better farming and cultivation.

OUTCOMES:

- 661 women are successfully doing different types of businesses and enterprises for their income generation.
- Members are aware about this Micro Finance Program along with loan process, social impact assessment.
- Groups have saved 160,267 Nepali rupees.
- 55 members have used their income to construct toilets.
- 9 members have used their income to buy land.
- 11 members have built new houses through their income.
- 8 members have bought cooking gas through their income.
- 9 members have bought gold through their income.
- 11 members have bought cooking pots.
- 6 members have drilled wells.
- Confidence necessary to take loans, and use the money productively, has increased.
- Borrowers have paid back their loans in a timely manner.
- There has been greater demand for second, third and fourth loans.
- Borrowers are using loans to reach their business objectives.
- The monthly saving collection has been running smoothly.
- The central fund saving is only for those who take loans.
- Members are starting educational saving for their children.
- Some members are using their savings for community development work.
- Team building among the group members has gone well.
- Group members show consideration for each other.

LESSON LEARNT:

- Grant advance should not include other grants if it really hampers the program.
- Staffs have learned how to update all documents in a new system.
- Staff learned how to submit weekly report updates to SHIVIA /MF .
- Data on loan investment and individuals as been kept in program records.

BEST PRACTICES:

- The Social Impact Assessment (SIA) has been helpful to identify the achievement of borrowers' activities or business they are doing.
- The loan goes through central group formed by BASE so if the smaller groups are unable to pay back then the central/major group has to be responsible.
- Central groups as well as staffs are doing regular monitoring to the borrowers which is helpful to maintain 0% loan default.

14. LIVELIHOOD FOR FOREST AND EMPOWERMENT (LIFE) PROJECT**INTRODUCTION:**

Backward Society Education (BASE) has been implementing LIFE project with the partnership to Find Your Feet (FYF) since October 1st, 2011 in Banke district. The project targets to deprived and marginalized women to develop their capacities to access to income generation as well as forest for their livelihood development. The project has covered 38 villages of Baijapur VDC.

BENEFICIARIES:

797 women involved in 60 Self Help Groups (SHGs) are the target beneficiaries of the project.

ACTIVITIES:

- To develop the capacity of SHG members and project staffs 74 participants (66 SHG members, 8 BASE project staff and 1 FYF representative) successfully completed training on record keeping.
- 2 lots of issue based training for 60 CBO members and 6 project team held.
- 2 lots skill training on natural resource management organized for 45 SHG members and 6 project team.
- 62 SHG members and 6 project team participated in the Farmers training on irrigation.
- 49 SHG members and 8 project team including FYF PC participated in 2 lots of the training on IGAs on farm and non-farming.
- Exposure visit to Bhoomi Project in Uttarakhand, India carried out by 15 members in the team (SHGs member: 5, Project staff: 6, BASE staff: 3 and FYF representatives).
- Issue based consultation meeting held on with the representation of 55 people from SHG, District Forest Office, representatives from political parties, VDC secretary, and social worker, executive director of BASE, Program Coordinator from FYF, BASE District Coordinator, journalist and staffs of Life project.
- The coordination meeting of 10 CFUGs (Bageshwori CFUG, Jan Jagriti CFUG, Gauri CFUG., Jalhal CFUG, Sik CFUG, Hariyali CFUG, Garudha CFUG, Ramkhuti CFUG, Bhuwor Bhawani CFUG and Sarswoti CFUG) held.
- SHGs saving registers, loan registers and individual pass books have been supported to SHGs members for keeping records in proper manner.
- The consultation meeting with community at VDC level organized to measure the performance of the last one year activities of LIFE project.
- Members are having regular meetings as well as savings through which total NPR 95995.00 has been the saving amount of all SHG.
- As a part of livelihood for forest and empowerment project 2 CBO of cluster level has been established in Baijapur VDC; Baijapur Sustainable Development Society and Pragatisil Mahila Adhikar Mancha.

- Sustainable agriculture training for lead farmer” was conducted for lead farmers from Self Help Groups (SHGs) where 39 participants (32 SHG members, 6 BASE project staff and 1 FYF representative) participated.
- 1000 pieces of leaflet published mentioning about the brief introduction about BASE and Find Your Feet as well as detail about the project working modality, activities and objective.

OUTCOMES:

- SHG members and Project staff got chance to practice on saving and Inter loaning registers in front of Trainer. Thus, confidence level of all participants increased, which will be applicable to keep records of SHGs activities.
- Out of 66 SHG members 50 are keeping their record independently.
- The training has supported CBO members to raise their voice and demand for their rights in village, Village Development Committee (VDC) and district level concerned organizations.
- Participants understood about type of forest, causes of deforestation and gained skill on forest management.
- SHG members and project team became aware on facilities regarding irrigation from government side and way to reach there for utilizing that facility.
- All participants have selected their own potential options for their livelihood, which could be helpful for further planning.
- The platform for the interaction developed through the exposure visit to learn and understand the best practices of the country partners, project teams as well as communities.
- CBO members were able to know about indigenous rules and rights in ILO 169 as well as provisions given to them from the government.
- Easy access of the groups to natural resources has been increased.
- The farmers got aware on specific and technical knowledge on organic farming with its advantages as well as all demerits of chemical farming.
- The leaflets are useful to understand about the project.

