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# CHILD LABOR PILOT PROJECT ASSESSMENT REPORT

USING EDUCATION TO PREVENT CHILD LABOR,  
TRAFFICKING AND UNSAFE MIGRATION  
FOR CHILDREN AFFECTED BY CONFLICT  
BASAIN-SARAI, NEPAL

2005

This publication was produced for review by the United States Agency for International Development.  
It was prepared by GroundWork, Inc.

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BASAIN-SARAI, NEPAL

by

**GROUNDWORK** \_\_\_\_\_

1825 Eye Street, N.W., Suite 400  
Washington, D.C. 20006

for

Education to Combat Abusive Child Labor (ECACL)  
Basic Education and Policy Support (BEPS) Activity  
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## **DISCLAIMER**

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development.

**2005**

# NEPAL PILOT SUMMARY:

## USING EDUCATION TO PREVENT CHILD LABOR, TRAFFICKING AND UNSAFE MIGRATION FOR CHILDREN AFFECTED BY CONFLICT

### CONTEXT

The Basain Sarai pilot took place in Khanchanpur, Salyan, Dailekh, Surkhet and Rolpa, five rural districts severely affected by the Maoist conflict. In addition to pervasive poverty, Nepalese children and youth face a ravaged educational infrastructure and an economy that has all but collapsed due to the Maoist insurgency and the ensuing violence that began in 1996. Due to fear and economic desperation, many young Nepalis are migrating to urban areas or to India where they often find themselves highly vulnerable to abusive child labor and other risks to their health and wellbeing. Trafficking in girls and women has increased along the boarder of India. Children who have remained in rural districts (including large numbers of children who have lost one or both parents to the conflict) have seen their schools destroyed or abandoned. A significant number of youth have joined the insurgency (voluntarily or otherwise) as soldiers or porters.

### DESIGN AND IMPLEMENTATION:

The Basain-Sarai pilot was designed to complement existing efforts to restore educational opportunities, combat abusive child labor and raise awareness around “safe migration.” The main objectives were to (1) provide basic education support and non-formal education for displaced and conflict affected children, (2) offer vocational training to affected youth and link them with non-abusive employment opportunities, and (3) raise awareness on safe migration practices, abusive child labor/trafficking and HIV/AIDS.

The pilot was implemented by World Education with two Nepali NGOs: Backwards Society Education (BASE) and Rural Reconstruction Nepal (RRN). World Education was selected on the basis of its in-country presence and capacity to collaborate with field-based NGOs and District Education Offices (especially in difficult, conflict-affected areas), and its experience with formal and nonformal education interventions to combat abusive child labor in Nepal.

### RESULTS: ATTACK CHILD LABOR THROUGH NONFORMAL EDUCATION AND POVERTY REDUCTION

**Data collection:** Data collection was a sensitive issue within the political context; anyone seen with pen and paper writing down information was suspiciously regarded. Trusted members of active NGO organizations identified program beneficiaries in community meetings within full view and participation of village leaders, parents, teachers, and children.

**Awareness Building:** The pilot was designed and managed with complete involvement of indigenous NGO organizations working closely with village committees to build strong community awareness. In addition, parents of vulnerable children were trained in child rights and safe migration.

**Institutional Strengthening:** Facilitators met regularly in the field and day-long quarterly management meetings were held with World Education, BASE and RRN staff to deal with various issues as they arose which developed team cooperation and cohesion.

**Education:** A wide variety of options supporting nonformal education and vocational training were offered, with greatest emphasis on out-of-school programs provided in 24 NFE Centers and on vocational programs for youth. Support programs such as school scholarships (100); microcredit loans (200 youth), and family support (120), largely to households headed by widows, to develop their income generation capabilities. Innovative self reading materials such as comic books, a story game, and posters were developed on subjects

such as safe migration to avoid risks of trafficking and other forms of child labor. Basain-Sarai pilot went beyond the stated objectives to include microcredit loans and family support for single female-headed households who are particularly vulnerable to resorting to child labor.

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# ACKNOWLEDGMENTS

This report presents the findings of the assessment of the Nepal “Basain-Sarai” pilot project. It is one of a series of five assessment reports on education to combat abusive child labor pilot projects, including Bulgaria, Ghana, Honduras, and Romania. A sixth report synthesizes overall findings of the five pilot projects, emphasizing experiences and approaches useful for future child labor and education projects.

The report is produced by GroundWork and is jointly authored by Tulasia Lata Amatya, GroundWork associate, and Hari Prasad Upadhyaya, World Education associate, both of whom gained first-hand experience in the challenges of the pilot as they conducted the assessment in critical areas of the insurgency. We are grateful for their efforts. The authors wish to thank various organizations, schools, principals, students, and individuals who generously provided materials, databases, and valuable inputs during the key-informant interviews, focus-group discussions, and the workshop, and especially Mr. Amit Shrestha, CAC Nepal Program Officer, for providing technical support.

# ACRONYMS

BASE	Backward Society Education
BEPS	Basic Education and Policy Support Activity
CAC	Community Action Centre Nepal
CWIN	Child Workers in Nepal
CBO	Community-based Organization
DEO	District Education Office/Officer
ECACL	Education to Combat Abusive Child Labor
NFE	Non-Formal Education
NRPSS	Nepal Rastriya Proposed Secondary School
NRs	Nepal Rupees
OSP	Out-of-School Program
OVC	Other Vulnerable Children (Jiwan ra Jibika)
RRN	Rural Reconstruction Nepal
SAFE	Social Awareness for Education
SMC	School Management Committee
VDC	Village Development Committee
VEC	Village Education Committee
WE	World Education

## SECTION I:

# INTRODUCTION

This report presents the findings of the assessment of the pilot project “Basain-Sarai<sup>1</sup> Project: Using Education to Prevent Child Labor, Trafficking and Unsafe Migration for Children Affected by Conflict in Nepal.” The pilot was designed to combat abusive child labor by providing humanitarian aid to children, youth, and their families in five western districts affected by the current Maoist insurgency in Nepal. The insurgency has disrupted normal life, leaving many children and youth unable to attend school, find employment, and lead self-sufficient dignified lives. Improving the lives of these children and youth is expected to minimize the risk of their becoming actively involved in the conflict or migrating as child laborers.

### 1.1 CONTEXT

In addition to pervasive poverty, Nepalese children and youth face a ravaged educational infrastructure and an economy that has all but collapsed under the weight of the Maoist insurgency and the ensuing violence that began in 1996. Due to fear and economic desperation, many young Nepalese are migrating to urban areas or to India. They often find themselves highly vulnerable to abusive child labor and other risks to their health and well-being. Children who have remained in rural districts (including large numbers of children who have lost one or both parents to the Maoist conflict) have seen their schools destroyed or abandoned. A significant number of youth have joined the insurgency (voluntarily or otherwise) as soldiers or porters.

