

# For Musahar, With Musahar

Reciprocal Scaffolding through Face-to-Face Engagement



EMBASSY OF FINLAND  
KATHMANDU



✓ Education  
✗ Child Labor

Aasaman-Nepal

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Published in Nepal

**Printed by:** Office Support Pvt. Ltd.  
Phone No.: 4242071

**Design by:** 4224015  
E-mail: mpgadmark65@hotmail.com

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Face-to-Face Engagement

SAKIKO KUROSAKA



EMBASSY OFFINLAND  
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# Acknowledgements

I would like to thank Aasaman Nepal for providing me such a wonderful opportunity to learn about their philosophy towards humanity and their value on the grassroots approach. Without their established presence and trustworthy relationship with the Musahar communities, I would not have been able to engage with Musahar children, youth and adults. I have deep gratitude especially towards Team Project M for their hard work and their strong support during my time in Terai. I also like to express my sincere appreciation to the Musahar people who guided me and let me in a part of their life. Their smiles and welcomes have given me energy to go on. Meanwhile, the 'Asia Leaders Programme' (ALP) by the Nippon Foundation provided me generous financial support for the study in a master course, including this time of internship in Nepal. University for Peace (UPeace) in Costa Rica and Ateneo de Manila University in the Philippines also were incredibly inspiring to me academically. I would especially like to thank Dr. Josefina Echavarría Alvarez, my internship supervisor, for her critical and constructive advice throughout this period. I would not (and could not!) forget the unique personalities and warmest friendships given by the ALP-Batch-5 family and colleagues at UPeace. Their passion and empathy are immeasurable. Finally, I would like to thank all the members of my family for their timeless unconditional support and their encouragement to continue to live myself and for sharing life together.

# Abbreviation

ASN	Aasaman Nepal
B.Ed.	Bachelor of Education
BS	Bikram Sambat (a Nepali calendar: BS2068/69=CE2012)
B.Sc.	Bachelor of Science
CBS	Central Bureau of Statistics
CC	Child Club
CE	Common Era
CCWB	Central Child Welfare Board
CH	Children
CPC	Child Power Center
CTBT	Council for Technical Education and Vocational Training
DCWB	District Child Welfare Board
ECM	Each Child Monitoring
FS	Field Supervisor
HT	Head Teacher
I.Ed.	Intermediate in Education
INGO	International Non-Governmental Organization
JICA	Japan International Cooperation Agency
L.G.M.	Learner Generated Material
LNGO	Local Non-Governmental Organization
NER	Net Enrolment Rate
NGO	Non-Governmental Organization
PC	Project Coordinator
PPC	Parents Power Center
Project M	'Lighting Education as A Power to Musahar Community'
PTA	Parent Teacher Association
RMUS	Rastriya Musahar Utthan Samaj (National Musahar Improvement Society, Nepal)
SIP	School Improvement Plan
SM	Social Mobilizer
SMC	School Management Committee
TE	Teachers
VDC	Village Development Committee
VEC	Village Education Committee
VEP	Village Education Plan

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# Introduction

It has been ten years since I first visited Nepal. The first time I went to the Himalaya Trekking Route, up to Tanboche, as a part of my university study tour. I had never imagined that I would work in Terai. To me, Nepal was a mountainous country without fairly considering about Terai region. This may appear to be a typical image of Nepal among foreign tourists. When I talked about Nepal with friends who were not familiar with Nepal's geography, I often received a reaction like, 'Oh, I know, it is a mountainous country, right? Mt. Everest!' Terai seems out of foreigners' mental map of Nepal. Why does it so?

Over the last 10 years, Nepal has been changed tremendously in the private sector and in the political arena as well. I also experienced many changes in my personal life in the last decade. One of them was a career change at Japan International Cooperation Agency (JICA), Nepal Office. Through the duties I was responsible for as a NGO-JICA Japan Desk Coordinator from 2007.5 to 2011.3, I had numerous opportunities to meet local non-governmental organizations (NGOs), to visit project sites, and to monitor projects through JICA Partnership Program. One of my concerns was about whether the project activities were carried out without delay. I realized that I lacked focus on the people of the project due to the limitation of time, budget and security. There was also another reason that limited me to only look at the project instead of at the people. It was the ownership of myself as a decision-maker.