CASE STUDY:

Silent to leadership role-Laxmi Tharu

I am Laxmi Tharu, President of Khairahani Self Help Group of Baijapur VD ward no.6 Banke district. I have joint family of 41 members from my childhood. I belong to a joint family I could not study and in our family it is believed that girls should not be educated. Even though I wished to study, due to the family condition, I was completed to ruin my future. When I was 21 years old, I got married in joint family and thought that I should kill my dreams. But in 2069, livelihood for forest and empowerment (LIFE) project organized by BASE with the financial support of Find Your Feet established a Self Help Group and I got an opportunity to be the President of the group. At first, I used to hesitate a lot to give my introduction going in the front during the seminar and meeting but after the formation of **Himal Parbat SHG** in our village I am able to give my introduction easily and would speak out about the women's problem and issues such as gender discrimination, domestic violence, indigenous rights and women's leadership. I used to very shy to go to meetings whether any one would ask me

about anything but now I am can advocate for. The right of women more to it, now I am able to do business of vegetable and have confidence that I can do more progress in it and improve it, I earn Rs. 3000.00 per months through selling vegetable with help of family and use the earned money for house hold works including education expenses of our children.

At last, I would like to thanks FYF for the financial and technical support and BASE family for providing opportunity to Himal Parbat Self Help Group on behalf of the SHG and myself as well.

Chemical life to Organic Life- Kamala Nepali

I am Kamala Nepali, a member of Suryalaxmi Self Help Group. I am 46 years old with members' family and I have 3 katthas of land. This much land is not enough for my family so I have rented 6 katthas of land from other for fishery, banana plantation and vegetable plantation. I have participated in lots of training organized for Suryalaxmi Self Help Group of Baijapur 4 Baijapur from Livelihood for Forest and Empowerment (LiFE) project ran by BASE with the financial support of Find Your Feet. From the training like farm and non farm and sustainable agriculture workshop for lead farmers, has helped me a lot in my vegetable cultivation. I want to use organic fertilizers for the agriculture propose. I am earning NPR. 100000.00 per years through fishery, banana plantation and vegetable plantation.

"Dil Kumari Tharu- a house wife to becoming successful grass root women leader"

Dil Kumari Tharu of Khumber-3 of Baijapur, Banke is a leader of her community. She is 25 years old who was born to Rati Lal Tharu and has 6 sisters and 2 brothers; she is the eldest of them. She belonged to an illiterate family with low economic status. She spent her childhood in scarcities and could not go to school because of low economic condition. She married at an early age at 15 and her family has 9 members. Her father and husband are farmers by profession; they always needed to depend on agriculture. Her family owns 10 khattas of land which is insufficient to raise the whole family so they work in the fields of other people as share crops as well.

She says that before joining the group she used to spend her most time in farming and rest roaming around or chatting. BASE started Livelihood for Forest Empowerment (LiFE) program in collaboration with Find Your Feet in 18th Mangshir 2068 (October 2011) and established Suryamukhi Self Help Group (SHG) with 15 members. She started to work as a Vice-president in the group and started leading the society and is always concerned on how to improve the group.

BASE has organized various sets or training for building women empowerment for the members of 59 SHG group under LiFE project which are; Training of SGH members on record keeping, issue based training of CBO members at VDC level, training of SHG on IGA's in farm and non-farm sector and farmers training on irrigation.

She says that participants of the training were sent through selection by group decision in the meeting. She says that women need to work for improving the financial status as men do. After the establishment of the group, it collected Rs. 7000 by group harvesting and saved it in the fund. They collect Rs. 10 per month and in the duration of 8 months they collected Rs. 1200. They collected Rs. 900 during dance program in Maghi which is New Year of Tharu community celebrated in a big manner and that day is also taken as a very good day to start new things and

making decision. The group cultivated 3 quintals of onions in 2 khattas of land and earned Rs.3000. Now, the group has Rs. 11000 as saving. They have invested Rs. 10,000 in micro finance with 2% of interest and has Rs.1100 saving.

She says she is leading the group with all her effort. She used to be frustrated on herself because she thought she was unable to do anything. After attending the training organized by BASE, she has the confidence to do things now. She is now also working as a member in Shik Community Village of ward no. 3. She is working for generating awareness about group saving and it's benefit and has started a group named Chamfa Self Help Group (SHG) and wants it to run smoothly and successfully.

