

# **Annual Report 2013**



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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 2013 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 staffs 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 prepare the annual report of the organization.

Dilli Bahadur Chaudhary  
President

## **Executive Director's Statement**

The 2013 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**

ASI	-	Anti-Slavery International
AEPC	-	Alternative Energy Promotion Center
BASE	-	Backward Society Education
CCDRR	-	Child Center Disaster Risk Reduction
CDMC	-	Community Disaster Management Committee
CFUG	-	Community Forest User Group
CRAG	-	Child Right Awareness Group
CAAFAG	-	Children Associated with Armed forces and Armed Group
DAO	-	District Administrative Office
DEO	-	District Education Office
DADO	-	District Agriculture Development Office
DDC	-	District Development Committee
DOWI	-	Division Office of Water and Irrigation
DLRO	-	District Land Reform Office
DRR	-	Disaster Risk Reduction
DFO	-	District Forest Office
DPAC	-	District Project Advisory Committee
DCEP	-	District Climate and Energy Plan
ISC	-	Improved Cooking Stove
KAP	-	Kamlahari Abolition project
LMT	-	Library Management Training
LDO	-	Local Development Officer
MRM	-	Monitoring and Reporting Mechanism
MDG	-	Millennium Development Goal
NFE	-	Non-Formal Education
OLC	-	Our Learning Center
PPP	-	Public Private Partnership
PTA	-	Parent Teacher Association
RET	-	Renewal Energy Technology

RSC	-	Regional Service Center
SEDP	-	Sustainable Education Development Program
SCO	-	Soil Conservation Office
SMC	-	Management Committees
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
VDMC	-	Village level Disaster Management Committee
VCA	-	Vulnerable Community Assessment
VEC	-	Village Education Committee
VMLR	-	Verified Minors and Late Recruits
WVAF	-	World Vision Advocacy Forum

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Development Partners/Donors

## **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**

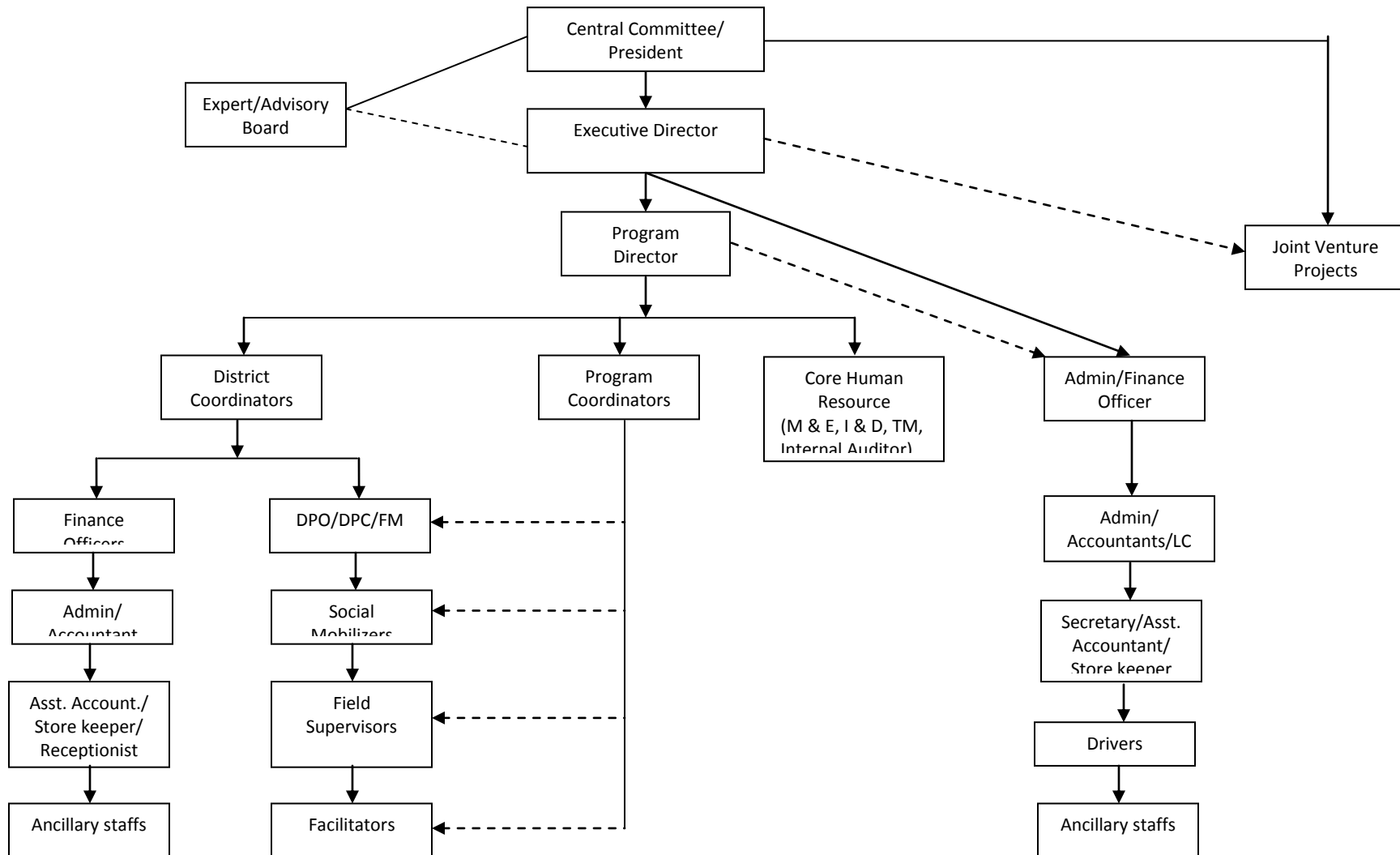
BASE has two wings in its governing system. First wing is organization known as committee member, who take responsibilities in strategic management like policies formulation & amendment; Program supervision & monitoring; carried out advocacy program. Another wing is project known as staffs, which implement 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 committees
- 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 Organogram



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.

## **1. PROGRAMS**

### **1.1 EDUCATION**

#### **1.1.1 Name of Project: OPPORTUNITY SCHOOLS; Sangain Sikaun Sangain Badhaun (SSSB)**

**Duration:** 10<sup>th</sup> October, 2011 to December 2014

**Dollar Value/Award Type: NPR. 17542368.95**

**Partner/Donor:** BASE implemented SSSB project with the financial and technical support of World Education inc. / Banyan Tree Foundation.

**Location:** The geographical region of the project covered two VDCs (Manpur and Duruwa) in Dang district and one VDC (Baijapur) in Banke district.

**Skill/ Expertise Required (Staff/Consultants):** One Program Coordinator; one Senior Education Officer; one Data and Research Officer; two Program Officers; three Social Mobilizers and four ECD Supervisors, were recruited with the requirement of the project. The support of technical persons from World Education, Seto Gurans Bal Bikash Sewa, DEO were taken to conduct different trainings (teacher training, ECD/OLC facilitator trainings) and different surveys.

**Beneficiaries:** The target beneficiaries of the project covered approximately 10000 children from 27 schools located in three targeted VDCs. Parents, SMC/PTA members, teachers and ECD facilitators are benefited indirectly.

**Objectives:** The objective 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.

**Activities conducted:** Community/VDC mobilization and planning: VDC wide dialogue around education and progress sharing, School and community self assessment, Capacity building and ongoing mentoring, measuring Progress through learning milestone, Program monitoring and observation by the stakeholders.

SMC/PTA training and mentoring support: Two days orientation on PTA training to staff and SMC/PTA members, Formation of VDC-wide PTA network)

Teacher training and ongoing mentoring: Grade teacher training to G1-G3 teachers, Exposure trip for head teacher and SMC chairs, Mobile meeting /workshop of grade teachers, Action research/ mini research.

Establishing/upgrading ECD: CD basic, refresher and follow up and training, Material development workshop, Parents education, Technical monitoring by Seto Gurans.

Reading promotion campaign: Reading camp, Reading corners support and mentoring, Library basic/refresher training and materials support, Training on reading to teacher, learning assessment.

Promotion and support child club: Life Skill training for members of child club, WASH training and campaign, extracurricular activities, Formation VDC-wide network of child club.

Establishing Learning Centers (Training to OLC facilitators, materials support to OLC and conduct OLCs.

Physical service infrastructures and WASH support to targeted schools.

**Major Outputs:** Ownership and involvement of parents in school has been increased and they have been participating in parent meetings, visiting teachers, asking about the status of progress of their children. Children and teachers have been taking benefits from library services at schools. SMC, PTA members are familiar about their respective roles and responsibilities that have supported to mitigate conflict among them. Mobilization and involvement of child clubs in school activities has been increased and they have been organizing extracurricular activities regularly in schools, keeping school compound/class rooms neat and clean. Teachers/ facilitators have been preparing lesson plans and following it regularly. The learning achievement of children has been increased after participating in OLCs. Child friendly teaching learning environment at schools have been developed after project interventions.

**Coordination and networking:** Coordination with DEO, DDC, NCED, Seto gurans, development partners, Schools administrative, Resource persons, school teachers, SMC/PTA and parents is held frequently and regularly throughout the project period.

**Gender and Social Inclusion:** For the effective implementation of the project, gender and social inclusion issues were taken into consideration during the selection of the target beneficiaries and recruiting of project staff. During the recruitment of staffs, 42% female staffs are recruited in the project. Similarly the participation was ensured emphasizing the GESI issues while organizing each and every meetings, workshops and trainings and other project activities.

### **Case study: Grade teaching a source of positive changes in the classroom**

LS Kothari is one of the schools in Duruwa VDC under our project. This school was established on 2049 BS. There are classes from ECD to 7. There are 207 students in this school. There are 8 teachers (3 male and 5 female). In class 1, 2 and 3 grade teaching is applied in the initiation of the project. In class 3, grade teaching is applied from Bhadra, 2070. There are 25 students in this grade (13 girls and 12 boys). Teacher Durpata Dhital got 10 day's training based on child centered teaching learning process for class 3 teachers at Nepalgunj in Ashar from our project. Lots of changes have been seen in teaching process after applying grade teaching even after a short period of time. Before, plans were not made by teachers. Songs, stories and games were not

used as medium of teaching. Students used to be passive and teacher active. There used to be no use of teaching materials except chalk and book but now it's totally opposite. Students are active. They learn by doing themselves. Teacher comes with preparation. Different techniques and methods are used for teaching like, songs, games, stories, observation, group work, etc. Different related teaching materials are used while teaching. Attendance is taken in different styles relating to the learning such as pronouncing fruit name, family members, months, flowers .....



Grade teaching has created positive effect in both students and teachers. Students are enjoying doing all those daily activities like, Shanti ko kamana, news presentation, one minute speaking and other classroom activities. The students of the class said, “We like teaching done by same teacher than different teachers,” Students are very close to teacher. No hesitation is seen in them. Teacher also recognizes all of the students and their behaviors very closely. She doesn't feel bore at all. She says, “Before while there was no grade teaching, I used to feel when bell rings and I will be out of the class but now I don't know how time passes. In training I learned different techniques and methods and in class I'm applying them so whole day passes easily.”

Before grade teaching started, students used to sit in row as sitting in benches but now after training or say applying grade teaching students sit in round shape, U shape and in groups in well carpeted floor where teacher is feeling comfortable to reach in each and every students. All students are observed and given attention. Students can't cheat teacher. Different activities can be done easily due to floor sitting.

Comparatively, the regularity of the students is increased but still some students are irregular which a great problem that the teacher is facing is but Good confidence has been developed in students those who are regular. They freely take part in different activities. They easily communicate with teacher, friends and others. They don't hesitate to ask unclear questions. Now teacher don't need to say arrange your slippers, clean your classroom as this habit is developed in all students.

Grade teaching training has increased efficiency in teacher. Teacher uses different methods and teaching materials while teaching. She develops teaching materials herself and involves students in different activities. She is responsible towards her duties. She doesn't beat students but before she used to. She politely speaks to students and uses “TIMI” word to convey students but before she used to say “TA” to students. She said, “When I'm busy in some other work or not feeling well then I involve them in different activities and make students busy but before training I didn't had such ideas and could not control class.”

Parents are still not aware towards their children's studies as expected. Teacher said, "Some of the parents do not come and visit classroom and ask about their children but we are still trying to bring them here at least once to make them familiar about these changes." but PTA and SMC members come and visit classrooms frequently.

### **1.1.2 Name of Project: Protecting Nepalese Children from Bonded Labor through Education (NEP)**

**Duration:** October 2010 to September 2015

**Budget:** The budget for five year project activities is GBP £ 197,694

**Partner/Donor:** BASE has been implementing NEP with financial support from Antislavery International

**Location:** The project covers five districts: Dang, Banke, Bardiya, Kailali and Kanchanpur of mid and far west regions.

**Skill/ Expertise Required (Staff/Consultants):** One Program Coordinator, one finance officer, one Regional Monitoring Officer, five Social Mobilizers, 36 facilitators are recruited. Consultants are hired during preparatory class teacher training, baseline and mid-term evaluation process in accordance with the requirement of the project.