I then left JICA to participate in the Asia Leaders Programme, funded by the Nippon Foundation, to study Peace and Conflict at University for Peace in Costa Rica. That 18-month experience with friends and teachers from more than 50 countries all over the world deconstructed my previous perception toward development aid and helped me to see the world from my position and not through someone else's glasses. As the last requirement for my master's degree, I was very lucky to meet Aasaman Nepal (ASN) and be accepted as an intern for their organization where I could concentrate on and accumulate my previous experiences and learning to be reintroduced to the local reality of the Terai people.

When I heard about 'Musahar', I did not understand what it meant for them by working in someone's land, earning the salary on daily basis and being categorized in the lowest socio-economic status. One indicator that categorized

these people at the bottom was their low rate of literacy at 6.9% (NNDSWO, 2006). I grew up in Japan where books and reading materials were affluent in the trains and on the streets. I certainly could not imagine a person who could not read and write even he/she achieved physical maturity unless they were mentally challenged. I came to Nepal as an intern to study about the situation of minority children who were struggling to survive and thrive themselves due to the socio-cultural and economic structure of inequality. Musahar has historically followed this life cycle of generations, producing minority children in Nepal. One day, I visited a Musahar school with 100% of students from the School Management Committee (SMC) were Musahar. In comparison with other schools that I had visited previously where Musahar children were the minority at the schools, the Musahar children looked full of energy, smiling and confident in their actions. I was immediately dragged in the small school and the nearby community where they had their houses. I started wondering if there would be something that people outside the community would not know about them, something besides the low literacy rate and cropping the land of the rich. I learned that the life of the Musahar people is not simple one. However, the cultures and values of the Musahar people are buried under the surface of a stereotype image of the Musahar people whose voices were muted by the majority.

This book is about how a project called 'Lighting Education as A Power to Musahar Communities' was formulated and processed by working for and with the Musahar people (I refer to the project as 'Project M' in this book). It is aimed at providing the Musahar people faces and voices through Project M, which has been carried out by ASN with funding from the Embassy of Finland in Nepal from 2010 to 2013. I conducted field research three times during July 2012 to September 2012 to learn about the grassroots approach, the content for the project and to engage with the Musahar people. This is a 'Project Essay', reflecting my perceptions as a woman, mother and Japanese who recently passed the 10th anniversary of residency and life in Nepal. This essay focuses on the story of the project, and the search for meanings rather than quantitative achievements. Although some numerical data was used to focus on the condition on the large scale in this book, a complete report of Project M would be more focused on the quantitative data. By sharing my admiration of strength and endurance of the Musahar people, I hope that it is possible not only to envision what they want but also to forge a path on the road ahead toward a society with equity. I believe Project M can be used as a tool for them and for us to press forward.

I humbly appreciate any comments on this project essay to improve the contents and to enlarge the circle of well-wishers who sincerely care about the condition of injustice that the Musahar people face daily. The contact address is given in the end of this book.



# Story of Project M

What is a project? Let's call aid workers as 'We' including myself and beneficiaries as 'they' for the convenience. It seems that we have forgotten to ask this question for quite some time because we have been in the flow of 'projects' all the time. For those who spend time on writing proposals, it becomes easier to get funded by strategically inserting aid jargon here and therein proposals using the donor-friendly 'logically rightest' structure. We logically understand the project has the duration that donors desire to fund, so we apply for another. The next project that arises may target a different focus area and different clusters of people, but people who live their daily life and happen to be selected as candidates for a project would not take it as a limited time service unless they understood the limitation of the project funding. After all, the project was for the improvement of people's lives not the improvement of the project through lives.<sup>1</sup> In this chapter, I aim to provide the detailed process from forming a project to the current reality in order to illustrate the story of Project M. Throughout the book, information was collected by observations, hearings, interviews and engagements with the Musahar people, supporting individuals, and ASN staffs. The challenge in transforming a project to improve people's lives starts here.