15. REGIONAL DIALOGUE

INTRODUCTION:

BASE has been launched Regional Dialogue Program on 15 March 2012 with technical and financial support by The Asia Foundation. The project period is 15 March 2012 to 14 March 2013. In order the project period is extended from 15 March 2013 to September 2013. The Project goal is to building peace and social harmony within inter-ethnic community in Nepal. It's main propose is to craft spaces, relationships and mechanisms to support inter-ethnic dialogue and collaboration at provincial and community levels in conflict-prone areas; and to use transformed inter-ethnic relationships in conflict mitigation and peace building collaborations at the local level. The project has been covered in Dang and Banke Districts.

There are 2 interventions under regional dialogue program; Creation of Dialogue forum through Sambad Samuha (dialogue group) and Capacity building of Sambad Samuha Member. The members of Sambad Samuh have been nominated from political leaders, human right activist, civil society representative, Dalit representative, indigenous leader and some are from traditional network.

PROGRAM OBJECTIVES:

The Regional Dialogue program's main objectives are to ensure Sambad Samuha (Dialogue Forum) remains a viable informal space for multi-stakeholder dialogue and consensus building to support peace negotiations at the local level.

BENEFICIARIES:

All political parties, political leader, ethnic leader, journalist, human right activist, civil society, Women rights activist, Dalit activist and Mahatanwa/Badghar/Bhalmansa are beneficiaries of the project.

Major Intervention:

- **Formation and implementation of Sambad Samuha:** Sambad Samuha comprises from the representatives of political parties, civic society, human rights activists, advocate, journalist and social worker. They have meeting once in a month. It is discussed about the prevailing burning issues.

- **Conflict Analysis Group:** Conflict Analysis Group members are from Chief District Administration Officer, Local Development Officer, Executive of Municipality, Superintendent of Police, Chief of District Office of Investigation, Professor, Ethnic group leader, Journalist etc. They have bimonthly meeting. They do have dialogue with the conflict groups.
- **Women Group:** There are eight members from female only. They are from political parties. They have meeting once in a month. They simply have discussion about political issues like woman participation in the decision making bodies within political parties, initiate for establishing peace and social harmony in local level through dialogue.
- **Youth Group:** There are eight members from youth leaders .They are from political parties. They have meeting once in a month. They simply have discussion about political issues like youth participation in the decision making bodies within political parties, initiate for establishing peace and social harmony in local level through dialogue.

OUTCOMES:

- 2 Sambad Samuha has been formed and 2 capacity building training have been conducted and 25 Sambad Samuha members have got knowledge and skills on conflict mitigation and are capable for conflict mitigation and negotiation between conflict parties.
- 4 of conflict related meeting has been facilitated by Sambad Samuha interlocutors in Dang.
- Significant cases have been resolved by facilitation of Sambad Samuha member. Such as road strike related cause which was hold in Bhalubang, Lamahi, Ghorahi and Tulsipur road partition, before dissolve the constitution assembly. There were involved different interest group to ensure there voice in new constitution by demonstration rally, road strike etc.
- It had been successful to supply water in Tulsipur during the strike of Tharuhat after the negotiation between revolutionary group and water suppliers
- Has been able to bring into consensus between Krisi Samagri Sasthan Kendra Lamahi and farmer of Deukhuri about supplying chemical fertilizer issues.
- Suresh BK got Rs 150,000.00 as an compensation after the negotiation through Sambad Samhu between the parties as the YP and Purna Construction company was denying to pay compensation for the case of tipper accident.
- In the initiation of Sambad Samuha, it has been recommended to the National Park Central Office of Kathmandu for the demarcation of Banke National Reserve.
- Appellate court of Nepal Banke has issued an ordinance in the name of District Education Office Banke for the effective implementation of Education Act/Policies after having an interaction in the initiation Sambad Samuha.
- An initiation and collaboration of Sambad Samuha Dang, Tulsipur municipality has been organized a meeting with concern stakeholders to solve dumping site issue of Tulsipur Municipality. In a cause of dumping site, municipality was purchased 3 Bigha land in Phoolwari VDC in Dang district. Phoolwari VDC's people registered cause in "Abuse Authority of Investigation Commission" office to showing cause of corruption. So, Tulsipur Municipality has been facing garbage managing problem since a year. So, for alternative dumping site, it has been decided Aswar village empty land which is lies in Tulsipur Municipality ward # 11. There was formed a taskforce committee and now, by its effort ministry of local government had provided environmental specialist to test out the site. It is hoping that the result would be good for the site.

LESSON LEARNT:

- Formation of Sambad Samuha at district base is more relevant to make effective dialogue as local community know better about local issues. Realizing the fact that we have formed two Sambad Samuha one in Dang and one in Banke district.
- Organized 8 series of regular meeting is the way to make trust between conflicting group and it help to understand each other's situation and get into the conclusion for win win situation.