**Beneficiaries:** The target beneficiaries of the project are 2,000 children (8-15 years) for preparatory class and 1,000 children (16-18) for Vocational training. These beneficiaries are the children of ex-Kamaiya.

**Goal:** To support Nepali Government in achieving MDG in primary education leading to eradication of child bonded labor through education for all.

**Objectives:** Increased access to education and training opportunities for children from bonded labor families (Dalit and indigenous Tharu groups).

#### **Activities conducted:**

- Vocational training is conducted for the children of ex-Kamaiya of age 16-18 years.
- Preparatory class is conducted for the children of ex-Kamaiya of age 8-15 years.
- Formations of one watch dog committee in each working districts.
- Watch Dog Committee meeting is organized in each working districts in quarterly basis.
- Monthly parents' meeting is organized in each working districts.
- Child Right Awareness Group (CRAG) is formed in each working districts.
- Child Right Awareness training to the children of CRAG for three days.
- Provide with games and sports materials to the children of CRAG.

- Preparatory class facilitators were provided three days training.
- Facilitate to enroll the children of preparatory classes in government schools.
- Stationary support to the children for formal education.
- Library support to the children of CRAG.

#### **Major Outputs:**

- Vocational training (including sewing cutting, mason, beautician, house wiring, plumber, mobile repairing, computer repairing, hojiyari, motor cycle repairing, cycle repairing) was given to 299 (83 boys/ 146 girls) children of ex-Kamaiya. Out of 299, 158 (52 boys/106 girls) are applying their skills for income generation.
- Thirty six preparatory classes were conducted in five working districts. In these class, 698 (323 boys/ 375 girls) children participated.
- From preparatory class 628 (306 boys/ 322 girls) children are enrolled in schools.
- Members of watch dog committee does advocacy for the access of education, scholarship, rehabilitation of ex- Kamaiya and their children. It also monitors the activities of this project.
- After the training of Child Right, 325 (151 boys/174 girls children are aware about their rights. They have made annual work plan and do the activities according to their annual plan for the access of education. They do social activities like plantation, sanitation campaign, enrollment campaign, dropout campaign etc.
- Child Right Awareness groups have started to save amount for the promotion of their group.

**Coordination and networking:** Meetings with Stakeholders in regional level and district level are organized to share about the project as well as its achievements and challenges. Joint collaboration is developed with district and VDC line agencies to run the project smoothly. The feedbacks are collected from the stakeholders and communities for the better and result oriented implementation of the activities.

**Gender and Social Inclusion:** For the effective implementation of the project, gender and social inclusion issues were taken into consideration during the selection of the target beneficiaries and recruiting of project staff. Among the beneficiaries, 68.8 percent were women. Similarly, 90 percent of target beneficiaries were from ex-Kamaiya, 2 percent were Brahman/ Chhetri, and 3 percent were Dalits, 5 percent were Muslims.

#### **Success story:**

A small support can change life

Sabitri Tharu was born in 1993 in Bardiya district. She is a daughter of Mr. Jholahi and Mrs. Sarita Tharu. She never got chance to go to formal school. In 2013 she joined five months literacy class conducted by BASE Bardiya from January to May. Her family received 5 Katthas of land from the government after the freedom declaration to Kamalaiyas in 2000 A.D. There are



8 family members in her family. Her parents are daily wages labors in Bhurigaun Town. Their economic condition is very poor.

Sabitri was sent to work as kamlahari at the age of six years in 1999 AD. She used to work at a neighbor's house where she had to take care of babies, clean house and wash dishes. "I was eager to go to school like other children but that was impossible because I was not let to" said Sabitri Tharu. She worked there as kamlahari for 4 years. "One day I ran away from the house of master's and went to school. I requested one of the female teachers to enroll me in the school. At first the teacher was in confusion to enroll me because of my over age to. After a while she advised me to get enrolled in class 4 on the basis of the literacy class that I had already taken and I also agreed with that" she added. After this her school life began. But again, the problem occurred because her parents did not accept her to keep her at home. They wanted her to go and work for the masters' and her master also did not want to send her to school. Then she went to her uncle and shared her all problems. Her uncle and aunt kept her in their home and sent school. Sometimes her friends also helped her in buying stationeries. She studied up to grade 8 with the help of her uncle. Later on, he also refused to send her to school because of the poor economic condition. They could not continue to afford for her education. Then she return back to home and again requested her parents for support in education but they did not. That's why she dropped out from the school and started to spend her time at home by helping her parents in household works and agriculture.



She got information from her neighbor that vocational training is going to be conducted for the ex kamaiya in her village. "Meanwhile, I contacted to BASE Bardiya and took 3 months sewing cutting training in 2011. I worked hard in the training session. But 3 months training was not sufficient for me to run business so I took advance training by paying NRS 500 per month". She took the advance course for 3 months. Then she got supported with sewing machine and other necessary materials from BASE to start up her own business. She has been sewing ladies outfits in her tailor shop. And she is working as a trainer too. She has been conducting training as well as regular business. She charges monthly NRS 700.00 to each trainee. She uses to train around 10 girls at a time. "I am doing both sew clothes and provide training that's how I am earning total NRS 12000.00 (7000.00 from training and 5000.00 from sewing) every month. I am very happy with this business and want to extend it in future. I am very grateful to BASE for supporting me". She has been supporting her families and contributing her income for daily needs as well as taking care of her family members. She is also saving her earning for future security. She saves NRs. 3000-5000 every month. Her living standard and thinking has been better and changed in positive way. Therefore she herself and her parents are very happy with her skills and progress.

### **1.1.3 Name of Project: Support of School Sector Reform Program (SSSRP)**

**Duration:** June 2012 to December 2014

**Dollar Value/Award Type:** NRs. 55, 51519.00 (FY: 2013 based on annual basic MOU)

**Partner/Donor:** BASE implemented SSSRP project in partnership with Save the Children

**Location:** The project covers eight VDCs in Kailali District (Baliya, Pratappur, Chuha, Dododhara, Sadenpani, Ramshikharjhala, Mashuriya and Chaumala).

**Skill/ Expertise Required (Staff/Consultants):** One program coordinator, six social mobilizers, one finance officer and one office support as regular staffs. And trainers hired in the basis of contract as required.

**Beneficiaries:** The target beneficiaries of the project covers 40 schools, 9225 child and 291 teachers, 16 resource person and 4 school supervisors.

**Objectives:**

1. Improved learning achievement at target schools.
2. Improved District Education Officers school management capacity.
3. Improved school management.
4. Improved school governance.
5. Improved teacher capacity.

**Activities conducted in 2013:**

40 head teacher, 4 RPs and 7 project staff trained on Continue Assessment System (CAS) at district level and all the teachers of 40 schools trained on CAS at school level. ToT on Social audit provided to 16 resource persons, 6 school supervisors and project staffs. Similarly 40 schools teacher, parent's teacher association member and school management committee member trained on social audit at school level. 120 teacher, SMC and PTA representative as well as 120 teachers of 40 schools received training on development of school improvement plan. 164 school based child club members got child club management training and management materials supported to 40 child clubs. 80 teachers from 40 schools received active teaching learning method training, teachers experience sharing meeting conducted for two times. 40 schools and child club members organized enrollment campaign (door to door visit) at school catchment area. Two times program sharing and coordination meeting conducted with 8 VDCs as well as with district level stakeholders also. One jointly monitoring carried out by the district project advisory committee members.

**Major Outputs in 2013:**

40 schools teacher, SMC member and PTA member capacitated on school improvement plan, social audit training as a result 100 percent developed SIP and 100 percent school conducted social audit out of 40 schools in this year. 80 teachers received active teaching learning method training and more than 55% teachers have been implementing ATL effectively. 40 schools teacher trained on continue assessment system training that's now more than 78 percent school has been applying it. Learning achievement of grade 3 increased by 2 percent. Likewise learning achievement of grade 5 increased by 4 percent. Similarly 1 percent retention rate improved of students at school and 1 percent attendance rate of students in class room improved. 3 percent of net enrollment rate of schools based on baseline 2012 increased. More than 71 percent schools have conducted major three activities

(Social audit, extracurricular activities, resource mobilization, and physical facilities improvement) in school once a year. Supervision and monitoring from district education office provided.

### **Coordination and networking:**

Coordination and sharing meeting with district and VDC level stakeholders was conducted in semi-annual basis to inform about activities. Members of District Project Advisory Committee as well as staff from DEO are monitoring the project activities through field visits. Coordination and network has been developed with DDC, DEO, WCO, Resource center and VDCs for the project implementation as well as impact assessment.

### **Gender and Social Inclusion:**

Gender and Social Inclusion has been prioritized for successful project implementation. During this year among total beneficiaries 29 % are from dalit community & 30 percent from janjati and out of 9964 beneficiaries 51 % are female participants.

### **Case study:**

#### **Saraswoti Lower Secondary School getting better**

Saraswoti lower secondary school is located in Baliya VDC ward no. 8 Bhuruwa village of Kailali district. The School was established as primary school in 2051 BS which is now up to grade eight. In total 779 students are studying in the school out of which 435 are girls and 344 are boys students. Altogether 341 students are in grade one to five among them 172 is girls and 169 are boys. School has mud made hut for primary level. There are 13 staffs including 4 female and 9 male. Mr. Motiram Jaishi is the principal of the school. The president of SMC is Mr. Dharma Raj Sanjyal, and PTA is Mr. Prem Khanal.



The School is getting better in a positive way that it has been implementing different activities to develop the learning achievement of students. In 2070 BS school and child club jointly conducted door to door visit activity around the school catchment area during enrolment campaign as a result 50 out of school children joined the school and are studying. Teacher, SMC and PTA members have received training on SIP. School has been conducting extracurricular activities regularly to empower students. Grade teaching has been started in grade one and two that has developed feeling of responsibility among teachers. School have trained teacher on ATL and they have been applying active teaching learning method by using learning materials. Teachers have been implementing continue assessment system and have maintained class wise file up to grade two which has improved the attendance rate of students and teachers. The participation of community in school activities has been improved. Monthly staff meeting is organized to discuss about pedagogical issues. Child friendly environment has been created in the school. SMC, PTA members regularly observe school activities. Teachers conduct formative

assessment and provide feedbacks to the students for improvement. The sitting arrangement has been well managed in the classroom. School also conducts social audit and submit the report to DEO.

Mr. Motiram Jaishi, shared we've capacitate on SIP, CAS, ATL, Social audit and are trying to apply them effectively. School has five years plan and we have started grade teaching up to grade two and will continue assessment system in class rooms. So I am thankful to BASE, Save the Children DEO, and DOE for this meaningful support to improve our school.



SMC president Mr. Dharmaraj Sanjyal said "Before conducting these activities school did not have update SIP, low attendance of the students, teacher were less responsible

towards students, and parents also not serious towards their children but after the SSSRP program activities all is changed in positive way. So I would like to thank to the supporting INGOs and GOs." Likewise grade teacher Ujjali Dhamala said "After the ATL training we started grade teaching up to grade two. Because of the grade teaching students feel comfortable and friendly, students are more open to question and have become active. We've also started CAS and assessment of the student to provide immediate feedback to the students."



Before the implementation of SSSRP activities Saraswoti School had less community participation. SMC and PTA member were passive. They did not have updated school improvement plan, lack of clarity on social audit, no continue assessment system and untrained teachers on active teaching learning method. SMC meeting was irregular and staff meeting also conducted only on quarterly basis without accurate agendas. There was subjective teaching practice in all class lack of usage of learning materials. Teacher conducted summative assessment or exam and they never provided feedbacks to the students.

#### **1.1.4 Name of Project: School Library Support Program (SLP)**

**Duration:** 2009 to Continue.

**Dollar Value/Award Type:** US\$ 77,939.00 (1 US\$ = 100 NRP)

**Partner/Donor:** Room to Read Nepal.

**Location:** The project is implemented in Bardiya district.

**Skill/ Expertise Required (Staff/Consultants):** One Project Coordinator, three Senior Facilitators and 17 Social Facilitators.

**Beneficiaries:** The target beneficiaries of the project covered 37,707 Students of 198 schools from grade 1 to 5.

**Key Objectives of the Programs:**

1. Promote habit of reading through library establishment and providing large no. of books and materials.
2. Promote habit of reading through focusing on different reading related activities.
3. Create ownership in the library through involvement of child clubs, parents etc.
4. Make library institutionalized through working with government at different levels.