## Issues Observed and Actions Taken

The following is a direct quotation from the Baseline Survey Report (ASN, 2010) and provides the general situation of the Musahar people in Nepal.

Musahar is considered as socially Dalits and has the lowest socioeconomic condition by assessed by national development indicators. They live in Terai zone in a very wretched and miserable condition. Musahars have very low educational level compared to other castes. Most of them live in huts. Project aims to contribute to achieve the millennium development goal (MDG)

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<sup>1</sup> This concept was brought to me by Mr. Peter Walpole, Ph.D, when I visited Bendum village in a remote mountain area of the Philippines for one-week field trip. The course name was Practices of Conflict Management in Asia: Integrating human development with natural resource management, taught at Ateneo de Manila University.

through providing educational, economical opportunities and empowering to the Musahar children and adult who have the lowest socioeconomic status in Siraha and Saptari districts of Nepal

Although the description above was written to convince donors of the acute necessity of development aid for the Musahar people, the Musahar people were not selected as the target group of Project M by simply calculating the low socio-economic rate shown in the national census. ASN decided to work with the Musahar because during the process of meeting them, they learned about their lives and became concerned about their situation through previous experiences. They then found a way that the Embassy of Finland that provided the direct support to LNGOs in Nepal. Such an opportunity is rare. In general, funding is through INGOs. However, the direct fund to LNGOs would enhance their capacity to think and plan a project through developing the ownership and their responsibility to work with commitment on their project.

### Where to Implement Project M

Oftentimes small INGOs (or groups of well-wishers for development support) choose their project target area which depends on previous exposure to local people and communities along with the accessibility of a group to visit. At times, attachment to the people and the land may be so strong that people find sound reasons for their subsequent selection. I do not disagree with this way of selecting a target group, after all, I believe that passion and trust are the first necessities that one should possess if ready to work for the betterment of people.

For Project M, after deciding to work with the Musahar, 10 VDCs (Village Development Committees) of Siraha and Saptari districts were selected due to the density of the Musahar population compared to other VDCs of each district. The Siraha Musahar population of 62.3% is gathered in 5 selected VDCs and 37.7% of Saptari in the other selected 5 VDCs (ASN, 2011b).

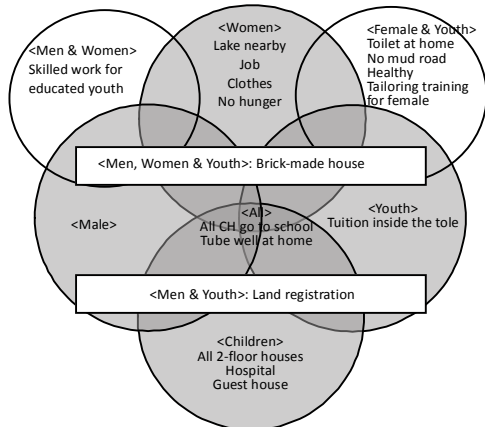
# Understanding the Society They See

When I asked Musahar people about their future vision, they immediately connected to what they did not have. The logic was like this: I don't have this now, so I want to have it future. From previous hearings, Musahar people have mentioned the followings: (1) Like to educate their children (but in reality few parents send children to higher education, (2) Wish that the land is theirs (but do not know how to make it theirs), (3) The landowners disrespect them, (4) Wish that they could do business but not only cropping someone's land, (5) Wish that they won't feel worried about money for health check-up.

Let's see how male, female, youth, and children think about their future. Although the figure below would depend on to whom I ask the question, I felt it is worth to share to see how each social agent perceives what they need to have in the community.

It might be the influence of the project, but, all the group mentioned that they like to see all children of the community going to school in future. Besides that, they also emphasized the need of setting up tube at each house. Interestingly, the toilet is not highly prioritized by males. Adults are more concerned about the appropriate and sound income for the educated youth, while the youth themselves are focusing on pursuing further education. Women and the youth shared ideas on cleanness of the community by having a lake nearby and no muddy road inside the community. Children dreamed about all houses with the second floor, hospital and guest house for the benefit of the entire community.