BEST PRACTICES:

- More practical capacity building training is more fruitful for Sambad Samuha member and it made them capable and skillful on conflict mitigation area as well as made social, humble, committed and responsible.
- Deeply analysis of any issues by Sambad Samuha and division of role and responsibility among the member is the effective and efficiency work of Sambad Samuha.

CASE STUDIES/SUCCESS STORIES:

1. Cause of continuous strike from different interest groups here was big problem in Dang district. Especially in Bhalubang, which is border of Kapilbastu and Dang districts, there were more than 3 thousand passengers made victim on the way. The passengers were requested to Tharuhat struggle committee to leave them but Tharuhat struggle committee could not hear their voice. 3 thousand people were suffering from hungriness and thirst since 3 days. All shops became empty of food and water. The situation was very serious for the travelers. So, references of the local news, Sambad Samuha of Dang took initiation to conduct dialogue between Tharuhat struggle committee and local stakeholder. In order to solve this situation, 5 representatives with together (Sambad Samuha member, human right activist, Santi Samaj and Journalist) move to Bhalubang from ghorahi and Tulsipur on 3 Chaitra 2062. The meeting was facilitated by Sambad Samuha. 2 hours discussion got positive result. Tharuhat Andolan struggle committee became ready to open strike for 1 hour (5:00 pm to 6:00 pm). By this dialogue 3000 people got relief from the continuous strike that was staying in Bhalubang since 3 days.
2. Due to strike from various revolutionary groups, water suppliers of Tulsipur were also stopping the water supply. Cause, some striker groups stopped the water tanker and gave threat to not supply the water. So the water supplier stopped their service for uncertain period. It create extra burden to the consumer. Because, since 1 month before mid and far western Terai district was band and people could not got daily uses things from the market. At the same time, water suppliers stopped to supply water, people even prohibited by drinking water. Water supplier stops their service on 1 to 3 Jestha. 50% people suffered from water. Media highlighted the news and made cover page of this news. It was really painful news, because most people did not have water for drinking, cooking, washing and bathing. When we saw this news, we immediate took coordination with revolutionary group and water suppliers and did dialogue for negotiation. Both groups were put their views and angriness and finally the revolutionary group committed to not stopping the water tanker and supplier also committed to provide regular service to the consumer.

16. SCHOOL BASED BEHAVIOR CHANGE AND COMMUNICATION (SBBCC) PROGRAM

INTRODUCTION:

School Based Behavior Change and Communication (SBBCC) Program was implemented since 9th April, 2012 to 8th July, 2012 on partnership with PSI/Nepal and in collaboration with the District Public Health Office (DPHO) and the District Education Office (DEO). This program was implemented in Dang, Banke, Bardiya, Kailali, Kanchanpur and Surkhet districts of Mid-western and Far-western Region. The main objectives of the project was to increase awareness among students, teachers and community people about key Malaria prevention messages and Long Lasting Insecticide Mosquito Net (LLIN). The project was targeted to 135 schools (lower secondary/secondary/colleges) and 67,000 students and teachers of project districts.

BENEFICIARIES:

Students of schools (lower secondary, secondary) and colleges, teachers, members of School Management Committee members and Parent Teacher Association and family members of students and teachers are beneficiaries of the project. Direct beneficiaries of the project are 67,000 students and teachers and indirect beneficiaries are family members of students and teachers.

ACTIVITIES CARRIED OUT:

- High level advocacy meeting was conducted in each project district. Total of 94 participants (78 male and 16 female) had participated in the meeting.
- Linkage was established with DPHO, DEO, LLIN distributors and private sector health service providers of concerned districts.
- Coordination was done with 232 schools where as only 135 schools were in the planning.
- A one-day orientation about project activities was conducted to project team and all together 35 participants were participated in the training.
- Inter-Personal Behavior Change and Communication (IP-BCC) sessions to students and teachers was imparted in schools. In total 71459 students and 2652 teachers were imparted in the sessions.
- Key messages of malaria prevention were developed and broadcasted through quiz contest, debate competition, essay/poem writing, drama demonstration and game competition in supported schools.
- Different competition program like quiz contest, debate competition, essay/poem writing, drama demonstration and game competitions were organized in supported schools and 832 students (M=415 and F=417) had participated in competition programs.
- 1698 Nepal map and 7021 Comic books with awareness messages regarding malaria and LLINs have been distributed in the target districts.

OUTCOMES:

- IP-BCC sessions conducted in 232 schools where as only 135 schools were targeted.
- Altogether 74,111 persons involved in IP-BCC session which includes 71,459 students (33,689 boys and 37,770 girls) and 2,652 teachers/SMC/PTA members. The participants had become aware about key malaria prevention messages and proper use of LLINs after participating in IP-BCC sessions.