**Activities conducted:** Application form distribution and Collection in 30 schools, First Visit and application verification in 28 schools, School Level Visioning Workshop and finalization of 25 schools, Total 9678 participants participated in Parents Meeting in 155 schools, School Level Handover Meeting conducted in 37 schools with the participation of 1530 participants, Furniture Support, Carpet and Chakati distribution, Book and Copy Distribution in 155 schools, Room Preparation in 25 schools, Classroom Renovation of 10 schools, Library Set up & Library Inauguration in 25 schools, one day HM Leadership Training conducted in 25 schools with 32 participants, 78 teachers participated in 3 days Library Management Basic Training conducted for 25 schools, 36 teachers of 18 schools attended 3 days Reading Activity Basic Training, 240 teachers received 3 days Library Management and Reading Activity Refresher Training that was conducted in 80 schools, 2 days RAT Refresher Training provided to 133 teachers from 50 schools, 390 participants were in one day HM and SMC Networking meeting in 130 schools, two events of Coordination Meeting conducted with DEO,SS, branch officer, 11 representatives joined District Level Stakeholder's Joint monitoring, National Library Day as well as International Literacy Day Celebration by involving beneficiaries, Half Yearly Program Review Meeting was conducted among 23 staff and committee members, 3 Best Library & 3 Librarian from program implemented schools rewarded, 33 stakeholders attended District level Annual Review meeting, Data base report and school library establishment photo collected to track program progress and submit report to donor agencies.

**Major Outputs:**

1. 513976 books are lending and read out by student.
2. Students are getting engaged in book reading instead of playing in Tiffin time.
3. Classroom teachings are becoming more effective after using the library resources.
4. Supporting the activity prize to school reading activity is increasing.
5. Child and Youth club, community people involvement is increasing in library management, using, and school's teaching activity and careful about their children reading.
6. Parents are more involved in school activities, concern about their children and interest to volunteer for school development.
7. Community people's support and contribution to library is increasing. Furniture, books and fund are getting added to school library. For example; *Shree Nepal Rastriya PS Ishorigunj collected 50000/- and Janata HSS Gola collected 24000/- through seasonal crops. Babai Sishu Mandir Bargada's teacher and parents have collected Rs. 50 thousands, Sharad HSS Mainapokhar have collected 500 books and one Ex-Army have donated books of worth amount Rs. 40,000.00 to Amar Jyoti HSS Jamuni.*
8. Number of students in Jan Jyoti PS Ramgaudi is increased after library support.



9. The learning achievement of the students' is developed due to classroom teaching by reading activity method.
10. Students' involvement in extracurricular activities like; contests, wall magazine publication is increased.
11. Librarian teacher of Shree Ram Janaki Secondary School Bhaisasur, Mr. Shree Krishna Prashad Adhikari made commitment to support best library with amount Rs. 5,000.00 per 4th annum. (He already handed Rs. 5,000.00 to Gorakhali Primary School Kalinagar).

**Coordination and networking:** The strong coordination and collaboration has been established with District Education Office, Resources centers, VDC, Schools and district level stakeholders. Likewise regular coordination with District Education Office has been done through sharing meetings, joint program monitoring, and integrated library program in DEO IC as well as discussion about school library in Resource meetings.

**Gender and Social Inclusion:** For the effective implementation of the project, gender and social inclusion issues were taken into consideration during the selection of the target beneficiaries and recruiting of project staff. Among the beneficiaries, 38% are women. Similarly, 68% of target beneficiaries are from indigenous communities like Tharu, 20% Brahman/ Chhetri, and 12% Dalit.

### **Case study:**

#### **Library Attracts Children to School**

Apsara is a student of Shree Krishna Durga Primary School Pahadipur (NP-RR-12-0014) of grade four. Now she is 8 years old. She belongs to Tharu family and is younger daughter in the family. Her father is a farmer. Her school is only 5 minutes walk from her home. Before the library support provided to her school she used to deny to go to school or bargain with her parents to drop her in school or asked to find out a friend to accompany her. Her cheating was continuing. Since the library has been established in the school with the support from RtR and BASE students have been excited to listen good moral stories from their madam. Students can borrow book from the library with formal registration process. Students have become aware to use books safely and return back to the library after five days. Likewise Apsara is also following



the practice. She has been borrowing her favorite books from the library and reading stories after completing her homework. Her sister helps her to listen good stories in the evening before they sleep. This has attracted Apsara to attend school regularly. She does not bargain with her parents anymore. She frequently visits library to find out different types of knowledgeable books. During holidays Apsara takes story books at home and reads them. She told that she loves Rato Phool LLP book and

the story of jackle and volcher that their tail and wing caught fire.

Now Apasara is excited to go school and read different pictorial books. Her mother Lalita Chaudhary also noticed that since library is established in the school Apsara enjoys going to school without any hesitation. She also added, Apasara regularly takes books from library and shares about the stories to me. Apasara is friendly with all her class mates. Apasara's class teacher Mrs. Durga Rijal told after the establishment of the library she is changed. She keeps herself busy reading books instead of playing. She comes to school regularly and she is one of the best students in her class. In the last exam she secured second position and her reading skill and habit is improved too. Head teacher of Krishna Durga PS Mr. Rajesh Chaudahry mentioned Apasara carefully handles books from library and also helps her friend to check out book from the library.

### **BASE Creating opportunities to students and teachers**

Nepal Rastriya Secondary School (NP-RR-012-0052), Purnapur, Sanoshree is about 10 km west from Gulariya Municipality. The school was lacking books and materials for reading except the limited textbooks neither there was a trend for students to participate in curricular activities. Since the library has been established in 2012 with the support of BASE, now the school has sufficient books, posters and stationary materials for the students to develop their reading habit and take part in curricular activities. Students are motivated to learn. Teachers are also happy to have the textbooks and reference materials that they are able to use for teaching learning activities. They have developed library routine and applying it effectively. There is strong team building among the teachers in terms of usage of library resources and keep library functional. There is very good relation between school and community. Students borrow the books form library to read and return back after a week. The parents feel better to see their children reading moral and useful books along with doing their homework.



The librarian teacher, Miss Khen Kumari GC said, "Since the library has been established our students come to library regularly during interval to spend their leisure time by reading books and its better than before that these students used to sit and speak unnecessarily." Similarly Head Teacher, Mr. Devi Basnet said, "BASE & Room to Read has fulfilled our long waited desire to establish library so we are genuinely thankful to BASE & RtR." The school has also initiated to establish corner library from grade four to access all children to books during their convenient time.

School has added the books and raised the fund to sustain the library by mobilizing students. Each class has a monitor to manage the books and facilitate for reading the books for everybody. The school has a plan to collect at least one book from each student during new academic session along with their enrolment. The school library has become the change agent to create better environment and promote the quality education in school.

#### **1.1.5 Name of Project: Sustainable Education Development Program (SEDP)**

**Duration:** 2010 to Continue till 2016.

**Dollar Value/Award Type:** US\$ 6,440 (1\$ = 100 NRP)

**Partner/Donor:** Volker Kleen and Waly.

**Location:** The project is implemented in Bardiya district.

**Skill/ Expertise Required (Staff/Consultants):** one program focal person.

**Beneficiaries:** The beneficiaries of the project are 147 students (78 boys and 69 girls) from conflict victim, ex- kamaiya, poor and marginalized communities.

##### **Key Objectives of the Programs:**

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

**Activities conducted:** Enrollment of children in private schools, scholarship support to 80 children from grade 6 to 10, Bag, copy, uniform, sweater, pen, pencil and geometry box support to 67 children studying in grade 6 to 8, two parents' meeting conducted for regular schooling of their children and Monthly basis monitoring to schools by the parents and BASE representatives.

##### **Major Outputs:**

1. Out of 16, 35% of the students passed SLC examination.
2. Children are improving their education levels passing their academic grade in better divisions.
3. Conflict affected, marginalized and poor communities children getting opportunity of English medium education.
4. Students learning achievement is improved.
5. One scholar Mr. Dilli Bahadur Gurung topped in grade eight district level examinations with 96%.
6. Parents have started to contribute for their children education providing admission fee, uniform, book and stationeries.



**Coordination and networking:** The coordination and collaboration has been established with District Education Office, RP, Schools teacher and SMC as well as district level stakeholders. Regular coordination with school team, sharing meetings, and joint monitoring to schools with parents is being done.



**Gender and Social Inclusion:** For the effective implementation of the project, gender and social inclusion issues were taken into consideration during the selection of the target beneficiaries. Among the beneficiaries 47% percent were girls and 53 % boys. Similarly, 60 percent of target beneficiaries are from indigenous communities like tharu, magar, 20 percent Brahman/ Chhetri, and 20 Dalit.

#### 1.1.6 Name of Project: Adopt a School Program

**Duration:** 1 March 2013 till 30 November 2013.

**Budget in NC:** 18, 30,000.00 as a grant from the funding partner.

**Partner/Donor:** Ncell Company Nepal.

**Location:** The geographical region of the project is Kanchanpur district, Krishanpur V.D.C-5, Sudarshanpur and the school is Shree Bandevi Lower Secondary School.

**Skill/ Expertise Required (Staff/Consultants):** The program is implemented with the collaboration school construction committee of Bandevi Lower Secondary School, The supervision and monitoring, accounting ,reporting to donor part was to handled by BASE Kanchanpur.

**Beneficiaries:** The project has benefitted 279 Students and their parents from freed Kamaiyas, Dalit, Janajati, marginalized and vulnerable communities.

**Objectives:** WHEREAS as part of corporate social



responsibility (CSR), Ncell desires to provide financial support to the Organization in its effort to promote welfare and interest of children and to facilitate the teaching learning environment to improve the quality of education.

**Bandevi Lower Secondary School Sudarshanpur** is situated in Krishnapur VDC-5, Sudarshanpur. Krishnapur VDC is situated in northern part of Kanchanpur district, which is 36 km. far from Bhimdatta Municipality. The School was established in 2053 B.S. The school was running with the financial support of community and government. Local community of Sudarshanpur established this school. Most of the people in this area is depending upon agriculture. The majority among the population is Janjati, Dalit, Raji community. There are 8 teachers in the school with private resource and government. The school does not have adequate rooms for students and offices neither are proper furniture or sitting arrangement and learning materials in classrooms. Apart from a tap there are no any other sources of drinking water. The school has two toilet rooms; one common for all students (both boys and girls) and one for teachers. The toilet is not child friendly so small children are compelled to use open place. There is no compound wall around the school premises. Because of the open space people come across the school compound even in school hour. Cattle and other animals enter in the school compound to graze and spoil the school premises too.

Therefore Backward Society Education (BASE) selected this school as model school for the proposed project. There were some potential challenges like; community contribution, management and miscommunication and misuse of fund during construction. Besides this collecting stone and other required material for the school construction was not available easily nearby.

To overcome these challenges, BASE carried out preliminary meetings to clear the concept and overall process of the project. BASE informed construction committee, community mobilization committee and fund management committee. These all committee got clearly divisional roles and responsibilities. Apart from this there was occurred regular supervision and monitoring for the effective implementation of the project by the project team. After the completion of the project, there was social audit in the mass meeting of people.

The ownership has been improved, mobilization of local resources and contribution of the communities helped to succeed this intervention that has benefitted the students by creating better environment and equipped school infrastructure in Bandevi Lower Secondary school.

**Activities conducted:** School Construction committee Formation, Local Resource Collection, Community Contributed Rs.206000.00 and School Enroll Campaign around School area.

**Major Outputs:** 3 rooms construction has been completed, students from class 1-3 have better sitting arrangements and environment. Science practical and



extracurricular materials like; test tube, glove, glass, are provided for children to play, charts, teaching guides and children folk stories have been managed in the school which has encouraged students and teachers to gain extra knowledge, teaching facility and improve their learning activities. Drinking water have been managed by constructing new water taps in the school compound that has helped students n to access to pure drinking water. Likewise, toilet with 2 separate rooms (for boys and girls) is constructed. The school has boundary so it's safe and better now. Parents have become responsible and feeling of ownership is developed. Half yearly and annual social audit is being done for impact assessment and transparency. SMC and PTAs are more involved and responsible to the school management as well as development.

**Coordination and networking:** For the implementation of the project coordination and consultation meeting was organized with SMC, PTA, Parents and Teacher, DEO and BASE Committee member.

**Gender and Social Inclusion:** For the effective implementation of the project, gender and social inclusion issues were taken into consideration. Gender participation was encouraged during the meetings and day to day construction process.

## **2.1 INCOME GENERATION**

### **2.1.1 Name of the Project: Micro-Finance**

**Duration:** May 2009 to Dec 2015

**Dollar Value/Award Type: Rs.** 84, 56,093 as a grant from the funding partner.

**Donor:** BASE implemented MF in partnership with SHIVIA UK

**Location:** The geographical region of the project covers 4 VDC (Tarigaun, Hekuli, Duruwa, Urahari and Tulsipur Municipality) in Dang District

**Skill/ Expertise Required (Staff/Consultants):** One Program Coordinator; 1 Field Manager and 2 Social Mobilizers. Consultants and experts from donor and other implementing partners frequently involve in the project.

#### **Beneficiaries:**

The target beneficiaries of the project covered 1050 women that are directly benefitted. This includes reproductive age women (15-60 years); flood-affected households, freed Kamaiyas; Dalit; Janajati; marginalized and vulnerable communities.

#### **Objectives:**

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

**Activities conducted:****1. Social Impact Assessment (SIA)**

- Social impact assessment has been completed and updated with 142 borrowers that include (28 loan recipients for the first time, 32 second time, 47 third time, 26 fourth time and 9 for fifth time). The loan has been disbursed to these numbers of women on the basis of SIA.