**Figure 1:** Envisions of Future Communities



# The Society Project M Plans

**F**rom the situation that ASN observed by working directly with the people of the community, they saw the possibility of the Musahar improving their life by educating their children, gaining multi-income sources, engaging themselves with the government and letting others hear their voices. Is it possible? Can they achieve this? Do they even want to try? In this chapter, I introduce four specially identified areas in project M: education, income generation, access to the government and participation into the society as a citizen of the country.

## Musahar Children are Educated

Children do not only learn through schools, but also through one's family members, community, and the nation. The aim of education, however, is to become knowledgeable, independent, and capable to make one's own decision (basic need such as where to live, what to eat and what to be). I see education as a long-term solution to improve the socio-economic status of the Musahar people. What Project M does is it tries to nurture the seed that can break the cycle of poverty in this community. The situation of the Musahar seems to be perpetuated by illiteracy and the exploitative social structure. More details will be provided in the section 'Things to Do in Project M'.

## Musahar Families have an Alternative Income Source

'Instability' and 'lack of choice' may be two phrases that can summarize the working condition of the Musahar. Most families depend on a daily income provided by stripping the land of its rich resources. The timeframe, the salary, the location, and so on, are all conditions that are determined by the landowner. A Musahar father may have to work one day and not the next, depending on what the landowner needs. Besides work in the rice fields, some Musahar people also work at construction sites, carrying bricks and digging the land. This job is also irregular and not a reliable source of income. Project M further opens up a window of opportunity for self-development by providing literacy classes and skills trainings, which will be reported in detail in later.



### The Musahar Community Engages with the Government

It is a clear notion that government has the responsibility of human security of every citizen in its state. After all, the government is the representative of its citizens but is not separated from the people of the democratic country. Although the country is in a fragile state after the decade long insurgency, people still need to live and survive. If the Musahar could insist on their rights and take advantage of all of their possibilities and opportunities without waiting for others to bring them to light, they will become a more active social power and be able to change their society.

### Musahar Representatives Speak Up for Them

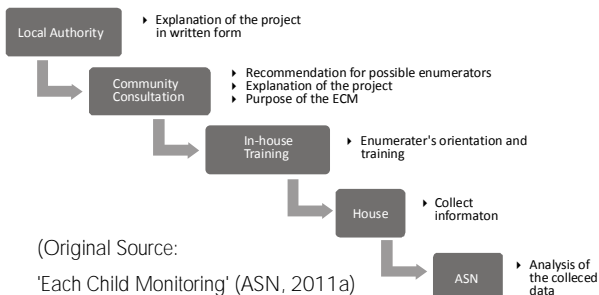
It is challenging to unite a group when the members of the group are in struggling for the daily living and facing a chronological lack in money and time for self. However, collective will and action has such powerful implication to bring the muted voices to be heard by others.

# How to Get There

There would be many ways to try for the uplift of Musahar people. It could be a focus on one or two sectors extensively or it could be work on multiple issues on which people wish to improve. However, it is necessary to choose an approach and tactic for the long term lasting change in Musahar community. If the project finishes as a project (meaning the remarkable changes observed only while money flows into the community from outside), well-wishers' effort as well as theirs would remain in memory of the direct project beneficiaries. Therefore, it should be aimed at relating output to the outcome, and the outcome to positive energy and experiences that push a person to keep trying to thrive with learned skills. I believe that it is only one way for the lasting change of a community without an exception. It is about people who reside in, it is people who need to experience the try-and-error, and it is about people who need to challenge the society they want to change. Never would it be the outsiders. There would be no short-cut to improve the Musahar community. As Japanese proverb says, 'if in hurry, take time', we need to USE time for grassroots activities which initiate the community to focus, mobilize, THINK and CONNECT. In Project M, as ASN believes and utilizes, the grassroots approach including each child monitoring (ECM) and community support structure formation were taken.