The ceasefire declared in early 2003 offered opportunities to repair the damage done; however many families saw the ceasefire as a window of opportunity to get out, increasing the trend towards displacement and migration.

Conflicts in Nepal have broader implications as well. With many men either killed in the conflict or joining the rebels, Nepal has experienced a surge in female-headed households. Girls and women displaced from conflict become vulnerable to forced prostitution and social isolation; risk of trafficking and HIV/AIDS is also high.

### 1.2 BACKGROUND OVERVIEW

The Basain-Sarai pilot project, implemented between April 15, 2003 and April 30, 2004, was supported by a sub-task order under USAID’s Basic Education and Policy Support (BEPS) Activity, Education to Combat Abusive Child Labor (ECACL) task order. World Education (WE) was selected as the recipient of the sub-task order because of its in-country presence, its capacity to collaborate with field-based non-governmental organizations (NGOs) and District Education Offices (especially in difficult, conflict-affected areas), its experience with formal and non-formal education, and its existing capacity in using educational interventions to combat abusive child labor in Nepal. The total budget for the pilot was \$131,091.

World Education (WE) worked with the two Nepali NGOs on this project, Backward Society Education (BASE) and Rural Reconstruction Nepal (RRN), and each was contracted with a budget of \$40,750. Pilot project activities were implemented in five districts severely affected by the Maoist conflict: Khanchanpur, Salyan, Dailekh, Surkhet, and Rolpa. The Basain-Surrai pilot project was built on and complemented work that had been started in 2002 by WE, BASE, and RRN to address the needs of children affected by the conflict in Nepal. These organizations had been supported by USAID under the Asahaya Bal-Balika-kolagi Jiwan ra Jibika Initiative to meet the most immediate counseling and education needs of these children.

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<sup>1</sup> Basain-Sarai is a Nepali term that means “to migrate.”

The Jiwan ra Jibika Initiative was designed during the worst months of the conflict during the monsoon of 2002. At that time little information was available for planning, and there was great uncertainty about what could actually be implemented. Subsequently, the information gathered on vulnerable children at the district level suggested that many more children had been affected than was originally thought. In addition, large numbers of young adults who had been directly engaged in the conflict, or displaced, had been returning to their homes. Many others took the ceasefire as an opportunity to migrate for their long-term safety. The Basain-Sarai initiative used education to ensure that these youths were not drawn back into the conflict or felt the need to migrate to India. In addition, the project worked to prevent other vulnerable youths from falling into the trap of abusive child labor.

### **1.3 EVALUATION PURPOSE AND METHODOLOGY**

The objectives of this evaluation study are to review the status of project implementation, highlight the achievements and effects of the project, and document lessons learned. The study aims to answer these questions:

- What did the project intend to perform and achieve?
- What types of vocational training projects were implemented? What strategies were adopted to create jobs and connect the employers with the project participants?
- What changes are evident in the lives of the participants?
- Was the community supportive of the project?
- How was the project managed? What was the monitoring mechanism?
- What was the planning process? Was it been effective in conceptualizing and framing the project?
- What components of the project were the most effective and the least effective?

The answers to these questions are meant to help USAID in the design and implementation of future programming in education to combat abusive child labor.

The evaluators used primary and secondary data to answer the evaluation questions. They began by reviewing documents and reports available from the three organizations responsible for implementation: World Education, RRN, and BASE.

Because of the insurgency, the assessment was limited in scope and range of information collection. It therefore departs from the original design, which included greater breadth of observation sites and interaction with stakeholder groups (parents, youth, and teachers) at the local level. Although the pilot was carried out in five districts, observations for this assessment were made in one district only. Reports from other districts were given in meetings with staff from other districts.

The team collected data in the course of the following activities, conducted during the period from April 27 May 28, 2004:

- Field visits in the district of Surkhet (May 23-25) to interview participants and observe project activities. Surkhet is one of the districts most affected by the insurgency. Geographically, the district is a mix of hills and plains and is the center for the adjoining far-western regions, making it easily accessible.
- Interviews with staff members of WE, RRN, BASE, and other selected stakeholders;
- Group discussions with beneficiaries;

- A half-day stakeholder workshop in Nepalgunj with the Project Coordinator and Program Officer from WE, the Field Coordinators of BASE and RRN, Field Assistants, and other staff of the partner NGOs.

Qualitative and quantitative methodologies were used in the evaluation, but the emphasis was on qualitative evaluation in which reflective techniques were used with youth, parents and guardians, teachers, and pilot project coordinators and managers. The stakeholder workshop practice was intended to be flexible, exploratory, and interactive to promote self examination of behavior and attitudes that promote effective education for prevention of child labor within the context of the pilot. The purpose of the assessment approach is to engage a representative sampling of stakeholder groups in a way that helps all parties learn and generate knowledge that will be useful to them and others in the design and management of future child labor projects.

## 1.4 PILOT GOAL, OBJECTIVES, AND STRATEGY

The goal of the project was to help children who are internally displaced or who are out of school as a result of the conflict to be less vulnerable to trafficking and other forms of abusive child labor. The project had the following main objectives:

- **Objective 1:** To provide educational support or alternative educational opportunities to displaced and conflict-affected children;
- **Objective 2:** To offer vocational training to conflict-affected adolescents (age 14-18) and link them with non-abusive employment opportunities;
- **Objective 3:** To raise awareness on safe migration practices, abusive child labor, trafficking, and HIV/AIDS.

The project sought to achieve its goals through three components:

- **Educational support:** To help promote education, the project conducted alternative education, school support, and scholarship activities and encouraged parents to educate their children and understand their rights.
- **Vocational training and income generation:** To provide employment opportunities for youth, the project offered vocational skills training, micro-credit for self-employment, leadership training and micro-enterprise support, and family support.
- **Materials development:** To raise awareness among community members of safe migration, abusive child labor, HIV/AIDS, the project developed creative materials.

## SECTION 2:

# OVERVIEW OF ACCOMPLISHMENTS

This section presents an overview of accomplishments according to the objectives and indicators outlined in the performance monitoring plan.

## 2.1 TARGETS AND ACHIEVEMENTS OF THE BASAIN-SARAI PILOT

The project reached and, in some cases, exceeded the target numbers of beneficiaries as summarized below in Table 1.

**Table 1. Targets and Actual Achievement of Basain-Sarai Project**

Activities	Target Indicators	Results	Percent Achieved
<b>Objective 1: Provide basic educational support and nonformal education for displaced and conflict-affected children</b>			
1. Scholarship distribution	200 children	220 children	110
2. Provision of NFE (Out-of-School Program)	500 children	567 children (143 enrolled in formal schools)	113
• Provide NFE Classes	24 NFE Centers	24 Centers	100
3. School support:			
• Physical repairs and provision of materials	12 schools	16 schools	133
4. Train parents of vulnerable children	120 parents	120	100
<b>Objective 2: Offer vocational training to affected youth (14–18) and link them with non-abusive employment opportunities</b>			
1. Skill training	100 youths	100 youths	100
2. Micro-credit	200 youths	200 youths	100
3. Leadership training	-	50 youths	-
4. Family support	120 families	120 families	100
5. Training on child rights and safe migration	120 parents	117 parents	98
<b>Objective 3: Raise awareness on safe migration practices, abusive child labor, trafficking and HIV/AIDS</b>			
6. Creative materials development	Developed, pre-tested, and distributed 9 types of posters, 3 types of self-reading materials, story game by WE, hoarding boards and reading material by RRN, and self-reading material by BASE.		