**2. Eligibility for loan**

Only after clearing the first loan, second loan can be proposed by the member. The loan is approved only during the group meeting. Social impact assessment is done in the first loan period as well as in the second loan period but in the second period especially member's achievements and changes are observed in which member's past and present condition is compared. For example: member is earning more than 200 or not, what business is being done by the member, member has constructed toilet in his house or not, member has made well in their house or not similarly, member is sending her children from government school to boarding school or not. In this way only after seeing the changes and achievement second loan is made available.

**3. Loan Investment, out stranding and repayment**

From Jan 2013 to Dec 2013 we had this status of loan cycle investment and repayment.

- Loan investment 46,90,900
- Repayment 54,16,732
- Interest 5,31,426
- Group saving 25,370
- Group central fun 1,10,106

**4. Enterprise of Group Member**

After the loan disbursement to the member BASE staffs monitor and follow up the business and enterprises of the members to have regular updates and record.

- 97 members raising animals.
- 9 members have started retail shops.
- 22 members doing farming like; vegetable production.
- 5 members have tailoring business.
- 7 member involved in poultry farming.
- 2 members owning furniture business.

**Major Outputs:**

- Borrowers are making sufficient profit from the loan and are able to repay back. They are also borrowing loans for several times for further and extended investment in the enterprises and better income.
- 183 borrowers constructed toilets at their homes that were the most important need for them because before this they did not have toilets and were using open toilets.
- 97 borrowers bought Gas Stoves for their kitchen. This has kept women safe from smoke pollution.
- 83 borrowers bought big cooking pot with their own income to cook easily for more people and guests.
- 9 kathas of land has been purchased by 11 borrowers as they did not have any land for vegetable production. Now they can produce fresh vegetables in their own land that saves their money and time.
- 45 borrowers bought Tin for their house roof because they had straw roof. This has kept them safe from heavy rain.
- 38 borrowers constructed their own new muddy houses to live.
- Women are affording to their children education that their children are getting access to education from private boarding schools.

## Case study

### **Nirmala Chaudhary making good income from her enterprises**

Mrs. Nirmala Chaudhary is resident of Tarigaun VDC- 2 Rajheni Village, Dang. She has 3 Children with two Sons and one daughter. Her husband is Khushi Ram Chaudhary. So she has 5 members in her family.

Nirmala came to know about non formal classes being provided to women in her VDC so she decided to join it. She participated in the literacy classes for nine months. Then BASE helped to form a small women group that they called saving credit group. The members in the group were saving money in monthly basis. Later on BASE started micro finance program in Tarigaun VDC. The members of the groups were given orientation about saving, credit and loan cycle. Nirmala was one of the members in the group who got better ideas from the orientation and trainings. Then she borrowed the first loan of Rs. 15,000.00 and with that amount she started pig raising with three mother pigs. She also has personal investment of Rs. 80,000.00 to start her first enterprise. As pigs have reproductive system twice a year, Nirmala was able to sell 36 piglets. Each of the piglets cost Rs.4, 000.00 so she could income total Rs. 1, 44,000.00 in one year. This was a very good income for her so she was able to repay back her loan to BASE in time.



After that she planned to extend her business so she decided to start poultry farming as well. So she borrowed second loan of Rs. 20,000.00 from BASE and invested her personal amount too to buy chickens. She gathered around 300 baby chickens and started taking care of them. Now she



earns Rs. 15,000.00 monthly by selling those grown up chickens. Each of the chickens weighs 2-3kgs and is 200 Rs per kg. So this has added to her income. Nirmala's income in a month is around 27,000.00 from pig and chicken farming. She has to spend and make expenses of Rs. 15,000.00 monthly in home needs, children education and taking care of pigs and chickens. Likewise she repays 1867/- to BASE every month. And rest of the amount Rs. 10,133.00 she saves in her bank account.

Nirmala says, "I have been making good income that is enough for me and my family. I am confident to carry out my both enterprises. I am also getting support from my family which has helped me to do better. I have managed my house and toilet which we did not have before doing these enterprises. Neither we were aware about using toilet. I can also afford for my children education. Therefore I am heartily thankful to BASE and Shivia for providing such fruitful support to me and other women. This has empowered us socially and economically. I wish more women get benefits with such initiation.

### **Water Pump has changed our lifestyle**

Sabitra Devi Basnet an outstanding person of Duruwa VDC ward No 1 Saraiya is living with her family, her husband and two sons. Her life was passing so hardly due to the low cost income. Before she got involved in the group under her family was doing traditional farming and had very few numbers of cattle. She used to spend all day looking after these cattle. There was not



enough water for farming and had to depend on rain fall water for the crops. Even she couldn't prepare the seedling and seeds of different crops in time, sometime her land used to be bare and deserted because of no water. Since she joined the group under micro finance program implemented in Duruwa VDC from 25<sup>th</sup> April 2012, she got orientations and participated in trainings, workshops she understood the importance of making saving and loan process. She became aware and participated in group

discussions on saving, credit, loan as well as other social issues around them. Thus they identified the problem on farming due to the lack of irrigation. Then they decided to approach to BASE through their application regarding water pump support to their village to manage better cultivation. BASE Project team, district and board members monitor and checked out the possibility for water pump and decided to provide 8 HP water pump. After the water pump got installed members of her women group started non seasonal vegetable farming and kept themselves busy.

Among group members Sabitra Devi Basnet is one of the active and hardworking women. She has been doing vegetable farming and producing onion, potato maize, paddy and mustered. All of these are cash crops. She could do this because now she has sufficient water for seedling too. She is having good production and selling them for income. She says, "My life and economic condition was not this easy before I joined the group. Neither I was this much aware. I used to spend all my day looking after cattle. Now I am busy with my farming and making income to fulfill the needs of myself and family. I earn Rs. net 5,000.00 monthly and manage my necessities.



The support from BASE and Shivia by organizing us in to group and supporting with water pump has made our life easier and I am happy to say our lifestyle is also changed. I produce both seasonal and off seasonal vegetables to sell and am making profit."

40 households are directly benefitted from the water pump and about 16 hectors of land is getting irrigation. The community people are very happy and thankful to BASE and SHIVIA.

### **2.1.2 Name of Project: Poverty Reduction through Sustainable Economic Development**

**Duration:** April 2011 till March 2014

**Dollar Value/Award Type:** USD 180,319 / NRS. 18,031,945.00

**Partner/Donor:** BASE implemented SED in partnership to ADRA/Nepal with financial support from ADRA/New Zealand.

**Location:** The geographical region of the project covers two districts: Dang and Salyan.

**Human Resource Involved in the project (Staff/Consultants):** One Project Coordinator; two Program Officers; two Social Mobilizers, four Field Supervisors, 40 Literacy Facilitators recruited and 96 percent of them are from the local communities. Consultants were hired during baseline/end line surveys and mid-term/end line evaluation process as accordance with the requirement of the project.

**Beneficiaries:** The beneficiaries of the project covered 1,200 women, four male and 100 students. This included reproductive age women (15-49 years) of Dalit; Janajati; marginalized and vulnerable communities.

**Objectives:** Improving literacy and socio-economic status of target beneficiaries as well as to improve the leadership skills of Village Development Committee (VDC) level and district level government officials. This was achieved through 40 adult literacy classes were conducted that

focused on reading, writing and numeracy skills; information on nutrition; group formation; saving and credit activities; identification and mobilization of local resources, and identification of burning issues relevant to the target communities in order to make decisions and take further action and organizing capacity leadership development training for key stakeholders.

**Activities conducted:** Needs based vocational training to 300 women; marketing management training to 100 women; Saving and Credit training to 200 female group members, agriculture exhibition, establishment of four market centre in project area, student support and school support were held during this reporting period. Similarly, different national and international day celebrations (Child Rights Day, Woman's Day, Education Day, Environment Day, HIV/AIDS Day, DDR Day, 16 days campaign against women violence etc) were organized with the participation of target beneficiaries and concerned stakeholders. To conduct these different activities coordination and collaboration was held with district, VDC and community level stakeholders.

### **Major Outputs:**

- 1,204 participants got opportunity to be literate and are able to read, write and solve simple arithmetic problems.
- Women have self initiated social activities such as drinking water source cleaning; road maintenance; street drama demonstration; toilet construction campaign, plantation etc.
- Confidence build up as well as feeling of unity has been developed among women.
- 176 Women have involved in different decision making committees; School Management Committee, Parent Teacher Association, Cooperative, Community Forest User Groups, Poverty Alleviation Committee etc.
- After vocational training, women have produced materials as per their skill bamboo stools, dhakki, mushroom, pig rising, dalmot, vegetable and generated income by selling those products. They also transferred their skills to other members of the community.
- Linkage between women group members and local service providers (VDC, Health Institutions, Agriculture Service Centre, Livestock Service Centre, Local Cooperative etc.) has been developed. Women groups are receiving services and entitlement from those service providers.
- After becoming aware about the women and child rights through the different day celebrations 39 women received citizenship, 17 of them got marriage registration and 19 women did their child birth registration.
- Woman groups have regular group saving and saved total amount NPR 10, 98,649 (NZ\$ 17383). Out of total amount 89% is mobilized as loan in their own group for IG activities.
- Out of 40 women groups, 23 women groups registered in DADO and four women groups affiliated with cooperative. Remaining groups are under process for registration in DADO.
- 63 households have installed Improved Cooking Stove (ICS).

**Coordination and networking:** Different stakeholders at district and village levels are coordinated for the project implementation. DADO, PTA, CFUG, Cooperatives, VDC are the



major stakeholders that are coordinated and collaborated for effective impact. Likewise District Project Advisory Committee (DPAC) was formed to collect feedback and suggestion for effective outcome of the project and in order to avoid duplication with other institution and maximize to use of resources.

**Gender and Social Inclusion:** For the effective implementation of the project, gender and social inclusion issues are taken into consideration during the selection of the target beneficiaries and recruiting of project staffs. Among the beneficiaries, 99.8 percent are women. Similarly, 58 percent of target beneficiaries are from indigenous communities, 31 percent Brahman/ Chhetri, and 11 percent Dalit. All beneficiaries are selected from Dalit, indigenous, marginalized and vulnerable communities.

### **Case study:**

#### **A kind of hope (Ego) emerged under me.**

"By the loan provide by women group gave me the profit a lot. When BASE and ADRA Nepal implemented the literacy class, I used to say that what we can do by reading in this old age. It is good to teach and help to the children. Slowly when all the women started to go to literacy class a kind of curiosity, ego emerged under me for going to literacy class by seeing the other women and started to go, where I learned to read, write and solved small mathematics. Then I realized the importance of literacy class and the advantage of group saving."

This long statement was told by Mira Rawat a participant of Mirmire women group of Lekhpokhara-9, Sirwali. Before joining literacy class she did not know to read and write and even the importance of group saving. She used to say nothing will be worth by doing the group saving and going the literacy class. But by seeing all other women of village going in literacy class she started to go and attended literacy class. There are four members in her family. When she attended in literacy class and group saving of women group conducted by BASE, she received different trainings like; behavior change and communication, Kitchen garden, bamboo crafting and also participated in different day celebrations like; Environment, Education, Child Rights, DRR, AIDS, Women day which developed her confidence. She said, "By participating in different program, I learned the importance of self care, AIDS as a sexually transmitted disease, providing equal rights to son and daughter, women rights, human rights, protection of forest and plantation and importance of education."



She added "Most important thing I learned is the importance of group saving. We also started group saving in our community. I have saved NPR 1,300 in group saving."

Mirmire women group members are regularly saving from September, 2011. There are 30 members in their group. In total they have saved NPR 46,204 and mobilizing the saving amount as loan in different income generating areas like goat rising, poultry farming, vegetable farming, ginger farming, potato farming etc. Mira has also taken kitchen garden training and established kitchen garden. She has planted colseed (rayo), cabbage, cauliflower and peas in her kitchen garden. She said, "After participating in KG training, I learned about different agricultural farming, vegetable farming, preparing the compost fertilizer and the preparing home pesticide. I also learned the way of selecting appropriate land for crops." She had drawn loan NPR 9,000 from the women group for ginger farming and earned NPR 25,000. She made NPR 15,000 net profit from the ginger farming. She added, "If I had corn/maize farming in that land, I would have production of worth only NPR 2,500. So I am very glad that I could make better selection of crops suitable to my land. Now it has been easier for me to pay the school fee of my children and household expenses. It is because of KG training and I want to continue this farming even further."

Like her other members like; Chandra Budhathoki, Neema Budhathoki of Mirmire women group are making profitable income from the vegetable farming.

#### **2.1.4 Name of Project: Kamlahari Abolition Project (KAP)-II**

**Duration:** Dec 2010 to 30 Dec 2015

**Partner/Donor:** Plan Nepal

**Location:** The geographical region of the project covers 22 VDC and 1 Municipality in Kailali district.

**Skill/ Expertise Required (Staff/Consultants):** One Program Coordinator; two Program Officers, one Financial Officer, 8 Social Mobilizers, 2 Supervisors , 5 Community Facilitators, 10 Facilitators were recruited, 90 percent of them from the local communities. Among them 31percent are male and 69 percent are female staffs.