## Each Child Monitoring

**Figure 2:** Process of Each Child Monitoring



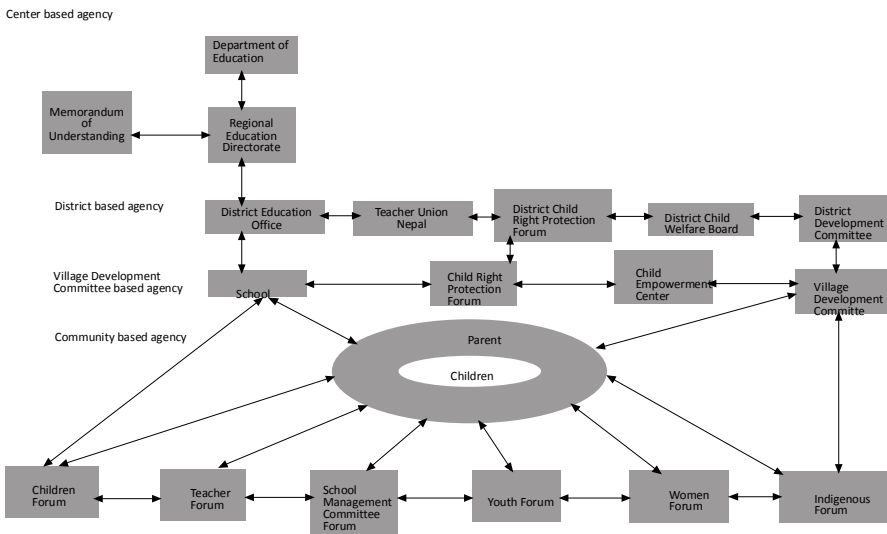
The importance of ECM cannot be overemphasized. It is both **ESSENTIAL** and **CRITICAL** for various reasons: project introduction, connecting NGO and the community, initiating the community ownership of the activities, accountability of the project, understanding

what the community knows and don't, sharing the gap between assumptions and facts, continuous assessment of the activities, follow-up on out-going people and in-coming newcomers into the community, identifying the issue and resource, and project monitoring and evaluation. The figure below shows the process of ECM.

## Community Support Structure

Especially for the enhancement of good management in education, the community support structure is fundamental. By creating or revitalizing various groups such as Women's Forum, Dalit Forum and Youth Forum, it provides a place to discuss a common issue as well as opportunity to be involved in a community. Project M itself is for to promote the community support structure. Even it can be said that it is the ultimate goal of Project M to assist Musahar people to establish a solid community support structure so that they could cooperatively and effectively solve issues relating to their surrounding environment and to the outside.

**Figure 3:** Community Support Structure



(Source: ASN home page: <http://aasamanepal.org.np/what-we-do/support-structure/>)

# Team Formation

**T**he famous THINKER and INSPIRATIONIST, Mr. Jim Collins, said that it was more difficult to let people get off the bus once they were on it than to make a mission successful.' In other words, once we have the right person in the right seat, we have better chance to fulfil our goal. I'm not sure whether his 'the First-Who' concept could suit to the context of Nepal. However, I feel it may be also true to Nepal where human resource is not standardized (in a positive way!) within a range of acceptance in terms of skills, working habits and attitudes, values and most importantly in working moral.

The way Project M formed the team consists of two stages: staff selection and staff orientation. Interestingly the project aimed at constructing the unification between means and goals. Since the goal of Project M was to empower Musahar people, the project hired Musahar people as a field supervisor and social mobilizer so that more opportunities were provided to them and more experiences could be taken for the better future of Musahar. Meanwhile as a scaffolding function to those in the middle position as well as a solid and developed accountability to the funding agency and people, an experienced non-Musahar project coordinator was selected. All the selection process was carried out in the consultation with RMUS.

## Staff Selection

Project M consists of the following team members (See in Team Project M in the end of this book).



Although the project called for female Musahar candidates to apply for the positions, no candidate with 12 years education applied. Finally, the team was formed with all males, originated from Terai.