## 2.2 IMPLEMENTATION AND BENEFICIARIES

World Education's partner, BASE, conducted project activities in Kanchanpur and Salyan, while RRN conducted activities in Surkhet, Dailekh, and Rolpa. Insec, an NGO working for human rights, also supported the project operation by forming committees at the grassroots level that helped select the youth and other project participants. If someone needed support, Insec tried to connect him or her with RRN. AWAJ, an NGO working in Surkhet district, also supported the project. The District Education Office (DEO) was involved in selecting the Out-of-School Program (OSP) center and selecting the school and

students who needed support. DEO staff also monitored project activities, especially the education-related ones, when they visited the field.

Project beneficiaries included displaced children and youth, particularly orphans; former child soldiers and others who worked as porters or support staff in the conflict; and those at risk of being forced into the fighting or of migrating into an abusive form of child labor. Beneficiaries also included the families and guardians of these youth.

Table 2, below, summarizes male and female beneficiaries of education and training components. The table indicates that, in total, more females (58%) benefited from training than males (42%). The data are skewed by the large number of women who benefited from family support (94%). Females also benefited by higher percentages in child-rights training (64%); public awareness (62%); and out-of-school (61%). Males benefited by higher percentages in vocational training (69%); leadership training (66%); micro-credit support (57%); and scholarships (53%).

**Table 2. Numbers of Male and Female Beneficiaries Served by Project Components**

Components	Male		Female		Total	
	No.	%	No.	%	No.	%
<b>Education support</b>						
Scholarships	117	53	103	47	220	100
Child-rights training	42	36	75	64	117	100
Out-of-school (NFE)	217	39	346	61	563	100
Public awareness	230	38	376	62	606	100
<b>Vocational training and income generation</b>						
Vocational training	69	69	31	31	100	100
Micro-credit support	114	57	86	43	200	100
Leadership training	33	66	17	34	50	100
Family support	7	6	113	94	120	100
<b>Total</b>	<b>829</b>	<b>42</b>	<b>1147</b>	<b>58</b>	<b>1706</b>	<b>100</b>

(Note: Some might be counted twice, if they participated in more than one component.)

## SECTION 3:

# FINDINGS BY OBJECTIVES

This section presents the evaluation team's findings for each objective as well as for systemic support, including pilot management and monitoring and evaluation.

### **3.1 OBJECTIVE 1: PROVIDE BASIC EDUCATIONAL SUPPORT AND NONFORMAL EDUCATION FOR DISPLACED AND CONFLICT-AFFECTED CHILDREN**

The basic educational support objective, designed to serve children affected by the conflict, comprised five activities:

- Providing scholarships for 220 children;
- Awarding grants to 16 schools for repairs;
- Running 24 OSP centers to provide educational support to out-of-school children (OSP);
- Training 120 families of vulnerable children in child rights;
- Raising public awareness of the dangers of child labor, trafficking, HIV/AIDS, and migration.

By August 2003, a total of 1,238 children and youth—617 girls and 621 boys—were identified as beneficiaries of the Basain-Sarai project in five project districts. BASE identified 530 children and youth in Kanchanpur and Salyan (from among 23 Village Development Committees and one municipality). RRN identified 708 children and youth in Dailekh, Rolpa, and Surkhet (from among 68 village development committees [VDCs] and two municipalities).

#### **3.1.1 SCHOLARSHIPS**

The scholarship program covered school expenses for most of the displaced and conflict-affected children, including orphans and former child soldiers. Scholarships were for a full academic year with the goal of improving the beneficiaries' attendance and performance. Every child received a scholarship of Nepal Rupees (NRs.) 2,700 (\$27) to cover the costs of a uniform, school bag, and stationery. Nearly 70 percent of the 220 children who received scholarships were orphans, 20 percent were displaced children, and 10 percent were at-risk children.

Selection of recipients was based on the recommendations of concerned VDC, District Administration Office, District Police Office, District Child Welfare Committee, local NGOs, community-based organizations (CBOs), and schools. Priority was given to those children whose parents received funds from family support. The majority of children receiving scholarships out-performed their peers, and all students receiving scholarships did well enough on their final exam to be promoted to the next grade.

*Perceptions.* Most of those interviewed thought that the scholarships had helped improve school attendance and performance. Though the project had assumed that the government would supply textbooks free of charge, this turned out to be false. Many children reported that the scholarship amount was not enough to cover all expenses for the entire academic year. Headmasters, School Management Committee (SMC) chairpersons, and teachers interviewed in two schools reported that attendance did increase, though the schools had no records of attendance, so this general impression could not be verified. Children receiving

scholarships reported that they have contributed to the continuation of their studies and increased their school attendance.

### 3.1.2 SCHOOL SUPPORT

The school support activity repaired damaged and neglected physical facilities. It provided 16 schools (six in Salyan, four in Kanchanpur, and two each in the three RRN districts of Surkhet, Dailekh, and Rolpa) with funds to build more classrooms for an increasing number of students and purchase furniture so students no longer had to sit on the floor. Recipient schools were selected in a district meeting of government and non-government education organizations. Project NGO staff visited the schools, reviewed the conditions, and assessed the needs of the schools. Table 3 shows how schools used these funds.

**Table 3. Use of School Support Funds**

Area of Support	Number of Schools	Percent
Adding classroom space	5	31
Furniture	8	50
Repair and maintenance	1	6
Construction and repairs	2	13
Total	16	100

The evaluation team visited two schools in the Surkhet district that had received support for furniture construction. NRPSS Gagretal had built 45 sets of desk and benches that served 225 students. NRPSS Kairekhola used the support for 25 sets of desk and benches and for building maintenance.

*Perceptions.* Those interviewed at the schools and project officials observed that the results of this support went beyond the furniture itself. Headmasters, teachers, and SMC chairpersons said that the activity attracted other support from the community, such as from a community forestry group, which provided financial assistance. Parents also provided support and showed concern for the education of children. Their participation in school activities gradually increased, and PTAs were formed. There was also sentiment that the support amount was not sufficient, as it only supported a few schools.

### 3.1.3 OUT-OF-SCHOOL PROGRAM

The project provided non-formal education through the OSP. Twenty-four OSP centers served a total of 566 displaced, orphaned, and conflict-affected children who participated in activities designed to encourage them to enroll in formal schools once they had completed the OSP program. Designed with participation of parents and concerned organizations, the OSP centers employed trained facilitators who used textbooks provided by the project.