- Students, teachers and community people were educated and made aware about key messages of malaria prevention through quiz contest, debate competition, essay/poem writing, drama demonstration and game competition.
- DPHO staffs of concerned districts had assisted and facilitated during orientation classes for teachers, SMC/PTA members and IP-BCC sessions.
- Students and teachers had moved on community and educated to community people about malaria prevention messages and LLINs.

LESSON LEARNT:

- Home visit is the best way to observe community members' behavior and provide them feedback to help prevent from malaria and proper use of LLINs.
- It is difficult to change behavior of teachers, students as well as community people in a short period of time.

BEST PRACTICES:

Students and teachers have been shared their learning to their parents, family members and neighbours ab

17. PROTECTION OF THARU CULTURE AND BADHAGHAR/BHALMANSA/MAHATAWA SYSTEM

Badhaghar/Bhalmansa/Mahatawa is the traditional system in Tharu communities. It involves the leader of a village being elected by Tharu families on the basis of his/her experience, work performance, reputation, personality and decision-making capacity, as well as his/her ability to speak with people at different levels and positions. The Badhaghar/Bhalmansa/Mahatawa calls upon community members and other leaders for planning meetings and community works, eg, social work, religious activities and rituals, social justice, construction of roads and canals etc. S/he divides roles and responsibilities among the villagers for implanting the plans. S/he also solves social disputes in coordination with other leaders.

BASE has been working for the protection of Tharu culture since its establishment and right after the peace process in Nepal, BASE has been also working for the protection of Badhaghar/Bhalmansa/Mahatawa system in Nepal. BASE has been contributing its continue efforts to protect Tharu culture and Badhaghar/Bhalmansa/Mahatawa system organizing different orientations, workshops, conferences in different levels. BASE has oriented Tharu leaders and Badhaghar/Bhalmansa/Mahatawa on customary law, local practices and local governance, provisions for customary law in a federal system, precedence issues of Tharus regarding federalism, ILO convention 169, and rights based issues through different trainings, workshops and conferences. For the protection of the Tharu culture, BASE has been organizing different levels of competitions and awarding to encourage them to keep on advancing onward for sustainability.

BASE has been raising its voice to advocate on indigenous rights and to allocate budget from VDC for protection and promotion of Badhaghar/Bhalmansa/Mahatawa system, to manage re - establishment and provide employment opportunities for freed Kamaiya/Kamlahari in mid and far west part of Nepal.

BASE has formed national, district and VDC level networks to strengthen and protection of Tharu culture and Badhaghar/Bhalmansa/Mahatawa system. The network member are functioning and raising their voice to ensure their rights in concerned level.

ANNEX-1

Baseline record of the project selected 40 schools:

| Students drop out, pass rate & student classroom ration | | | | | | | |
|---|------------------------|-----------------------------|-----------------------|----------------------|--------------------------|----------------------|---------|
| Tot. stud.2068 | Students in Final exam | Students pass in final exam | Total Classroom in PS | Total students in PS | Classroom students ratio | Learning achievement | |
| | | | | | | Grade 3 | Grade 5 |
| 10083 | 9027 | 8633 | | | | | |
| 100% | 89.52% | 95.63% | 197 | 9225 | 1:47 | 45% | 43% |

1.

| Survival and Primary Level completion rate | | | | | |
|--|-----------------------------|--------------------|---------------------------|-----------------------------|-------------------------|
| Students in G-1 in (2065) | Same students in G-5 (2069) | Survival rate In % | Students in G-1 in (2064) | Same students in G-6 (2069) | PL completion rate In % |
| 1688 | 759 | 44.96% | 1443 | 588 | 40.74% |

2.

| ECD experience students details , teacher students ration | | | | | |
|---|-------------------------|---------------------------|---------------|----------------|--------------------------|
| Total students in G-1 (2069) | ECD experience children | ECD experience children % | Teacher in PS | Students in PS | Teacher student's ratio. |
| 2690 | 1037 | 31.81% | 254 | 9225 | 1: 36 |

ANNEX-2

Detail Activities of School Library Support Program

| S.# | Activity | Lot | Target | Achievement /participant | | Total |
|-----|---|----------|---------|--------------------------|--------|-------|
| | | | | Male | Female | |
| 1 | Project School Selection. | 80 | 80 | 0 | 0 | 0 |
| 2 | Vender Selection for furniture making and shipment in 80 schools. | 80 | 80 | 0 | 0 | 0 |
| 3 | Carpet and Chakati Purchase & distribution in 25 CL. | 25 | 25 | 0 | 0 | 0 |
| 4 | Copy Purchase and Distribution in 167 schools. | 167 set. | 167 set | 0 | 0 | 0 |
| 5 | Resource Centre level visioning work shop. | 6 | 5 | 146 | 30 | 176 |
| 6 | School level visioning workshop in 82 schools. | 80 | 82 | 1360 | 1150 | 2510 |
| 7 | Library Management basic Training. | 7 | 8 | 186 | 99 | 285 |
| 8 | Reading & Library Activity Basic Training | 9 | 9 | 81 | 35 | 116 |
| 9 | Reading & Library Activity Refresher Training | 5 | 5 | 163 | 97 | 220 |
| 10 | Library Inauguration. | 80 | 3 | 2614 | 2306 | 4920 |
| 11 | HM, SMC and PTA networking meeting. | 14 | 14 | 277 | 57 | 334 |
| 12 | District Level Stakeholder Program Orientation Meeting:- | 1 | 1 | 31 | 14 | 45 |
| 13 | District Level Stakeholder Joint Monitoring. | 1 | 1 | 31 | 9 | 40 |
| 14 | Half Yearly Review Meeting. | 1 | 1 | 16 | 5 | 21 |
| 15 | Annual Review Meeting | 1 | 1 | 30 | 12 | 42 |