**Beneficiaries:** The beneficiaries of the project are 6813 girls, 1082 boys, 3405 women and 2315 male. This includes 725 Kamlahari, their parents, 105 Schools, 22 Child Clubs, 23 VDCs Badghar, Bhalmansa Sanjal and 50 Women Groups.

**Objectives:** Protect children's rights in 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.

### Activities conducted:

**GCR:** 10 days two BLOP TOT for 46 facilitators, 20 BLOP class conducted including 556 participants, BLOP Staff's Quarterly Meeting ,70 BCC Centers with 1672 participants, BCC staff quarterly meeting, 16 Girls Group Formed and regular meetings of the groups, Leadership Development Training to 99 members of Child Clubs/ Girls Groups, Wall Magazine Publication supported to 10 Child Clubs , awareness raising activities conducted by 10 Girls Groups ,Support for the participation in national or regional & district level lobby and advocacy activities, National/International day celebration against child labor, Interaction on Kamlahari issues with Barghar / Valmansa at VDC/ area level, Follow up VCPC Meeting, Support for awareness rising by mobilizing Valmansa and Child Clubs at VDC level through meetings, street dramas, rally and home visits, Kamlahari Free VDC/ Village Campaign, Kamalari free VDC declaration program , Support for Maghi campaign , Kamlahari Abolition Consortium Network Meeting, Coordination Meeting with stakeholder at district level, Media Mobilization, Kamlahari rescue, Humanitarian Support to rescued Kamlahari girls & Quarterly staff meeting

**Education:** Education material support to 1119 Freed kamlahari girls (grade 1-10) , Educational Material & assistantship Support to 15 Freed kamlahari of Grade 11 and 12, Extra Coaching/tuition classes support to 446 Freed kamlahari girls (Grade 1-10 including SLC Compartment), Tuition classes support to 12 kamlahari girls of Grade 11 and 12, VDC level Interaction between ex kamlahari girls and their parents, declaration of Learn without fear Environment in six Schools, Orientation and interaction meeting with SLC appearing girls and their parents, Program Monitoring from District Stakeholders & Resource center level review and reflection meeting .

**Livelihood:** Different trainings & support – 7 days Chowmein making to 5 persons, 3 days Tika bindi (Cosmetic Shop) to 5 persons, 3 days Retail Shop to 5 persons, 1 day Poultry farming to 10 persons, 3 months Sewing & stitching for 5 persons, 3 months Beauty parlor /Hair cutting to 5 persons, 1 month Meat technology for meat shop to 2 persons, 3 months Mobile Repairing to 3 persons, 15 days Radio Technician & Journalist for 3 persons, River bed farming training & production support for 50 women, **Vegetables** farming training & production support for 74 women , Micro irrigation support for 3 groups , Mother goat with kids for 40 families, Piggery Support for 20 families, two Cooperative Registered and 48 Self Reliance Group Formed .

### Major Outputs:

1. Nepal Government declared freedom on Kamlahari System.
2. 725 Kamlahari girls rescued and among them 446 are attending in



Secondary School, 27 passed SLC, and 18 girls are Studying in 2, 3 in Bachelor level, 2 JTA and 4 Ayurvedic training for 15 months.

3. 26 schools prepared non violence code of conduct among them 6 Schools declared Learn without Fear environment.
4. Woman Self Reliance Group have saved a total amount of NRP 11, 30,148 (USD 12,557.2) & Cooperative have saved a total amount of NRP 7, 58,716 (USD 8,430.17) from **2011 to Dec 2013** and mobilizing the savings for income generating activities.
5. 156 persons received Vocational Training and start up support among them 75% is doing their job and internship.
6. 344 **Kamlahari and their family involved in vegetable farming, goat, piglet raising** and all of them are carrying out their occupation and earning money.
7. Freed kamlaharis are taking leadership at VDC level and demanding the budget from VDC for Kamlaharis. ***Chuha VDC has allocated budget Rs.5, 000.00 for Freed Kamlahari girls to conduct awareness raising activity.***
8. Ex-Kamaiya settlement communities are aware about Kamalahari education policy, child right, social inclusion, violence and trafficking and other rule and regulation of Nepal Government.



**Coordination and networking:** The authentic permission letter has been taken from DDC Kailali for Kamlahari Abolition Project. BASE submits the program planning to VDC council every year. BASE has also coordinated with GO, NGOS & INGOS , LDO, WDO, DAO, DLSO, DEO, DCWB , Room to Read, LWF, NYOF, FKWDF, FKDF, KPUS, NNSWA and SWAN. Joint program monitoring is organized by the stakeholders like; CDO, LDO, WDO, DAO, DLSO, DEO and DCWB. BASE is a member of Kamlahari consortium network too.

**Gender and Social Inclusion:** For the effective implementation of the project, gender and social inclusion issues were taken into consideration during the selection of the target beneficiaries and recruiting project staffs. Among the beneficiaries, 50 percent were Kamlahari girls, 10 percent boys, 20 percent were women and 20 percent were male. Similarly, 90 percent of target beneficiaries were from indigenous communities, 3 percent were Dalit and 7 percent were others. All cited target beneficiaries were taken from indigenous, marginalized and vulnerable communities.



### Case study:

Ranjita Chaudhary, daughter of Ram Lal Chaudhary, is sixteen years old. She lives in Aamphata freed kamaiya village in Sadepani VDC ward no 8. There are altogether 6 members in her family among them, 1 male and 5 female. The economic condition of the family was very poor without any land and the parents and grandparent were illiterate that they were bonded labors (kamaiyas). In 2000 when government of Nepal declared kamaiya freedom they got access to 5 katthas of land provided by the government. Except that piece of



land her parents had no other opportunities and skill to make income to manage their livelihood. The land was insufficient for farming and living. So they were compelled to send daughter to become servants of employers. Ranjita worked as kamlaharis at Dhangadhi and Sukkhad the owner Mr. Sunil Thapa where she had to take care of children, clean house, wash clothes and dishes.

She got rescued by Backward society education (BASE) Kailali in 2069. Then according to her interest BASE enrolled her in a school and supported with educational materials. Now she is studying in class eight at Marghatti secondary School Dipnagar, Sadepani. Because the economic condition of the family is too weak, her mother Mrs. Radha Chaudhary of 35 years got chowmein and snacks making training for three days at Siddhartha dairy and snacks shop centre, Tikapur, Kailali. After the training she was provided materials worth amount RS 18,000.00 to start her own enterprise for generating income.

The trainings have build up her confidence to make good income which has been very helpful to manage her family's livelihood. Along with chowmein and snacks she has been operating retail shop at Sandepani -8 Aamphata for better income and the name of her shop is Ranjita chowmein shop. She is happy to be able to fulfil the daily needs of her family. She has been making Rs. 800 to 1000.00 daily incomes from her business.



Now no more girls from the family have to be kamlahari. They are aware about their rights and freedom. Ranjita and her mother are thankful to BASE and Plan Nepal for showing them right track and helping for better future.

### **2.1.5 Name of Project: Nepal Ex-Kamaiya Education & Poverty Alleviation (NEKEPA)**

**Duration:** from January 2013 to December 2015

**Dollar Value/Award Type:** £ 432,429.00 (DFID funding £ 302,702.00 and matching contribution from ASI £129,727.00)

**Donor:** Department for International Development DFID

**Implementing partner:** World Vision Advocacy Forum (WVAF)

**Location:** Dang, Banke, Bardia, Kaiali and Kanchanpur districts.

**Skill/ Expertise Required (Staff/Consultants):** One Project Coordinator; one Assistant Project Coordinator, one M&E Officer, five Field Mobilize, eight Community Trainers, one Administrator are fulltime staffs and one Executive Director (BASE), one Executive Director (WVAF), one Advocacy & Partnership Director, 5 District Coordinators, one Assistant Accountant are part time staffs

**Beneficiaries:** 10,077 families receive entitled rehabilitation support from Government of Nepal

**Goal:** To contribute for achievement of MDG's 1, 2 & 3

#### **Activities conducted:**

Formations of district level watch dog committees in each working districts. Watch dog committee meetings are held in quarterly basis in all five districts. National level advocacy meeting is held 3 times and press conference organised two times. 75 episodes have been broadcasted highlighting the rights and entitlements especially on education and livelihood of ex-kamaiyas through 4 local FM radios of working districts. 5 lots training on leadership and advocacy skill development has been organized for 151 participants (72 male & 79 Female) including the representatives of district based watchdog committee, ex kamaiya leaders to foster their skills. Preparatory classes conducted for 240 (112 boys and 128 girls) children of ex-bonded families. Vocational trainings such as sewing cutting carpenter and mason training along with materials have been provided to 150 ex-kamaiya families aged between 14-18 years. 41 Child Rights Awareness Groups (CRAGs) formed and training provided to 549 members (including 285 boys and 264 girls) on child related issues. Total 100 saving and credit groups formed at the community level consisting 3072 members including 750 male and 2322 female. 22 lots community based training on saving and credit mobilization is conducted for 443 persons (141 male and 302 female). 22 lots community based training on Account and Book keeping training is conducted for 433 persons (144 male and 289 female) has been conducted. 220 ex-Kamaiya families have received livestock support for income generation and 122 ex kamaiya families have received retail shop support for income generation activities as well as to improve their socio economic betterment 252 families have received kitchen gardening orientation and support as well. The support will help them to initiate and establish agro based micro enterprises which will be instrumental in enlarging their livelihood options.

## Major Outputs:

Total 100 saving and credit group's with 3072 members including 750 male and 2322 female that were formed and strengthened by the project have raised fund about NRs 3744499.00 (GBP 24963) which they have mobilized into members of their groups as a credit capital flow to support for carrying out income generating activities. This has benefited 594 Ex-kamaiya families to start enterprise development activities at local level to support their livelihood. The project intervention created the forum for ex- Kamaiyas to provide opportunity to learn each other's IGA activities. There was a long day IGA training/orientation to ex- Kamaiya group members and GPAF project provided in kind support (of around NPR 13000) to each ex-kamaiya families. The coordination with Nepal government district level line agencies/service centre also added value for the IGA /livelihood activities where technical expert from government line agencies are providing technical support for their livelihood activities.

Due to continuous advocacy and lobbying efforts through the district stakeholder meetings and watch dog committee meetings, the government of Nepal has rehabilitated 10153 freed Ex-kamaiya families of three districts. In Dang 15 families and 9689 in Bardia while 449 families in Kailali district have been rehabilitated during this reporting period. The Nepal government has decided to nominate ex- Kamaiya representative for the ex- Kamaiya rehabilitation committee in both level (in five districts and central level, Kathmandu). Due to this provision ex- Kamaiya representative are playing vital role to identify the ex- Kamaiya those are left from government record in the past. They are also working closely with ex- Kamaiya families regarding rehabilitation process e.g. distribution of land in proper place, distribution of wood for housing, Cash support to build house of NPR 10000, IGA/livelihood support including access to education for ex- Kamiaya children matter.

After receiving leadership and advocacy skill development training from the project, Ex-kamaiyas are now able to hold decision making positions in different local public service providing bodies such as school management committee, forest users committee, health facility management committee etc. 8 Ex-kamaiyas from Dang, 23 Ex-kamaiyas from Kailali, 68 Ex-kamaiyas from Banke and 198 Ex-kamaiyas from Kanchanpur are now holding public decision making positions at local level

The project has been providing ample opportunity for 150 ex- Kamaiyas (85 % are women) for the vocational skill development training. This training is started in Aug. 2014 and will be continued until Dec. 2014. The training will help to uplift the socio- economic condition of ex- Kamaiya families those are ultra poor family and also will make impact in a sustainable way as they are learning skills in different trades. They will be using the skills in their life and combat the poverty.

Likewise 252 families are benefited with agro based enterprises support (kitchen gardening) in rainy season on financial support to initiate agro based micro enterprises.

## **Coordination and networking:**

Watch dog committee itself is a network of ex-Kamaiya leaders, NGOs, journalists and other line agencies that advocates for the right and justice of beneficiaries. District coordination meeting with likeminded NGOs, government agencies, journalists and other stakeholders is held in each working districts in the beginning of the year. National level advocacy meeting is organized thrice among the representatives from Ministry of Education, Ministry of Forest, Ministry of Land Reform, Ministry of Local Development, Ministry of Women & Children, national level journalist and ex-kamaiya leaders and press conference is organised twice among the minister and representative of land reform ministry, Constituent Assembly Member and National level journalist .

## **Gender and Social Inclusion:**

The project has considered gender and social inclusion in all its activities. The participation of female is higher than male in regards to empower women. Similarly the beneficiaries belong to vulnerable Tharu communities. In 100 saving groups the involvement of women is 75.5%. Likewise out of 210 drop out children those got enrolled in schools, 111 are girls and 99 boys. The training on leadership and advocacy skills was attended by 151 participants out of which 89 were female and the number of male was 62. Similarly, among 443 members of saving and credit groups those attended the training the number of female was 329(74%) and male 114 (26%).