*Participation.* Fifty-six percent of the children were served in BASE districts, while 44 percent were served in the RRN districts of Kanchanpur and Salyan than in other districts. Overall, the percentage of girls that participated was around 57 percent. Roughly 50 percent of the children were categorized as “at risk”; just under 20 percent were displaced children, and just under seven percent were orphans. Around 23 percent were Muslims who were included in the program at the request of the Department of Education.

*Design and management.* Each OSP center was established with the consent of the parents and designed with the help of the DEO, parents, and CBOs. An OSP Center Management Committee that included parents, social workers, and local teachers selected the facilitator, and OSP participants ran the center. Facilitators selected by the OSP Center Management Committees received an initial training and refresher training from DEO trainers.

*Dropouts and completers.* More than 87 percent of the participants completed the program; 71 children (about 13 percent) dropped out. The Salyan districts had the highest percentage of dropouts, even though overall it had the most program completers. There were no dropouts in the Dailekh and Rolpa districts. The main reason

for dropping out, as reported by the visiting officers of WE, was that children had household chores, such as rearing siblings and cattle, that kept them from attending.

*Enrollment in formal schools.* The team could not determine the exact number of children who moved from these schools into the formal school system as the admission period was still open when this review was conducted, but initial enrollment information seemed promising. At that time, 107 OSP graduates from Kanchanpur, 25 from Rolpa, and 11 from Surkhet had been admitted in formal schools. Facilitators reportedly made an effort to motivate the OSP graduates to enroll in formal schools. They also requested that schools admit OSP graduates.

*Perceptions.* Those interviewed believe that the OSP program helped children who were not in school. In particular, the Field Coordinator mentioned that Muslim parents in Surkhet usually do not encourage their children, especially girls, to attend school, but OSP participants encouraged their girl friends and motivated parents to send all of their children. The proximity to schools from children's homes saved them time, and the use of local facilitators had a positive impact. Factors that adversely affected the program included insufficient amounts of materials, irregular student attendance, lower-than-standard salaries for facilitators, and the program's short duration. Because of a shortage of facilitators, the DEO Office conducted activities in many OSP centers.

#### **3.1.4 CHILD RIGHTS TRAINING PROGRAM**

The training program on child rights was designed to teach families of displaced, orphaned, and at-risk children about the status of children in the community and the country and their rights to education, health, and nutrition; migration and abusive forms of child labor; responsible parenthood; girl trafficking and HIV/AIDS; and safe migration practices. The program attracted 117 participants, a number close to the initial goal of 120. More than 45 percent of the participants were members of displaced families, roughly another 25 percent families with orphans, 25 percent with at-risk children, and 5 percent widows. Most lived in Kanchanpur district, and very few lived in Dailekh district; 64 percent were women and 36 percent were men.

*Perceptions.* Field staff found that the program provided useful information to the parents and other relatives and that it motivated participants to be concerned about the development of their children. The themes covered in the training program were appropriate. Some observed participants practicing the behaviors they were taught. However, the program was only able to accommodate a limited number of participants and was too short.

#### **3.1.5 PUBLIC AWARENESS PROGRAM**

The public awareness program informed about 500 people of child rights, child labor, trafficking, and HIV/AIDS. It used street drama shows, erected hoarding boards, and arranging poetry competitions. BASE organized three workshops in Salyan and implemented an awareness-raising campaign in Kanchanpur Districts. RRN performed street drama shows, erected hoarding boards, and arranged poem competitions. In Kanchanpur 501 people (202 males and 299 females) participated, as did 105 (28 males and 77 females) in Salyan district.

*Perceptions.* Workshop participants thought that the program was needed to convey important messages on the condition of children and their rights. They also indicated that it sensitized the public on the issues and, consequently, changed the attitudes of people in the community.

## **3.2 OBJECTIVE 2: OFFER VOCATIONAL TRAINING TO AFFECTED YOUTH (14-18) AND LINK THEM WITH NON-ABUSIVE EMPLOYMENT OPPORTUNITIES**

The vocational and income-generation program objective of Basain-Sarai comprised four activities:

- Vocational training for 100 youth;
- Micro-credit support for 200 participants in vocational training programs;
- Leadership training for 50 vocational program participants; and
- Family support for 120 families.

### **3.2.1 VOCATIONAL TRAINING**

One of the most important interventions of the Basain-Sarai project was vocational training, intended to secure employment opportunities for youth. The nonformal education classes, offered in all five districts, were run as part of the Out-of-School Program, which is a government education package aimed at preparing children ages 8 to 14 for entry or reentry into the formal school system. Classes were provided to 563 participants, exceeding the initial target of 500. In addition to these classes, RRN also ran an adult literacy class for 19 young war widows, all of whom were roughly 14 to 15 years of age. All of the widowed girls successfully completed the class. All these participants had access to family support funding.

The project trained youth in motorcycle repair, goat rearing, computers, tailoring, commercial art, and other skills. These skills were selected on the basis of the availability of trainers, the local market, and needs of employers. Since employment was this program's main goal, coordinators worked to find jobs for their trainees by networking with employers. They also encouraged students to form their own businesses by providing each one with NRs. 5,000 (US \$50) in micro-credit and giving them leadership training.

*Participants.* RRN and BASE districts were equally represented in the training. More than twice as many boys (69%) than girls (31%) benefited from the program. The highest percentage of participants was youth at risk of being forced into the conflict or migrating (48%); the percentage of orphans who benefited from the vocational skill training was 14 percent.

*Employment results.* Coordinators of BASE and RRN reported that all 200 trainees were employed. Most of them were self-employed. Out of the 100 trainees, 67 of them got jobs in areas in which they were trained, while the remainder found jobs outside of those areas. Those employed had received training in commercial art, carpentry, house wiring, radio repairing, bicycle and motorbike repairing, tailoring, woolen bag weaving, goat rearing, driving, masonry, and agro-vet. Trainees were able to earn at least NRs. 2,500 (\$25) per month.

*Perceptions.* Interviews with the trainers and trainees indicate that the skills training not only provided employment, but also satisfaction, confidence, and financial security. BASE and RRN staff and other project participants felt that the training contributed to the development of enterprising behavior among trainees, provided employment opportunities, and helped generate income for the displaced and youth at risk. Some trainees had remarkable success. One who learned skills of house-wiring reported that he spent his time in an electric shop and, if a customer came, he arranged a house-wiring contract with him. He was earning about NRs. 2,500 (\$25) per month. He had received micro-credit support that he used to purchase tools and equipment, and he was seeking advanced training in the same trade. Another trainee, who received training in the radio repair trade, reported that the training helped him get a job. He currently works in the same place where he got the training and earns about NRs. 50 (\$0.50) per day. He anticipated advanced training for reinforcing his skill and then planned to open his own shop.