ANNEX-3

No. of children in completing preparatory class and school enrollment

| District | Address of Class | No of children in preparatory class | | | No of enrollment children | | |
|------------|---|-------------------------------------|-------|-------|---------------------------|-------|-------|
| | | Boys | Girls | Total | Boys | girls | total |
| Kanchanpur | Dekhatbhuli VDC ward No 3 Jaijala Sikalphatti | 2 | 13 | 15 | 2 | 9 | 11 |
| | Krisnapur VDC ward No 4 Bani ex-Kamaiya camp | 7 | 16 | 23 | 7 | 14 | 21 |
| | Daiji VDC ward No 6 Chhela Balmandir | 5 | 12 | 17 | 10 | 6 | 16 |
| Kailali | Josipur VDC ward No 3 Banjariya Ramnagar settlement | 16 | 6 | 22 | 14 | 7 | 21 |
| | Tikapur municipality ward No 9 Shiva nagar | 11 | 12 | 23 | 7 | 9 | 16 |
| Bardia | Thakurdwara VDC ward No 9 Bandrahawaphanta | 12 | 13 | 25 | 12 | 13 | 25 |
| | Surya patuwa VDC ward No 6 phardangwa phanta | 14 | 19 | 33 | 14 | 19 | 33 |
| Banke | Rajhena VDC ward No 4 Loknagar ward (Jhola nagar) | 14 | 9 | 23 | 13 | 9 | 22 |
| | Rajhena VDC ward No 4 Loknagar (Shree tol) | 10 | 10 | 20 | 10 | 10 | 20 |
| Dang | Lalmatiya VDC ward No 4 Muktinagar nayabasti | 18 | 11 | 29 | 16 | 9 | 25 |
| Total | Total | 109 | 121 | 230 | 105 | 105 | 210 |

No of children completed in vocational training

| Type of training | Dang | | Banke | | Bardia | | Kailali | | Kanchanpur | | Total | | |
|------------------------|------|---|-------|----|--------|----|---------|----|------------|----|-------|----|-------|
| | M | F | M | F | M | F | M | F | M | F | M | F | Total |
| Beautician | | | | 10 | | 12 | | 2 | | 2 | 0 | 26 | 26 |
| Bike repairing | | | 1 | | 1 | | 9 | | 1 | | 12 | 0 | 12 |
| Carpenter | | | | | 1 | | 3 | | | | 4 | 0 | 4 |
| Driving | 1 | | | | 4 | | | | | | 5 | 0 | 5 |
| Electrician | | | 2 | | 1 | | | | 3 | | 6 | 0 | 6 |
| Mason | | | 12 | | | | | | 5 | | 17 | 0 | 17 |
| Swing & cutting | | 4 | | 1 | | 10 | | 10 | | 9 | 0 | 34 | 34 |
| Total in sex | 1 | 4 | 15 | 11 | 7 | 22 | 12 | 12 | 9 | 11 | 44 | 60 | 104 |
| Total in district wise | 5 | | 26 | | 29 | | 24 | | 20 | | | | |