**2.1.6 Name of Project:** Livelihood for forest and Empowerment (LIFE) Project

**Duration:** October 2011 to September 2013

**Dollar Value/Award Type:** NPR.2, 256,600.00 for FY 2012 to 2013

**Partner/Donor:** Find Your Feet (FYF)

**Location:** 1 (Baijapur VDC, Banke district, Nepal)

**Skill/ Expertise Required (Staff/Consultants):** One Program Coordinator; five Social mobilizers and one finance Officer.

**Beneficiaries:** The target beneficiaries of the project covered 797 women among them more over Tharu indigenous women.

**Objectives:** Access in natural resource for ex-Kamaiya and indigenous community and increasing maximum income for indigenous community through medicinal herbal, plants, farming and proper utilization of community forest as well as to raise their voice for their right and proper implementation of existing act and law.

### **Activities conducted:**

- Training of record keeping and SHG management at district level
- Issue Based and Leadership development training of CBO members at VDC level
- Skill training on natural resource management
- Income Generation Activities training
- Sustainable Agriculture workshop for lead farmers at district level



- Sustainable Agriculture training for followers farmers at community level
- Issue based consultation at VDC level
- Coordination with CFUGs
- Consultation meeting with community at VDC level
- Self Help Group support

#### **Major Outputs:**

- 60 SHGs have been formed; where 797 members are connected.
- 3 community based organizations are formed having 30 members in each.
- Women from tribal communities are able to speak and express their views in mass.
- Women are involved to solve local issues for e.g.; with the support of issue based and leadership development training, they became aware about their right. So they have rescued a sold girl (Sita Chaudhary name changes) of Saipur village, Baijapur VDC from India with the help of BASE and Maiti Nepal.
- 4, 35,517.00 NPR has been collected and saved by SHG members.
- 170 members of SHG are earning money by selling non timber forest materials like; Bankas (local name of grass used to make rope), leaf of sal (used to make duna tapari).

**Coordination and networking:** During the project period close coordination and linkage has been established with different concerned organizations DDC, DFO, DAO, WDO, and VDC.

**Gender and Social Inclusion:** Gender and social inclusion is cross cutting issue of all program and project. Therefore we are concerned to the target beneficiaries and recruitment of the staffs. The beneficiaries are 100 percent women among them 80 percent from Tharu indigenous community and other from Dalit, Chhetri ,Brahman community.

#### **Case study:**

##### **Changing life of Sabita Tharu**

Sabita is 28 years married woman. She is staying with her in-laws including her husband and two children and is 28 years old. She lives in Baijapur 1, Baisa. Her husband 'Kishor' usually goes to Pokhara for earning as wages labor. She does not have any formal education. Because of the poor economic condition her parents did not send her to school. She got married at the age of 15 years. Even after getting married she had to face many problems. Her family was completely dependent upon her husband's income so her husband stayed in Pokhara for more earning. She had to stay away from her husband.

She came to know about SHG on November 2, 2011, when social mobilizer of LIFE project went to her village to inform and gather women. Then they formed a **Gulab Self Help Group** with 15 members on November 2011. Sabita leaded the group as a chairperson. According to Sabita, in the beginning it was very difficult to gather women regularly and collect saving as well as operate loan disbursement processes because the members had no idea about collective works. So they were totally dependent upon social mobilizer.

After getting organized into the group BASE provided training on leadership development, skill development and supported for income generation activities to the members. Sabita was also one of the members to receive the training and she made a choice to the training on vegetable farming. Then she started her own production of vegetables in the land. Among 5 Katthas of land she is utilizing 2 Katthas for vegetable production which is better and more profitable than other crops. Sabita has been earning NRS 25,000 to 30,000 per year by selling the vegetables. She has got good support from her in-laws and moral support from husband which has encouraged her. Now she is able to take better care of her kids and in-laws. Her economic status has been improved. She does not face problems to pay fees for her kid's education. Her income has given more time for her husband to come and spend with families. Likewise she has been aware about her rights and health.

Sabita is also playing a role for advocacy and awareness generation to other women in her community. She is suggesting other women to avoid early marriage and being careful about health. Now her group members have been active and mobilizing the saving as well as loan properly.



*Picture: Sabita is working in her chilly garden at Baisha village*

Apart from the improvement in family status, she has empowered on reproductive health, role of female in the family and communities etc. and she is now leading female group and encouraging all women for income generating activities and accessing them to the services

and benefits from different stake holders in the village as well as VDC level.

### **3.1 CONFLICT MITIGATION**

#### **3.1.1 Name of Project: CAAFAG**

**Duration:** June 2013 to Dec. 2013

**Dollar Value/Award Type:** USD 9772

**Partner/Donor:** BASE implemented Conflict Associated with Arm Force and Arm Group (CAAFAG) in partnership with SUNDAR NEPAL.

**Location:** The geographical region of the project is Salyan district.

**Skill/ Expertise Required (Staff/Consultants):** One Project Coordinator; two Social Mobilizers and one finance officer mobilized to carry out the project activities.

**Beneficiaries:** The beneficiaries of the project are 9 (4 female and 5 male) VMLR (Verified Minor late Rescue) and CAAFAG 12 (9 female and three male) from Dalit; Janajati; marginalized and vulnerable communities.

**Objectives:** The overall objective of this project is to support the overall peace process through the promotion of the rights of and youth within an integrated child protection system. The specific objective of the project is to support the peace process through promotion of the rights of children and youth affected by the conflict.

**Activities conducted:** BASE Salyan has identified 25 VMLR (17 male and 8 female) based on the criteria set by UNICEF. Out of 25, 9 VMLR received school enrollment fee, monthly basis meal, tutorial education expenses and certificate expenses. Especially those VMLR who are mother or expected to become mother received support such as nutritious meal expenses and maternity allowances. Moreover 12 CAAFAG children's parents have received income generation activities (IGA) support and each family received NRP. 15000/-

**Major Outputs:**

- 9 VMLRs enrolled in schools and +2 (6 enrolled in +2 and 3 are enrolled in secondary schools). All received education package based on the norms of government guideline.
- 4 VMPL received gender and psychosocial support in their community and family.

**Coordination and networking:** During implementing of the project activities coordination and collaboration was held with different VDC and district level stakeholders. District Project Advisory Committee (DPAC) was formed to collect feedback and suggestion for effective outcome of the project and in order to avoid duplication with other institution and maximize to use of resources.

**Gender and Social Inclusion:** For the effective implementation of the project, gender and social inclusion issues were taken into consideration during the selection of the target beneficiaries and recruiting of project staff. From among the beneficiaries, 99.8 percent were women. Similarly, 58 percent of target beneficiaries were from indigenous communities, 31 percent were Brahman/Chhetri, and 11 percent were Dalit.

**3.1.2 Name of Project: Inclusive Resource Management Initiative (IRMI)**

**Duration:** June 3, 2013 to April 15, 2015

**Dollar Value/Award Type:** USD \$1,164,301 as a grant from the funding partner.

**Partner/Donor:** BASE implemented IRMI in partnership with Mercy Corps with financial support from USAID Nepal.

**Location:** The geographical region of the project covers three districts: Dang, Bardiya, & Kailali.

**Skill/ Expertise Required (Staff/Consultants):** One Program Coordinator, One Information & Documentation Officer, 3 District Field Officer, 6 Social Mobilizers have been recruited as full time staffs and Executive Director, Admin Officer & Finance Officer are as part time. Out of 11 full time staffs, 4 are female and 7 are male staffs. Similarly out of 3 part time staffs, one is female staff.

**Beneficiaries:** The program will benefit approximately 177,750 people in the program area.

**Objectives:**

- Strengthen the ability of key stakeholders to resolve community-level natural resource conflicts in an inclusive, sustainable manner.
- Increase inclusive and participatory resource-related decision-making among community and government bodies.
- Enhance the sustainability of negotiated agreements by engaging communities in joint environmental and economic development initiatives.

**Activities conducted:** 16 staffs recruited, Program orientation, Key Informant Interview at district level for VDC selection, Consultation meeting at VDC level for community selection and Key Informant Interview at VDC level to CFUG members for community /CFUG selection.

**Major Outputs:**

- Project staffs have been oriented about the project overview and concept.
- The process itself is successful for VDC identification.
- 23 different district level stakeholders were involved in the district level KII.
- 15 VDCs in all three districts has been identified for program implementation.
- There has been close coordination with key stakeholders at district and VDC level.



**Coordination and networking:** Before implementing of the project, different district level stakeholders of government of Nepal; District Forest Office (DFO), FECOFUN, District Administration Office (DAO), District Development Committee (DDC), Soil Conservation Office (SCO), Division Office of Water and Irrigation (DOWI), District Land Reform Office (DLRO) and nongovernmental organizations like FECOFUN, Rupan and TAAL, WWF, PACT Nepal were consulted individually so that there will be no duplication of program.

**Gender and Social Inclusion:** For the effective implementation of the project, gender and social inclusion issues were taken into consideration during recruiting of project staff. There are 40 % female staffs and 60% male staffs.

### **3.1.3 Name of Project:** Regional Dialogue Program

**Duration:** 15th March 2012 to 15th March 2014

**Dollar Value/Award Type:** USD 46,623.24 as a grant from the funding partner.

**Partner/Donor:** BASE implemented Regional Dialogue Program with technical and financial support from The Asia Foundation.

**Location:** The geographical region of the project covers two districts: Dang and Banke.

**Skill/ Expertise Required (Staff/Consultants):** One Program Coordinator and two Interlocutors.

**Beneficiaries:** The target beneficiaries of the program are political parties, ethnic group, conflict affected communities.

**Objectives:** To craft space, relationship and mechanism to support inter-ethnic dialogue and use to transform inter-ethnic relationships in conflict mitigation and peace building collaboration at the local level through dialogue.

**Activities conducted:** Sambad Samuha meeting for eight times, Two independent theme group formation, Clarified the demarcation boundary of the Banke National Park buffer zone, Analyzed about recent political situation of Banke National Park, Interaction with local people of Panchakule Malai Jaljala, Interaction with Banke National Park representatives and forest Office Dang about peace process between National Park and struggle committee of Dang against National Park. Joint meeting among Sambad Samuha Conflict Analysis Groups, Women Group and Youth Group Meetings for 10 times; One Conflict Analysis Group meeting, Eight sessions of Interaction on different issues like to initiate peace process dialogue among Banke National Park and struggle committee, interaction on Second Constitution Assembly Election and what would be the role of youth and women groups in conducting the election in peaceful manners,

Second Constitution Assembly Election, challenges, implementation of code of conduct and federalism among district level political parties, women and youth, solve the issues about buffer zone and inspection visit of Banke National Park buffer zone for four times among Women and Youth Group on different issues, Capacity building training to 2 persons.

**Major Outputs:** BASE has been able to solve the buffer zone dispute among local people and Banke National Park., Two staffs got training opportunity on capacity building for mediation and facilitation. Sambadh Samuha has been mediator for talk program with the members of political parties continuously and this has developed better relationship among them. No more conflict is there about national park in Dang and Banke districts. People have become concerned about the political ideology.

**Gender and Social Inclusion:** For the effective implementation of the project, gender and social inclusion issues were taken into consideration during the selection of the target beneficiaries and recruiting of project staff. 50% female staffs are recruited for the project. Similarly the participation is ensured emphasizing the GESI issues while organizing each and every meetings, workshops and trainings as well as other project activities.

### **Success Story of Banke National Park**

During the declaration of Banke National Park on 2067 BS, Nepal Government has declared buffer zone to three VDCs (Goltakuri VDC ward no. 1, Panchakule VDC ward no. 9 and Purandhara VDC ward no. 9) of Dang district. After the declaration, local people protested against the decision of extension of Banke National Park and buffer zone in these three VDCs. Local communities kept on protesting against the declaration regularly and demanded to cancellation the decision with Nepal Government. They formed a struggle committee against declaration of buffer zone and they conducted various protest activities. The local protesters submitted memorandum letter to the President for cancelation of buffer zone. But they did not get positive response from the President too. There was big issue and conflict between Banke National Park and local people.

Banke National Park decided to establish an army camp in that area but could not succeed due to local protest. The communities had prohibited to Banke National Park authority for the entrance inside 3 VDC's. They hanged board written "*No entry without permission to Banke National Park Representatives*".







In 4 January, 2013 Banke National Park organized joint interaction program with the community at Malai, Jaljala Dang. During the event Coordinator of struggle committee Mr. Nokhi Ram Basnet snatched the policy from the park warden Mr. Birendra Prasad Kadel. The protesters also came to attack the National Park representatives in a hotel at Tulsipur. There

were many activities of protests like; strikes, rally and meeting carried out by the community. But none of the activities found out any solution.

Therefore, in January 7, 2013. Sambad Samuha initiated to bring those two conflicting groups for peace negotiation in order to settle the problem. Sambad Samuha decided to form a group to be headed by Interlocutor Mr. Sushil Basnet with 4 members to initiate and mediate the peace negotiation.