Workshop participants pointed out some limitations of the program: It provided initial skills only, and trainees' desires were overlooked while selecting the skills.

### 3.2.2 MICRO-CREDIT

The 100 youth that participated in the Basain-Sarai vocational training program and 100 youth that received skills training from other programs received micro-credit support of NRs. 5,000 (\$50) each to promote self-employment. Table 4 shows the projects financed by micro-credit support.

**Table 4. Uses of Micro-credit Support**

Area	Recipients	Percent
Goat raising	40	20.00
Tailoring	35	17.50
Pig raising	15	7.50
Retail shop	12	6.00
Agro-vet	11	5.50
Carpentry	9	4.50
Bicycle repairing	9	4.50
Motorbike repairing	7	3.50
Radio/TV repairing	7	3.50
Wiring	6	3.00
Woolen bag weaving	6	3.00
Painting (commercial art)	5	2.50
Watch shop	4	2.00
Others	34	17.00
<i>Total</i>	<i>200</i>	<i>100.00</i>

*Participants.* Most participants were located in Kanchanpur district, followed by Salyan and Surkhet Districts. More males participated than females, and most of the youth who received support belonged to at-risk groups, followed by displaced youths.

*Perceptions.* Field coordinators and others who participated in the workshop believe that the micro-credit support contributed to the self-employment of the trainees. For the displaced youth who had migrated from their villages and were vulnerable to joining the conflict, the livelihood support they received was helpful. Credit recipients who were interviewed said that they used the money to purchase tools and equipment for their jobs. For example, one of them purchased equipment required for house wiring while another two bought tools that are essential for radio repairing. One of the recipients, who runs an Agro-Vet Shop in Ramghat, reported that they have formed a community group. The group members collect money on a monthly basis to operate a revolving fund. Once every month, they gather at the RRN office and discuss their problems. They believed that vocational training and micro-credit assisted them in choosing their occupations and advancing within them.

However, the support amount of only NRs. 5,000 per trainee was not seen as sufficient to buy all of the necessary items required for them to start a business.

### 3.2.3 LEADERSHIP TRAINING

Fifty youth who participated in the vocational training also received leadership training, which was intended to motivate and help them start their own businesses.

*Participants.* Among participants, the proportion of males was significantly higher than females. The number of at-risk youth was relatively high compared to other types. Few vocational skill trainees from the Dailekh and Rolpa districts took part in the leadership-training program, because RRN could not manage to arrange the program in these two districts.

*Perceptions.* The workshop participants responded positively to the leadership-training program. They said that the training taught them to review and analyze the status of their businesses, maintain business accounts, analyze investments and profits, and develop an entrepreneurial spirit. Some reported that it provided knowledge and insights to seek markets and enter them; it helped them create jobs for themselves; and provided skills needed to secure customers and keep business records.

Project staff members had differing perceptions. The Field Coordinator of RRN believed that the program helped participants run their businesses in a more organized manner and motivated them to guide others in running businesses and exploring markets. In contrast, the Field Coordinator of BASE thought that the training was limited because it was only offered to the skills training participants, and their access to the job market was limited. Workshop participants agreed that the duration of training was too short for the youth participants to become self-employed.

### 3.2.4 FAMILY SUPPORT

The family support program was designed to provide alternative livelihood opportunities to families displaced by the conflict so that they could afford to send their children to school rather than allow them to work in abusive conditions. The target group was 120 displaced families that were identified through a baseline survey. NRs. 7,500 was provided to these families, most of them headed by widows of men who had died in the conflict.

*Participants.* Twenty-five percent of families receiving support resided in Kanchanpur, and another 25 percent resided in Salyan District. The remaining 50 percent were living in Surkhet, Dailekh, and Rolpa Districts. More than 80 percent of the support recipients were widows. Most often they were young mothers with two or three children whose husbands were killed during the conflict.

*Uses of support.* Families used the support for a range of activities. Participants living in Kanchanpur used the funds for pig rearing, goat rearing, vegetable farming, and running shops. Participants of Salyan district received support for raising pigs and goats and running shops. In Surkhet district, the participants received support for rearing buffaloes, cows, pigs, and goats and running tea and retail shops. Similarly, participants of Dailekh also received support for running retail and teashops, as well as small hotels, and for animal rearing and poultry.

Table 5 shows the overall distribution of activities among families.

**Table 5. Uses of Family-Support Funds**

Area	Recipient	Percent
Retail shop	20	16.67
Goat raising	46	38.33
Cow/buffalo raising	9	7.50
Poultry	6	5.00
Tea shop	2	1.67
Hotel	2	1.67
Fisheries	1	0.83
Pig raising	33	27.50
Textile	1	0.83
<b>TOTAL</b>	<b>120</b>	<b>100.00</b>

*Perceptions.* Participants agreed that the program allowed single women and widows to make their own livelihoods. Several recipients testified to the value of the program. One of the displaced support recipients, who runs a small shop in Birendranagar municipality, reported that she used the support to run her shop. Her daily turnover ranged from NRs. 200 to NRs. 400. She became a member of the income group, saved some

each month, and was able to send her children to school. A recipient who lived in Jarbuta VDC used the support to raise goats. She also sent her children to school. One of the widows living in Latikoili VDC, whose husband was killed by the rebels, used the support to raise cows. She was able to earn NRs. 30 a day by selling milk, and she saved NRs. 40 a month in the income group. She also sent her children to school.

BASE and RRN Coordinators observed that support recipients are generating income and were able to send their children to school as a result of assistance. However, participants felt the amount of NRs. 7,500 was not sufficient and that the program's coverage was limited. The workshop members all agreed that support recipients must be trained before initiating their projects.

### **3.3 OBJECTIVE 3: RAISE AWARENESS ON SAFE MIGRATION PRACTICES, ABUSIVE CHILD LABOR, TRAFFICKING, AND HIV/AIDS**

A variety of materials were developed, tested, and distributed for use in raising awareness of safe migration, child rights, child labor, human trafficking, and HIV/AIDS. The materials included eight color posters, a self-reading storybook, a pocket book, a storybook on HIV/AIDS, a story game, other self-reading material, a pictorial booklet, and hoarding boards. Materials were distributed in the districts and used in a series of one-day workshops with a total of 606 participants from the districts of Kanchanpur (501) and Salyan (108).

BASE conducted three one-day workshops during the third quarterly period in Salyan district for 105 participants, of whom 77 were female and 28 were male. Training objectives included providing in-depth information and strategies to cope with the growing concerns of the trafficking of girls, abusive child labor, and the rising number of HIV/AIDS cases.