ANNEX-4 Group Saving Record

| N | Facilitators' Name | Address | Total participants ' in class | # of participants involve in saving | # of others involve in saving | Total number involve in saving | Monthly saving rate | Total amount in group (till date) | Loan Investment | Balance | Monthly Interest rate of loan | Area of loan Investment |
|----------------------|--------------------|----------------------------|-------------------------------|-------------------------------------|-------------------------------|--------------------------------|---------------------|-----------------------------------|-----------------|--------------|-------------------------------|--|
| 1 | Gita Tharu | Neulapur 1 Balanti | 29 | 29 | 1 | 30 | 10 | 24709 | 20970 | 3739 | 2.0% | House expences |
| 2 | Somati Tharu | Neulapur 3 Karmala | 31 | 31 | 4 | 35 | 20 | 87010 | 77425 | 9585 | 1% | House expences |
| 3 | Laxmi Tharu | Neulapur 5 Singbahini | 28 | 28 | 0 | 28 | 30-100 | 0 | 0 | 0 | 0% | |
| 4 | Kalmotiya Tharu | Neulapur 5 Khodau | 29 | 29 | 1 | 30 | 20 | 39339 | 37113 | 2226 | 1.0% | |
| 5 | Samrita Tharu | Neulapur 5 Dumreni | 35 | 31 | 1 | 32 | 30 | 42100 | 38100 | 4000 | 1% | |
| 6 | Manmaya Tharu | Shivpur 5 Tulsipur | 25 | 25 | 1 | 26 | 20 | 55658 | 47510 | 8148 | 2% | |
| 7 | Sumitra Tharu | Shivpur 5 Bakuwa | 29 | 29 | 3 | 32 | 20 | 44109 | 40565 | 3544 | 2% | |
| 8 | Kamala Tharu | Shivpur 8 Mohanpur | 26 | 26 | 6 | 32 | 20 | 48913 | 46300 | 2613 | 2% | |
| 9 | Anita Tharu | Thakurdwara 3 Chitkaiya | 29 | 26 | 1 | 27 | 20 | 18381 | 15754 | 2627 | 2% | |
| 10 | Sharita Tharu | Thakurdwara 7Khushalpatuwa | 29 | 27 | 0 | 27 | 30 | 19080 | Nirdhan | 0 | 0% | |
| Total Bardiya | | | 290 | 281 | 18 | 299 | 190 | 379299 | 323737 | 36482 | | |
| 11 | Sapana Tharu | Bankatuwa 8 Nimnagar | 25 | 25 | 0 | 25 | 20 | 25213 | 20213 | 5000 | 2.0% | Home use purchased cycle |
| 12 | Sharaswati Tharu | Bankatuwa 8 Bhajyagaurhi | 30 | 30 | 0 | 30 | 20 | 55313 | 32000 | 23313 | 2% | Health pig farming& vegetable seed purchased |
| 13 | Binita Tharu | Bankatuwa 8 Shimbhawani | 25 | 25 | 0 | 25 | 20 | 33967 | 26000 | 3967 | 2% | house use purchased bycycle |
| 14 | Dipesh Tharu | Phattepur 8 laxmi Rajpur | 27 | 27 | 0 | 27 | 5 | 47055 | 46000 | 1050 | 2% | House use |

| | | | | | | | | | | | | |
|--------------------|------------------------|-----------------------------------|------------|------------|----------|------------|------------|---------------|---------------|--------------|------|---|
| 15 | Prem lalTharu | Phattepur 8 Panehariya | 32 | 32 | 0 | 32 | 10 | 13524 | 11800 | 1724 | 2% | House use purchased vegetable seed |
| 16 | Nori Tharu | Phattepur 8,9 Kamaiya Danda | 30 | 30 | 0 | 30 | 10 | 11702 | 10000 | 1702 | 2.0% | Purchased paddy seed |
| 17 | Khima Tharu | Baijapur 3 Kumbhar ka | 36 | 36 | 0 | 36 | 20 | 66110 | 58000 | 8110 | 2% | Loan for children school fee |
| 18 | Lila kumari Dangi | Baijapur 4 Naya basti | 30 | 30 | 0 | 30 | 20 | 16037 | 15000 | 1037 | 2% | Healthcheck up and School fee and poultry farm |
| 19 | Moti Tharu | Baijapur 6 Sinabas | 32 | 32 | 0 | 32 | 10 | 20993 | 19000 | 1993 | 2% | Pig Raising health |
| 20 | Sandep Dangi | Baijapur 9 Lalpur | 31 | 31 | 0 | 31 | 25 | 22517 | 20000 | 2517 | 2% | Home use & school fee |
| Total Banke | | | 298 | 298 | 0 | 298 | 160 | 312431 | 258013 | 50413 | | |
| 21 | sumitra chaudhary | Sandepani 7 tilkaniya | 27 | 27 | 0 | 27 | 30 | 20095 | 7000 | 13095 | 2 | Treatment |
| 22 | Sher bahadur Chaudhary | Sandepani 7 tilkaniya school tole | 25 | 5 | 0 | 5 | 100 -500 | 0 | 0 | 0 | 2% | |
| 23 | Sita chaudhary | Hasuliya 3 Nabalpur | 27 | 27 | 0 | 27 | 25 -100 | 0 | 0 | 0 | 2% | Cooperatives Involved |
| 24 | Laxmi Chaudhary | Hasuliya 8 Dammara | 26 | 19 | 0 | 26 | 10 | 1410 | 0 | 1410 | 0% | |
| 25 | IndraBdr Chaudhary | Hasuliya 2 Badka muda | 25 | 25 | 22 | 47 | 25-50 | 0 | 0 | 0 | 0% | 23 Members are cooperatives and 4 are under the process |
| 26 | Hari Prashad Chaudhary | Pabera 3 chhotkipaliya uttar | 30 | 30 | 0 | 30 | 10 | 745 | 200 | 545 | 3% | Involved in cooperatives |
| 27 | Rukmani Chaudhary | Pabera 3 chhotkipaliya Dachhin | 28 | 28 | 0 | 28 | 25-50 | 0 | 0 | 0 | 24% | Involved in cooperatives |
| 28 | Jeet Bdr Chaudhary | Ratanpur 2 Ratanpur | 29 | 29 | 0 | 29 | 50-100 | 0 | 0 | 0 | 0% | |
| 29 | Biddhaya Chaudhary | Ratanpur 1 Mohanpur | 30 | 30 | 0 | 30 | 10 | 1410 | 0 | 1410 | 2% | Housework |
| 30 | Sita chaudhary | Hasuliya 8 Manau | 32 | 32 | 1 | 33 | 30 | 5600 | 0 | 5600 | 12% | Housework |