Sambad Samuha conducted the first meeting in 11th January, 2013 among Dang District Forest Office, FECOFUN Dang and Banke National Park. All the parties discussed about buffer zone issue and find out the solution for the disputes in the

meeting.

Likewise for the dispute resolving process Sambad Samuha organized joint meeting February 4, 2013 among representatives of community forest group of Panchakule and Purandhara and local protesters. Their demand was to remove the buffer zone within the periphery of their settlement. Mr. Nokhi Ram Basnet, the leader of protest committee demanded the



removal of buffer zone in Dang and said to continue the protest until the demand will be fulfilled. He said, the local inhabitants will not leave the place and if demands are not fulfilled we will go to international court for our rights.

Sambad Samuha conducted the inspection visit in the Jaljala buffer zone area on 1st March 2013. The main objective of this visit was to peace talk between the park authority and the local protesters. Field visit team met local protester and conducted interaction program on the spot.

On 2nd March 2013 a peace talk program between the local agitator, FECOFUN Dang, District Forest Office Dang and national park authority was held at Tulsipur. The conflict between the local people and the park authority had created a trauma in the area. Sambad Samuha organized series of meetings with two groups separately during the month of Falgun. Finally, Sambadh Samuha organized a meeting between conflicting groups as the round table discussion. Before this meeting two conflicting groups never used to sit together and discuss about the issues. In the meeting the local people had demanded to clarify the boundary of the park area before proceeding on other issues, so the meeting decided to form a group headed by Interlocutor Mr. Sushil Basnet with 9 members to initiate the task. In the task group representatives were different sector like Forest Officer, FECOFUN Dang, Sambad Samuha member and, Conflict Analysis Group member.

On 22nd March 2013 Task group organized an inspection visit of buffer zone to organize peace talk between the park authority and the local protesters regarding the issues of declaration of buffer zone in Dang district. Chief District Officer (CDO), District Forest Officer (DFO), Local Development Officer (LDO), Deputy Investigation Director and District Police Officer also joined in the inspection visit. In the meeting discussions were about the buffer zone, its effect and local peoples' queries. CDO, Mr. Abdul Khan said, "Government should take care about the feelings of people and people should also follow the rules and regulations of the government. He thanked Sambad Samuha for playing vital role for facilitate and sort out the issue of Buffer zone."

On 25th April 2013 a meeting was held to solve the issue of Banke national Park buffer zone at District Development Committee Office Ghorahi. The meeting decided to request Banke national park to clarify boundary demarcation by GPS system because there was no indication of clear boundary under the Banke National Park about the buffer zone in Gagatte (Rajpatra).

Then there was mutual understanding for clear Banke National Park boundary demarcation under buffer zone; 500 mtr. for buffer zone and 500 mtr. for grazing land from north of Malai khola of Goltakuri VDC ward no. 1 Dang. Likewise 500 mtr. from Babai river for Kaptane, Jila, Keureni and Banchare area and 500 mtr. North of National Park of Purandhara VDC ward no. 1 Dang.

Finally local people are convinced and following the decisions. Similarly Banke National Park representatives are feeling comfortable to go there to precede tasks. Social harmony has been



developed between two conflicting groups. All the stakeholders, representatives involved in this issue are thankful to Sambad Samuha and have appreciated the facilitation role played by samuha.

After solving this issue the confidence of the members of Sambad Samuha has been developed and have hope to solve such types of issues in the future too.

## **4.1 HUMINITARIAN**

### **4.1.1 Name of Project: Child Centered Disaster Risk Reduction Program (CCDRR)**

**Duration:** Jan 2013 to December 2013

**Dollar Value/Award Type:** NRs. 3344540.00 (FY: 2013 based on annual basic MOU)

**Partner/Donor:** BASE implemented CCDRR program in partnership with Save the Children.

**Location:** The geographical region of the project covered two VDCs in Kailali District (Lalbojhi and Thapapur).

**Skill/ Expertise Required (Staff/Consultants):** One program coordinator, two social mobilizers, one finance officer and technical person for training were hired in this project.

**Beneficiaries:** The target beneficiaries of the project covered 8 schools, 14 Community and 29 child clubs from two VDCs.

**Project Purpose:** To contribute to reducing negative impact of future disaster by building safer and resilient schools and communities through child centered disaster risk reduction initiatives.

#### **Specific 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.

#### **Activities conducted in 2013:**

Bamboo piling and bio-engineering work in to two sites of most vulnerable communities and eight raised hand pump installation. **Trainings-** Disaster risk reduction refresher training to 12 teachers, 77 community and 84 school based disaster group members, 28 child club members, Light search and rescue refresher training to 113 community people and child club members, First aid training to 24 teacher and students, Curriculum use training to 35

teachers. **Awareness activities-** simulation exercise in eight schools, 14 communities and 29 child clubs, DRR session in community based DRR groups, Local curriculum development and dissemination, school safety plan preparation, VDC level disaster risk management plan preparation, Cultural program on DRR, LSAR and first aid material distribution, IEC material distribution to school and child club, extracurricular activities on DRR in school.

### **Major Outputs in 2013:**

Ten communities and two schools with 5524 population have been protected by flood, inundation through bio engineering work. Two schools with 836 children and six communities with 1141 population have access on safe drinking water during flood. 14 community, eight school and 29 child club have access on light search and rescue, first aid service, early warning system. Eight schools and 14 communities, 29 child clubs have prepared their action plan and collected emergency fund Rs.341222.00 in cash and 1560 kg wheat, 245 kg rice in kinds. Local curriculum based on DRR has been developed and endorsed by DEO kailali. Community people have been able to perform safety measure during disaster. Two VDCs have been developed VDC level disaster risk management plan, eight schools have been conducting regular extracurricular activities on DRR, five resource centers have been implementing local curriculum in primary level out of 16 resource centers in Kailali district.

### **Coordination and networking:**

In semiannual basis district level stakeholder's coordination and sharing meeting and quarterly basis VDC level stakeholders meeting is conducted. Joint program monitoring is carried out by district level stakeholders as well as district project advisory committee members.

### **Gender and Social Inclusion:**

During project activities designing, implementations gender and social inclusion issues are always taken into consideration. The involvement of beneficiaries' according to ethnicity is 8.20 percent from dalit, 77.44 percent from janjati and 14.36 percent from other communities. Likewise out of 8552 beneficiaries 46.11 percent are female.

### **Case study:**

#### **Community people being safe from flood.**



Thapapur 8 Chhachharahuwa is one of the most vulnerable communities of Thapapur VDC located about 22 km south from Bauniya bazar. The village covers total 150 HHs. There is one primary school with 115 students (Girls 68, Boys 47). The village is surrounded by two rivers; Patharaiya River at north-east and Mohana River at south. These rivers have huge water flow during monsoon. Due to the

blockage of water flow of Patharaiya River by Mohana River the level of water gets increased that causes flood every year. Because of the flood people in the community are affected. Their crops in more than 500 bigaha, cattles and other assets get destroyed. Similarly the primary school gets highly affected by this. Soil erosion, siltation and over flow are main problem for this community. People of this community have difficulty to travel to town for purchasing daily uses goods because of no bridge on the river. Boat is only alternative way to cross the river which is very risky.

Therefore BASE and Save the Children implemented CCDRR project in Kailali district and Chhachharahuwa is one of the villages selected to conduct the activities to minimize the risk of flood and keep community safe. Community based interventions like; orientation on DRR, VCA collection, light search and rescue training, first aid training, regular mock drill as well as establishment of emergency fund got initiated. These activities helped to generate awareness among community peoples about DRR. People themselves started solving their problems of disaster with technical support and resources from other stakeholders. Bamboo piling, check dam and bamboo spur is constructed in the village. In order to complete these construction people from another village (Bahadurpur) were coordinated for their time and labor contribution. Local leader in the village called Bhalmansa led for this accomplishment by dividing roles and responsibilities between two villages. The joint contribution successfully accomplished which has helped the communities and schools to be safe from flood.

*"I am Manju Chaudhary. I read in grade ten. Before completion of this intervention we did not go to school in rainy season. Because of the flood we could not walk one place to another place. But now even in rainy season we can go to school and other places easily."*

*"I am Kali Ram Chaudhary a member of CCDRR committee. We were suffering from flood since ten years. Since BASE kailali and Save the Children started the project to aware and orient us on disaster risk reduction we formed a committee and understood our roles and responsibilities to manage the risk of disaster. We are able to construct check dam around our village and make bamboo piling, plantation and construct two Gavin spur. Now we feel safe in rainy season because check dam is around our village. We don't have to stay awake over night in fear anymore."*

## **5.1 HEALTH**

### **5.1 Name of Project: Water Supply, Sanitation & Hygiene (WASH)**

**Duration:** Sept 2013 to March 2014

**Dollar Value/Award Type:** USD 17692.85 (NPR 1750000.00) Exchange rate: \$1= Rs. 98.91

**Partner/Donor:** BASE implemented WASH in partnership & financial support from WaterAid Nepal.

**Location:** The geographical region of the project covers seven VDCs of Bardiya District: (Mainapokhar, Taratal, Gulariya Municipality, Magaragadi, Bagnaha, Thakurdwara and, Shivapur).

**Skill/ Expertise Required (Staff/Consultants):** One Project Coordinator; two Social Mobilizers and one Finance Officer.

**Beneficiaries:** The water technology and approach intervention implemented in Taratal VDC, Ward number 4, Sukrabasti “Ka’ and Sukrabasti ‘Kha” covering 52 households and 310 Water Users.



The success of sanitation and ODF initiatives relies on capacity development, community sensitization, and local resources mobilization, promotion of supply and demand chain, joint planning and implementation.

The sanitation approaches cover 1050 households and 5250 sanitation and hygiene users.

- (i) Taratal VDC Ward Number 4, Sukrabasti 'Ka' Sukrabasti Kha', Ward Number 6 Sukrabasti “Ga' and Ward Number 7 Kha' Sukrabasti ;
- (ii) Baganaha VDC Ward Number 1 Aarahariya Phata , Banapharuwa; Ward Number 6 Ghumna , Dhairaniya phata, Takiya
- (iii) Shivapur VDC, ward number 9 Besarma phata
- (iv) Thakurdwara VDC, Ward Number 1 Hasanpur; Ward Number 4 Sukhar, Sumanpur; Ward Number 5 Mithuniya Phata; Ward Number 7 Kalyanpur
- (v) Gulariya VDC, Ward Number 2 Khairapur , Sangam Basti and Ward Number 11 Mathurahardwar
- (vi) Magaragadi VDC , Ward Number 6 Masuri; Ward Number 7 Banphata; Ward Number 8 Marghatti
- (vii) Mainapokhar VDC , Ward Number 9 Pragatinagar

## Objectives:

The project action aims to enhance the sustainable improved drinking water facilities, empower communities to construct and use of improved sanitation facilities and achieve ODF status and

enhance the local capacity to change hygiene and sanitation behaviors at the household and community levels. The project intends to bridge the gap from advocacy to empowerment. So the project, relevant to the socio-cultural, political, geographical situation and needs in the district are designed to enhance the health and sanitation, quality water supply through the effective implementation of program based on multiple interventions, a wide continuum of national, regional and local level initiations, coordinated services and partnerships that together will offer a more 'seamless', holistic approach towards reaching the outcomes for disadvantaged community..

### **Activities Conducted:**

3 Water User Groups Formation from Kamaiya Camp of Taratal VDC where 33 percent of women representative are involved, 10-10 New Hand Pumps installed in Sukrabasti Ka & Kha of Taratal VDC, 2 Raised Hand Pumps installation. Caretaker hands on Training Maintenance Workers/ Pump Operators has been given to 8 persons (4 male & 4 female) from Kamaiya Camp of Sukrabasti Ka & Kha.

### **Major Outputs:**

- 3 water user groups are formed
  - ✓ 1<sup>st</sup> water user group contains 18 persons from Kamaiya Camp of Taratal VDC where 33 percent women representative are involved.
  - ✓ 2<sup>nd</sup> Water user group contains 16 persons from Kamaiya Camp of Taratal VDC where 33 percent of women representative are involved.
  - ✓ 3<sup>rd</sup> Water user group contains 12 persons from Kamaiya Camp of Taratal VDC where 33 percent of women representative are involved.
- 10 new hand pump are installed in Taratal VDC Sukrabasti-4, Ka & Kha among 10 hand pump one raised hand pump is installed from this hand pump more than 312 users are benefited.
- Caretaker hand pump operator training conducted during job where 4 male and 4 female are involved from Kamaiya Camp of Taratal VDC. Through this training they got the confidence to install hand pump and maintain it themselves.

### **Linkage and Coordination:**

During implementing of the project activities coordination and collaboration was held with different 6 VDCs and district level stakeholders. Coordination with WASH sector stakeholders and other development partners for resource pulling/pooling and synergistic efforts by means of strategic partnership with D-WASH-CC, R-WASH-CC and V-WASH-CC is enhanced.