#### **3.3.1 MESSAGE CONTENT OF MATERIALS**

*Posters.* The eight color posters developed by WE conveyed the following messages:

- **Causes of migration (push/pull factors):** urban life pulls, lack of opportunity, and untouchability in the locality pushes for out-migration (2 posters)
- **Consequences of unsafe migration:** Child labor in the urban areas, girl trafficking, and incidence of diseases (HIV/AIDS) resulting from unsafe sex (4 posters)
- **Responsible parenthood and child rights:** send children to school (1 poster)
- **Safe migration:** official registration of migration is necessary (1 poster)

RRN also developed one black-and-white poster in which a child thinks about making his village a better place to live. This poster is designed to discourage rural-urban migration and promote the betterment of one's own village.

*Books.* The project developed a variety of reading materials.

- **Self-Reading Story Book (Sunaulo Bhabisyā):** This storybook was developed by WE for neo-literates and primary school graduates. It informs children about child rights, child labor, girl trafficking and HIV/AIDS, and safe migration. The book was used in the schools where the target children studied.
- **Pocket Book: Kishoreko Karamat:** The pocket book, developed by WE for school graduates and neo-literates, also provides messages on child rights, child labor, girl trafficking, HIV/AIDS, and safe migration. It also warns about organ trafficking.
- **Story Book on HIV/AIDS (Jamka Bhet):** This material conveys how people get infected with HIV/AIDS, what precautions to take to prevent the problem, and conditions that lead to homosexuality. This storybook, targeted for school graduates and neo-literates, is presented in comic book form.

- **Story Game:** For the neo-literates and primary school children, WE developed a game in which players develop stories using the cards. The story game conveys messages on child's rights, child labor, girl trafficking, HIV/AIDS, and safe migration.
- **Self-Reading Material:** Shantiko Chahana. This material was developed by BASE to raise public awareness of hazardous working conditions, child labor, human trafficking, sexual diseases, and conflict and peace. Prepared by a local indigenous writer in simple language, it focuses on conflicts and their adverse effects, elimination of conflict-related feelings, freedom and discipline, division among mankind and its elimination, remembering who you are, love and death, elimination of superficial ideas and their existence, and conflicts as the root cause of migration.
- **Picture Booklet:** Kaka Gaumei Baschhan. This was developed by RRN to convey messages on child labor, child rights, HIV/AIDS, and safe migration. It is designed for general readers, neo-literates, and school graduates.
- **Hoarding Boards:** RRN has also built hoarding boards on the same themes as the print materials (safe migration, child rights, child labor, human trafficking, and HIV/AIDS).

### 3.3.2 PROCESS OF DEVELOPING MATERIALS

The process used to develop materials included these steps:

Identify learner groups.

- Identify learners' needs by conducting a field survey and reviewing the opinions of field staff.
- Set objectives for establishing core content of the materials.
- Develop a curriculum grid (set core contents in sequential order, set sub-contents and elaborate them).
- Develop a sample lesson.
- Share draft materials with project staff.
- Pre-test materials pre-tested in the field.
- Incorporate feedback to produce the final materials.

The evaluation team concluded that the process used to develop the materials was sound. The products were well distributed; staff members, students, teachers, and parents appeared to use and understand them.

### 3.3.3 EFFECTIVENESS OF MATERIALS

To assess the effectiveness of the materials, the evaluators asked project staff members (WE, RRN, and BASE), teachers, parents, and children about their reactions to the materials. Effectiveness was judged on the basis of whether

- Target groups had the access to these materials;
- The readers could understand the messages;
- Other agencies or organizations used the materials.

WE reported that readers understood the messages. When the materials were pre-tested, children responded positively. WE and RRN staff members reported that even general readers enjoyed materials such as posters, Jamka Bhet, and Kishoreko Karamat. The story game was interesting to school children because it allowed them to develop a story, making it easier to understand the messages. Similarly, the self-reading storybook, Sunaulo Bhabisya, got a good rating from the readers. Staff members stated that the materials were popular

among organizations working on the same issues. For example, the NGO Child Workers in Nepal (CWIN) asked for the materials, in addition to the schools where the materials were pre-tested. Local NGOs, such as Social Awareness for Education (SAFE), Dalit Sewa Sangha, AWAJ, local schools children's clubs, and Village Education Committees received these materials. Posters, booklets such as Sunaulo Bhabisyā and Kishoreko Karamat, and Game Story seemed to be popular among those who received them. The urgency of producing many materials in a short period of time put some strain on the methodology. The insurgency kept WE staff from visiting the project site frequently to monitor and follow up on the use of the materials.

In their visit to an OSP center in Surkhet district, the evaluators observed that girls and boys were sitting together and equally participated in their studies. The teacher elicited responses from students from all children in the classroom while using traditional frontal lecture methods. The team observed that all the posters were hanging on the wall. Although the materials were not discussed, when asked about the posters and their messages, all the children demonstrated that they understood the concepts clearly. All the children (8 girls and 16 boys) agreed that the materials were quite interesting, informative, and easy to understand. The teacher also reiterated the children's response and further explained that the materials, especially the pocket (comic) book on Kishoreko Karamat (about human organ trafficking) and story book on HIV/AIDS were interesting reading for the children. In another school visited by the team, the children's reaction to the posters and the materials was also quite positive.

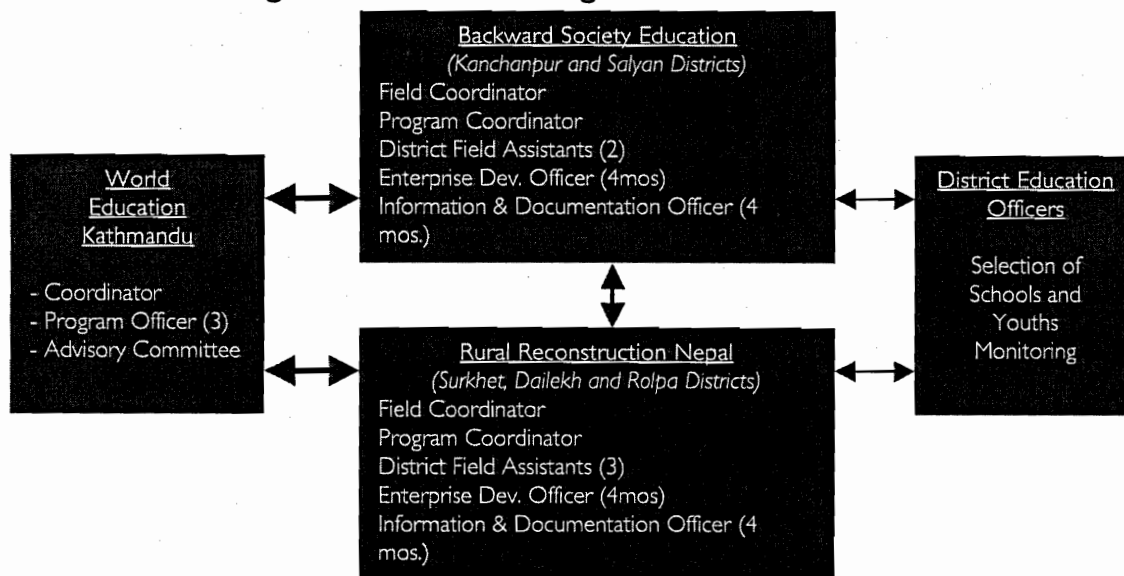
### 3.4 SYSTEMIC SUPPORT

This section of the report describes the organization and planning of the pilot activities and reports on how participants assessed the effectiveness of these activities.