| | | | | | | | | | | |
|---------------|-----|-----|----|-----|-----|--------|--------|-------|--|--|
| Total Kailali | 279 | 252 | 23 | 282 | 90 | 29260 | 7200 | 22060 | | |
| Grand total | 867 | 831 | 41 | 879 | 440 | 720990 | 588950 | 93660 | | |

ANNEX-5**Name List of Sambad Samuha**

| Sn | Name of member | Sector | Contact # |
|-----------------------|------------------------------|---------------------------------------|------------|
| Dang District | | | |
| 1 | Mr. Nirmal Nepali | Dalit Right Activist | 9857820335 |
| 2 | Ms. Nirmala Gupta | Dalit Women Representative | 9748503422 |
| 3 | Ms. Bina BC | Jesis Representative | 9857832892 |
| 4 | Mr. Mahes Rijal | Intellectual/Journalist | 9847847858 |
| 5 | Mr. Suresh Hamal | Transport | 9857820001 |
| 6 | Mr. Chandra Prasad Chaudhary | Badghar Federation | 9847870326 |
| 7 | Mr. Karkat Chaudhary | Badghar | 9847966147 |
| 8 | Mr. Prakash Chaudhary | Sanghiya Loktantrik Rastriya Muncha | 9847840775 |
| 9 | Mr. Bishnu Mani Dhital | Nepali Congress | 9847832986 |
| 10 | Mr. Ramjee chaudhary | Maoist | 9857821043 |
| 11 | Mr. Dhundi Raj Lamichhane | CPNUML | 9847823744 |
| 12 | Mr. Tej Bahadur Karki | Human Right Activist | 9801329125 |
| Banke District | | | |
| 1. | Mr. Praladha Bahadur Karki | Central Nepal Bar Association | 9858022250 |
| 2. | Mr. Prakash Upadhyaya | Him Rights | 9858050548 |
| 3. | Mr. Sukrarisi Chaulagai | FNJ . Banke | 9858024709 |
| 4. | Mr. Bishwojit Tiwari | Banke District Bar association | 9848274742 |
| 5. | Mr. Hira lal Loniya | Madhesi Jan Adhikar Form Nepal . | 9858021087 |
| 6. | Mr. Ratna Khatri | U M L | 9858020808 |
| 7. | Mr. Prasant Bist | Nepali Congress | 9858020067 |
| 8. | Mr. Tirtha gyawali | Maoist | 9858022344 |
| 9. | Ms. Sova B C | Conflict effected Single women group. | 9848030253 |
| 10. | Mr. Mangal Sing Tharu | Tharu Kalyankarini | 9748003038 |

Conflict Analysis Group (CAG) Dang

| Sn | Name | Organization/Position | Contact # |
|----|----------------------------|--|------------|
| 1 | Mr. Madhusudan Burlakoti | DAO, CDO | 9857807777 |
| 2 | Mr. Bishnu Prakash Pokhrel | DDC, LDO | 9857831983 |
| 3 | Mr. Nokhi Ram Oli | Tulsipur Municipality, ED | 9857830220 |
| 4 | Mr. Sogat Bir Chaudhary | Adibasi Janjati Mahasangha, Former president | 9847845671 |
| 5 | Mrs. Sarita Devkota | Lecture | 9847846956 |
| 6 | Dr. Ghanshyam Dangi | Professor | 9857820254 |
| 7 | Mr. Tikaram Regmi | Civil Society (President) | 9847842739 |
| 8 | Mr. Bishnu Kumar Devkota | Former Sub Secretary | 9851122770 |

| | | | |
|----|---------------------|---|------------|
| 9 | Mr. Laxman Gurung | Department of Investigation Deputy Director | 9847925678 |
| 10 | Mr. Suresh Shrestha | Journalist | 9857820031 |
| 11 | Mr. Geha Raj Paudel | VDC Hakhit Samrakshan Samiti Rep. | 9857820427 |
| 12 | Mr. Ganesh Air | District Police Office (SP) | 9748524699 |