### **Equity & Rights:**

The proposed project actions address the WASH related issues of Kamayia Camp, and the project VDCs, so the most vulnerable communities are incorporated in the action. The actions are GESI sensitive, and the involvement of marginalized women has been emphasized. The

actions are in line with the socio-political rights, child rights, the Citizens Rights of the minorities, indigenous communities. The project actions aims to take consideration of cultural and social values of the community, inclusion, use decentralized approach, develop functional and Inter-sectoral linkage, enhance capacity development, emphasis and prioritize local involvement, develop the mechanism of involvement of community in monitoring and evaluation and the activities more emphasized in reliability and sustainability. The community level planning and mobilization builds upon the appreciative inquiry and participatory rural appraisal approaches.

## **6.1 ENVIRONMENT**

### **6.1 Name of Project: National Rural and Renewable Energy Programme (NRREP) / AEPC**

**Duration:** July 2012 till June 2017

**Dollar Value/Award Type:** USD 303,113.81 as a grant from the funding partner.

**Partner/Donor:** BASE implemented NRREP/AEPC in partnership with Alternative Energy Promotion Centre (AEPC) with financial support from bilateral and multilateral Development Partners, including but not limited to ADB, Danida, DFID, the EU, KfW, the Norwegian Ministry of Foreign Affairs, SNV, UNDP and the World Bank.

**Location:** The project has covered seven districts namely; Dang, Pyuthan, Rukum, Rolpa, and Salyan of Rapti zone, Dolpa of Karnali Zone of Mid Western Development Region and Arghakhanchi of Lumbini Zone of Western Development Region.

#### **Skill/ Expertise (Staff/Consultants):**

For providing the technical support there are 27 staffs under the RSC team. One Team Leader, four Engineers, one Business promotion officer, one Enterprise and Livelihood officer, one GESI officer, one admin and account officer, five Sub Engineers, one District Coordinator, one Asst Sub Engineer, two Social Mobilization Coordinators, six Field Coordinators and three Local Enterprise Development Facilitators have been recruited for different component/sub component.

#### **Beneficiaries:**

Being a demand driven program, AEPC has set the ambitious target. The target beneficiaries of the project are the users from our coverage area.

#### **Objectives:**

The development objectives of NRREP are

- to improve the living standard of rural women and men,

- to increase employment of women and men as well as productivity,
- to reduce dependency on traditional energy and
- to attain sustainable development through integrating the alternative energy with the socioeconomic activities of women and men in rural communities.

### **Subsidy Provision:**

For the promotion of Renewable Energy Technologies (RETs), AEPC has formulated subsidy policy. It covers about 40-60% of total cost of such technologies. The subsidy has been aimed at increasing the access of RETs to remote parts of the country and to the poorest. Socially excluded people, single woman, backward, disaster victim, conflict affected, endangered ethnic group as identified by the Government of Nepal as Disadvantaged Group (DAG). In addition, this subsidy policy encourages private sector to commercialize the renewable energy technologies, and focus on better quality and service delivery in rural areas.

As the Regional Service Centre renewable energy technologies such as Micro/Mini Hydro Power, Solar Energy, Improved Water Mills, Improved Cooking Stoves, etc will be promoted in our coverage area. Similarly, Business promotion and Income generating activities will also be done using Renewable Energy Technologies. The promotion Renewable Energy Technologies will be GESI focused.

- **Community Electrification** The main objective of this sub component is to provide access of electricity through Micro/Mini Hydro areas where National Grid is not reached or there is agreement with NEA for power purchase. Micro refers to the hydropower plant whose capacity is between 10 to 100 kW and Mini having capacity more than 100 but below 1000 kW.
  - After our agreement, 4 PHP/MHPs are completed, 49 PHP/MHPs are in under construction stage among them about 23 are planned to complete this year. Similarly, about 60s MHPs are conditionally approved from AEPC and more than 20s on Feasibility study/ Demand collection stage.
  - New Demands are collected from users which are registered in RSC and after technical team performs pre-feasibility study which gives tentative capacity of plant. In facilitation of RSC, from Pre Qualified Survey Consultants Detailed Feasibility Study will be performed. The consultants submit draft DFS report within 3 months and after RSC team checks reports as per technical guideline. Finally, DFS report is forwarded to CESC for TRC approval. Rural Energy Fund release conditional subsidy approval letter to users. The users select installer, resource mobilizes, group's formation & registration, legal issues resolutions etc and finally all documents will be submitted to REF for Final Subsidy Approval. REF release subsidy to Installers against Bank Guarantee or against EDF.



- The project then goes on implementation stage, equipments will be manufactured, purchase and supplied within deadline. Equipments will be verified by RSC team. The under construction MHPs will be two times monitored by Technical team and by social mobilize for a time on social issue. After, the completion Power Output Testing will be performed by Mini Grid Engineer of RSC. In driest season, Power output and Households' verification will be performed by POVI team. After the one year date of POT, one year guarantee check will be performed by Installer on presence of RSC and Users.
- Improved Water Mills is another renewable energy technology which will be promoted. This region is rich in traditional water mills called Ghatta. In this context 9 months running mills are improved into 12 months operational, increasing the efficiency of traditional water mills.
- **Bio mass Energy Sub Component** It works on the field of improved cooking stoves, ICS, Bio-briquettes, gasifies and other Bio Mass energy technologies. The program is being implemented by DDC: DEEU through district service centre (DSC). The selection of district service centre is going on and BASE as a RSC will provide technical support and advisory support to DDC for implementing the program. The program has aimed to provide clean cooking solution for all by declaring the country Internal Air Pollution free (IAP free) by 2017.
- **Solar Energy Sub Component** In rural areas where households are far from national Grid and not electrified by Pico/Micro hydro technology, solar energy is the tool for lightning and other needs. It covers Solar Home System (SHS), Small Solar Home System (SSHS) for domestic use, Institutional Solar Photovoltaic System (ISPS) in rural schools for computer education, health Posts for refrigeration of vaccines, Community owned F.M. Radios, Religious places for lightening etc, Rural Solar Drinking Water Project (RSDWP) for Villages where source of water is laying below village, Solar Thermal Dryers/Cookers/ Water Heaters etc will also be promoted.
- **Productive Energy Use** promotion seeks to enable the translation of renewable energy provision into positive economic outcomes for Micro, Small and Medium Enterprises. In order to make renewable energy projects sustainable and to increase livelihood of rural people using renewable energy, the following subsidy provision are made for enterprises based on renewable energy technologies for the productive use of energy. Enterprise eligible for end use subsidy is defined as "Productive energy use based entity which is capable of generating income and employment that uses any form of energy from renewable energy sources for the generation of product/services".

- **Climate Change and Environmental issues** Use of such renewable energy leads to carbon mitigation and climate change adaptation potential of existing and future Renewable Energy technologies and programs. We, assist district level renewable energy-based mitigation and adaptation activities by overseeing and coordinating District Climate and Energy Plans (DCEPs).

### **Coordination and networking:**

All the activities under RSC are planned to be implemented under the direct cooperation, coordination and collaboration with the District Development Committee (DDC) and the Village Development Committee (VDC). All the renewable energy technology will be implemented only after being approved from planning process of DDC. The proposed implementation process perfectly reflects the Public Private Partnership (PPP) modality of development where the local user actively involve to receive technology transferred and capacity building with the concerned private companies practicing the Renewal Energy Technology (RET) under the facilitating role of RSC.

### **Gender and Social Inclusion:**

For the effective implementation of the project, gender and social inclusion issues are taken into consideration during the selection of the target beneficiaries and recruitment of project staff. AEPC/NRREP also targets DAG for increasing the access of RETs to remote part of the country and to the poorest and socially single woman, backward, disaster victim, conflict affected, poor and endangered ethnic group as identified by the Government of Nepal.

**Major Outputs/ Target:**

<b>Component</b>	<b>Major Activity</b>	<b>4 years Target</b>	<b>This year Target</b>
Community Electrification	Mini and micro hydro:	4100 kW	750 kW
	Benefitted Households:	24600 Households	6000 Households
	Improved Water Mill:	280 nos	70 nos
Productive Energy Use	New Micro Small and Medium Enterprises (MSME)		10 Nos
	Upgrading Existing MSME		10 Nos
	Employment Generation		100 Nos
	IGA HH		100 Nos
Solar Energy	Solar Home System	On Demand Basis	Demand Basis
	Institutional Solar System	On Demand Basis	12 nos
	Solar water pump	On demand Basis	8 nos
	Solar drier/ Cooker Demand Creation		20 nos Cooker 100 nos Drier
Biomass Energy	ICS and MICS		3000 ICS in each district by March 2014

**Ex-kamaiya and Ex-kamlahari Support**

The government of Nepal declared freedom to bonded labours in 17th July, 2000 AD. The initiation taken by BASE and solidarity given by many other organizations succeeded to stop slavery of ex-kamaiyas especially in Dang, Banke, Bardiya, Kailali and Kanchanpur districts. It was a successful non-violence movement in Nepal and BASE was able to lead to bring bonded labour law in Nepal. Before freedom and also after the freedom BASE has always been in frontline to advocacy for human rights of ex-kamaiyas. BASE is still continuing its efforts to provide proper rehabilitation of ex-kamaiyas by supporting them with education, water sanitation, income generation, food security, and leadership as well as skill development

packages. BASE is also lobbying with government to provide them with productive land and rehabilitation packages for their better existence. Likewise ex-kamaiyas are getting empowered to step forward for ensuring their participation in the constituent assembly.

Similarly, kamlahari system which is as second generation of bonded labours is also one of the major concerns to BASE. The girls aged between 6-18 years mostly from Tharu communities and ex-kamaiyas families working as domestic servants are being helped by BASE for their rescue, rehabilitation, empowerment, education, vocational trainings and livelihood. BASE has also played frontline vital role to pressurize the government of Nepal to stop this slavery system through laws and policies which has been successful since July 2013 that government has officially declared the kamlahari system illegal and amended the act. Government has also included rehabilitation packages for ex-kamlaharis under its national plan. BASE is also continuing its interventions to ensure their rights to freedom, education and livelihood.

### **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.

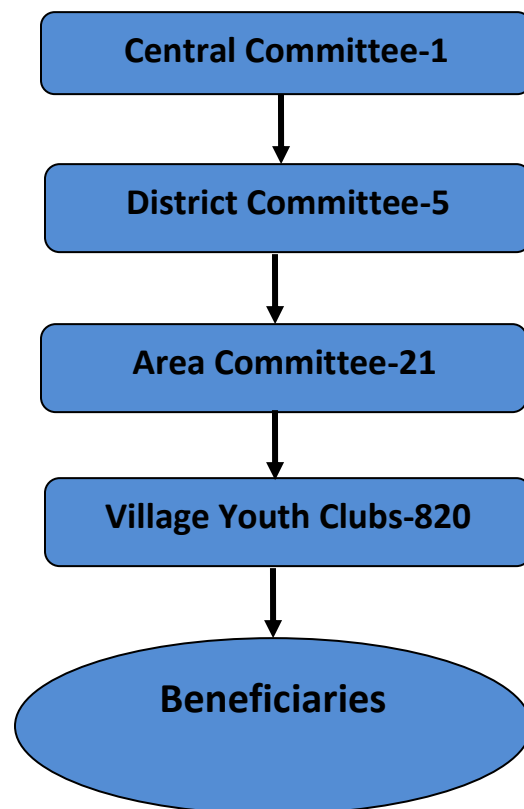
BASE has been raising its voice to advocate on indigenous rights and to allocate budget from VDC for protection and promotion of Badhaghar/Bhalmansa/Mahatawa system, to manage re-establishment and provide employment opportunities for freed Kamaiya/Kamlahari in mid and far west part of Nepal.

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.

### **Youth Mobilization for Peace and Reconciliation**

BASE is a mass membership organization. It has created Youth Awareness Committee (YAC) as sister organization within the organizational framework and is operating at its respective level. BASE has been developing and strengthening Youth Awareness Committees (YAC) to mobilize youths in community development and youth's empowerment. Youths have been engaged in different development activities. BASE has successfully mobilized 820 youth clubs where 32115 youths from different communities, caste to have multi-dialogue with one another and with decision makers about the challenges affecting youth, particularly in the post conflict period through various activities which persuade youths who are the means of both violent and peaceful activities to pursue non-violent activities through *Youth Initiatives for Peace and Reconciliation (YIPR)* program in Dang, Banke, Bardiya, Kailali and Kanchanpur. Youths have had trainings on community mobilization, leadership skill development, dispute resolution, disaster and so on and are being operating accordingly.

### **Structure of Youth Awareness Committee (YAC)**



**Development partners/donors:**

1. World Education inc./Banyan Tree Foundation
2. Antislavery International
3. Save the Children
4. Room to Read Nepal
5. Volker Kleen and Waly
6. Ncell Company Nepal
7. SHIVIA UK
8. ADRA Nepal and ADRA New Zealand
9. Plan Nepal
10. Department for International Development (DFID)
11. Find Your Feet
12. SUNDAR Nepal
13. USAID Nepal and Mercy Corps
14. The Asia Foundation
15. Water Aid Nepal
16. Alternative Energy Promotion Centre (AEPC)