#### 3.4.1 ORGANIZATIONAL FRAMEWORK

Figure 1, below, shows the main organizations active in the pilot and the lines of communication. As previously stated, the organization and planning of the Basain-Surai pilot project was built on, complemented, and expanded work that had been started in 2002 by WE and its partners, BASE and RRN, to address the needs of children affected by the conflict in Nepal. These organizations had already been funded by USAID under the Asahaya Bal-Balika-kolagi Jiwan ra Jibika Initiative to meet the most immediate counseling and education needs of these children.

**Figure 1: Basain Sarai Organizational Framework**



*Selection of partner NGOs.* BASE and RRN were selected as partner NGOs based on their capacity, networking, and wide recognition and acceptance in the pilot districts. These NGOs have trained staff with resources and

a wide network at the local level. BASE has grassroots-level bodies known as Sangharis, which are committees formed by at least 25 households. These Sangharis elect a BASE Village Committee; BASE Village Committees elect an Area Committee, and Area Committees elect a BASE District Committee. BASE is a cadre-based NGO with 136,000 members including 30,000 active members. All of these committees manage, implement, and monitor the programs. RRN has a similar kind of organization. In addition, BASE and RNN have their own programs. For all of these reasons, BASE and RNN were well qualified to conduct the Basain-Sarai project.

*Formation of an advisory committee.* An advisory committee was formed at the central project level. The director of World Education headed the committee, and presidents of partner NGOs were the members. The committee was responsible for formulating policies, determining strategies, and providing guidance. The Committee met several times in the initial phase of project operation and provided guidance to the partner NGOs. The coordinators of the Basain-Sarai project and the member-secretary of the Committee felt that the Committee performed well.

*Staff selection and orientation.* At the central level, there were four staff members, including a Coordinator and three Program Officers. Each partner NGO had a Field Coordinator, a Program Coordinator, and Field Assistants for each district. Altogether, 13 staff members implemented the whole project in five districts. Moreover, each NGO had an Enterprise Development Officer and an Information and Documentation officer for four months. The NGOs also used other staff when necessary, especially those who looked after the Jeewan ra Jeewika program.

The staff members were oriented in the project's goals, objectives, targets, outcomes, and modality of operation. They also received refresher training during the course of the project. Staff members were experienced and dedicated. Field staff needed skills in negotiation, conflict management, and conflict resolution to tackle local problems and requested training.

The Coordinator of the project was satisfied with staff performance. He felt that the staff was very active and accomplished the assignments on time. However, he also mentioned that the staff working in Kanchanpur and Dailekh did not seem to value the importance of prompt communication.

*Coordination and communication.* As the overall project manager, WE conducted joint meetings with the partner NGOs at the center and district levels, met with staff members in the field, arranged review meetings, made telephone inquiries, and conducted joint monitoring of project activities. The visiting officers of WE reported that coordination and sharing among the project staff and other staff members was maintained, but it was lacking among inter-district staff members. The visiting officer also found that coordination and networking with other organizations was well maintained.

### **3.4.2 RESOURCE MANAGEMENT**

Resources were not adequate to implement the project and, in some ways, they were not well managed. Almost all the respondents thought that the resources were not sufficient even to provide emergency relief to the conflict-affected and displaced target groups. They believed that the short-term training skills programs were selected for vocational programs mainly because of the dearth of resources, even though in many cases longer-term training was needed. The amount provided for family support was not rationally based on need. Resources allotted for school support and scholarship programs were also limited and could not last as long as recipients needed them.

The Field Coordinator of RRN in Surkhet district reported that funds were not released in time, which prevented them from starting the project on schedule. Visiting officers of WE also observed this problem.

### **3.4.3 MONITORING AND REPORTING**

The NGOs used their own structure, from center to grassroots levels, to monitor the project. In addition to monthly meetings, quarterly review meetings were held with concerned field staff and NGO management to

report on achievements, problems, and prospects. WE staff members also monitored project activities directly through field visits and discussions with the key informants and beneficiaries.

The process did not always ensure proper outcome monitoring. For example, the outcome of the scholarship program was to increase the regular attendance of scholarship-recipient children. Schools supposedly had attendance registers, but when central staff visited the RRN office in Surkhet district, they found that scholarship recipients' attendance was not being monitored.

## SECTION 4:

# CONCLUSIONS AND RECOMMENDATIONS

This section concludes with a précis of intervention approaches used in the pilot and a summary of crosscutting themes. Lastly, it presents final comments on project effectiveness and final recommendations.

## 4.1 INTERVENTION APPROACHES

The overall education intervention approach was preventive in nature as it focused on at-risk youth rather than specifically targeting working children. However, within the overall approach, developmental and protective interventions were also used.

### 4.1.1 PREVENTIVE INTERVENTIONS

Preventive interventions included non-formal education and scholarships designed to prevent at-risk youth from entering abusive work situations by raising the level of accessibility to education. Support for school rehabilitation was also provided in the most affected communities.

### 4.1.2 DEVELOPMENTAL INTERVENTIONS

The project provided safe work alternatives through vocational training programs for youths who needed the income. Developmental interventions also encompassed family support to provide basis of survival for widows and motivated them to send their children to school.

### 4.1.3 PROTECTIVE INTERVENTIONS

Protective interventions helped raise community awareness of the situation of children, rights of the child, migration and abusive forms of child labor, HIV/AIDS, and trafficking and targeted at-risk youth, parents, and community leaders.

## 4.2 CROSSCUTTING THEMES

The results and lessons learned from the pilot provide good evidence for further development and extension. WE and local NGOs involved in the project activated and improved human resources, and the trial use of various activities and techniques ensured a base that is ready for continuation of activities, especially with consideration for the crosscutting themes discussed below.

### 4.2.1 CONTEXT

Political insurgency and economic desperation in the rural areas of the Basain-Sarai pilot posed distinct implementation challenges, which were managed through strong participation of village committees. Despite a volatile political climate, the Basain-Sarai pilot met most targets and, in some cases, exceeded proposed targets with high quality and efficiency. The most critical factor to the success of the pilot results from well-built and deeply imbedded community participation. Local NGO partners made strong efforts to maintain good relations with local Maoist leaders in order to gain their cooperation for program activities. Though security posed distinct problems, partners and participants went to great lengths to see that the neediest safely benefited from their involvement. Basain-Sarai has shown how education of youth living amidst conflict and insurgency can play a critical role in returning normalcy to the community and in healing psychosocial trauma experienced by both youth and their communities.

#### **4.2.2 GENDER**

As a result of the conflict and concomitant poverty, many girls and women were forced into prostitution and social isolation; the risk of trafficking and HIV/AIDS, already in existence in the area, intensified. The pilot directly addressed these issues; 58 percent of the beneficiaries participating in project components were girls and women. Although many activities could be seen as singularly effective, the strategy could have been improved by a more comprehensive plan to achieve gender equality.<sup>2</sup> For example, the training seems to have targeted males and females in ways that put each of them at a disadvantage. Many more male youth missed out on training on rights and responsibilities concerning parenthood, girl trafficking, and HIV/AIDS, while many more females missed out on activities that have been previously implemented in Nepal very successfully to improve their economic and social status through leadership, micro-credit, and vocational training.<sup>3</sup>

#### **4.2.3 STRATEGY, ORGANIZATION, AND MANAGEMENT**

The highly ambitious and comprehensive strategy design called for the rehabilitation of 16 schools, training and staffing of teachers for NFE programs, vocational education, a scholarship program, and the like—each of which was demanding, especially considering the context. In addition, the pilot could not reach all 1,238 (617 girls and 621 boys) identified in the baseline study, which caused some dissatisfaction among community members who expressed concern for those who were left out.

The project had a very effective management and organizational structure. The NGOs selected proved to be excellent partners; they were well coordinated, and everyone seemed to work well together. WE provided training and held regular meetings with field staff in safe locations, which helped develop the capacity of local NGOs. Staff reported that they learned much about how to manage and execute development programs in adverse situations. They learned to develop strategies, such as working through village committees, to reach targets effectively.

However, obstacles to effective implementation included a shortage of staff, the severe challenges facing beneficiaries, and the large number of activities. Activities took place in remote locations scattered over a large area. Also, field staff members did not have sufficient knowledge and skills in negotiation and conflict management to be able to deal with particular challenges inherent in the pilot area.

#### **4.2.4 MONITORING AND EVALUATION (M&E)**

Despite the contextual conditions described above, monitoring was emphasized and seems to have been well carried out following the quantitative indicators specified in the M&E plan, which emphasized accounting for the numbers of participants involved in the various activities, disaggregated by sex. However, data needed to draw sound conclusions were not available. For example, although the number of scholarship recipients was available, their school attendance was not.

Monitoring could also have been improved with qualitative indicators to show transformational effects of the education interventions and to aid all stakeholders in achieving longer-lasting outcomes that are transformational in nature. Pilot interventions within the context described above fostered flexible, exploratory, interactive, and inventive learning styles and encouraged diversity by making sure that members of the at-risk population (by sex, income, and ethnicity) were actively engaged in education activities. Methods and tools used basic techniques shaped by a participatory philosophy that quickly engages involvement. Although the M&E plan was not designed to monitor according to these standards, the findings show both promising achievements and challenges in these areas.

As stated above, a great deal of the pilot's success resulted from active participation and commitment of village committees. This evaluation would have benefited from more information about the processes that were used in dissemination of materials and the way materials were introduced and used in the classrooms to promote the active engagement of learners that can be empowering and transformational.

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<sup>2</sup> Gender equality can be achieved through supporting equitable access to each sex.

<sup>3</sup> Ashe, Jeff (2002). *Women's Empowerment Program*. PACT, Washington, D.C.

### **4.3 EFFECTIVENESS AND RECOMMENDATIONS**

The project received positive reviews from stakeholders. The participants indicated that the project provided the foundation for their survival and also created hope among the conflict-affected individuals. However, the participants believe that the problems could increase if development efforts do not involve all the individuals and families affected by the conflicts.

The president of RRN pointed out that the Basain-Sarai project is one of the first to show that conflict and insurgency are generally associated with migration. Moreover, Basain-Sarai showed that migration generally happens in vulnerable communities and is associated with many problems, including abusive child labor, human trafficking, and homosexuality and HIV/AIDS, which are often ignored. The project helped RRN to build rapport with the communities served and to run other programs in those communities.

Yet the project's positive effects were limited, because the project had a short duration and a limited scope. As a result, it could not cover all the areas and the individuals that needed support for their rehabilitation.

#### **4.3.1 EFFECTIVENESS OF PILOT ACTIVITIES**

In the judgment of the evaluation team, these activities were most effective:

- Family support: helped single young women survive. Every woman engaged in income-generation activities sent her children to school, even though she had limited income.
- Vocational training with micro-credit support: The youths who participated were able to use their skills and credit in productive ways. This reduced the likelihood of their returning to conflict and joining the rebels.
- Scholarships: Needy children were able to continue their study for a year.
- School Support program: This program attracted the attention of the communities to their schools and provided a moderate space to accommodate more children in their schools.
- Non-formal Education (OSP): The program provided chances to children and youth who could not go to school to continue their study. It helped some join formal schools.
- Materials Development: This program helped convey the intended messages to many people. These materials were also used by other agencies.

The least effective activities were the following:

- Leadership Training: There was limited coverage and the participants did not take the initiative to influence their peers.
- Child Rights/Awareness Training: The coverage was limited and not long enough to produce any results.

#### **4.3.2 RECOMMENDATIONS**

The respondents believe strongly that the scope of activities should have been limited to vocational training, family support, scholarships, and school support and that the number of participants in these programs could have been increased.

If the project receives additional funding, the evaluation team recommends that the project should be expanded in the following areas.

- The scholarship program should be extended so that children can complete the secondary- education cycle. The amount of the scholarships should also be increased to cover the full educational expenses for the academic year.

- As enrollment in target schools is increasing and a number of school facilities have been damaged as a result of the conflict, continued support for schools is essential.
- Support for adolescents, youth, and widows should be continued for their rehabilitation. Support should also be provided to women-headed and child-headed households.

In addition, some adjustments should be made to the project strategy:

- The number of field staff should be increased, and they should be trained on negotiations and conflict management so that they can manage problems at the local level.
- Relationships with the formal schools located in the OSP center areas should be established and maintained so that the enrollment of OSP graduates can be increased.
- As all the skilled trainees were not employed in their skill areas, more attention should be given to selecting employable skills for vocational training.
- Advocacy programs should be started for policymakers to encourage the development of emergency educational and social policies at the national level.

#### **4.4 SUMMARY CONCLUSION**

In spite of an extremely challenging environment caused by insurgency and poverty, the Basain-Sarai Project has successfully met most objectives and, in some areas, exceeded expectations for providing support to conflict-affected children, youth, and single women, including widows. It has drawn the attention of individuals and organizations to the consequences of the conflict on child rights, sex abuses, human trafficking, and safe migration. Members of civil society, such as teachers, government officials, and development workers, thought highly of the project since it addressed urgent needs of those living in the conflict-affected area. The pilot has provided important lessons to consider when designing and implementing an education program within a conflict-affected area.

**U.S. Agency for International Development**

1300 Pennsylvania Avenue, NW

Washington, DC 20523

Tel: (202) 712-0000

Fax: (202) 216-3524

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