## Staff Orientation

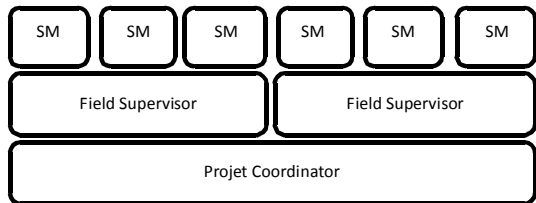
After selecting the right person in the right seat, then it is important to establish it as a team. It is a series of orientation that the members of the Project M became a real team. The bond of the team is ASN's



principle, vision, mission and code of conduct while working as a social worker, no matter which position the staff is assigned. The principle itself became a working strategy to implement a successful model of community empowerment (Please visit the ASN's website for their vision and mission, <<http://aasamannepal.org.np>>).

As it would be seen in other places, a job is perceived as give-and-take. It means that we provide service and we get the benefit, mainly money. It is clear to me that Project M provided both financial and personal development opportunity to Musahar by being involved in the project as a staff, although the amount of the salary for social mobilizer may not be satisfied with by the graduate of Bachelor degree. Project M, with consultation of RMUS, tries to provide opportunities as many as they could even each of them is a small portion so that a community as a whole would be uplifted. An individual may seek personal direct benefit out of the project.

**Figure 4:** Team Project M



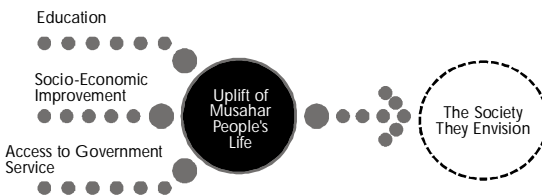
# Things to Do in the Project M

There are mainly three areas that Project M focused: children's education, adults' socio-economic improvement and access to the government services. In total, Project M consisted of 32 types of activities for and with Musahar people. Although there are also activities for dissemination of the project, I will not look at the detail here since it has more to come.

## 32 Activities

The figure below shows the categorization of the activities in relation to its aim and expected outcome, according to the project proposal (ASN, 2011b). I try to see the relation of each activity by visualizing in the figures given in this section. I feel that in most of the proposals, due to the limitation of space and time, the detail explanation of the logic for selecting a particular activity for the particular objective is not given in completeness. There are buried assumptions and values that LNGOs do not express on paper. Because the donors are so behind of the understanding the basic and real picture of local people's life (such as what time who gets up and how many hours they need to prepare for the cooking etc.), those assumptions are not questioned. In the end, the picture that LNGOs draw would remain in scattered parts. It is at the same time necessary exercises for NGOs to be questioned about WHY rather than WHAT, so that the gap between LNGOs, people they work with and donors can be identified.

**Figure 5:** Logic of Change



The below is the logic of change that the improvement of Musahar people's life can be achieved by providing education to children, income generation activities to adults and by increasing the capacity to access to the government services. Then, let's look into each focused area.

# Education to Children

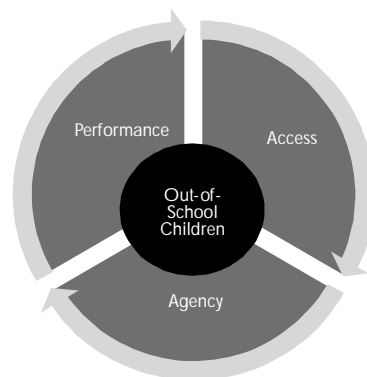
In Nepal, 8.1% of children are out-of-school with various reasons. Even those who enrolled in school, only 73.4% succeed to be promoted to Grade V. This figure is dramatically changed if we look at Dalit children. Only 20.2% of Dalit children enrol in school which means that 1 out of 5 Dalit children are out-of-school (DoE, 2009). The result of the baseline survey (ASN, 2010) also showed the similar or quite a better percentage of school-going children among the Musahar; 28.4% in Siraha and 71.9% in Saptari.

What kind of explanation is possible for the massive gap in Net Enrolment Rate (NER) between the nation (91.9%) and only of the Dalit (20.2%)? According to Nepal Living Standards Survey (CBS, 2004), the reasons for not attending school were 'parents did not want' (33%), 'had to help at home' (20%), and 'too expensive' (19%). This result of the questionnaire only touches the surface of the environment where children struggle for ever participating in basic education.

Fifteen activities in this category were planned and conducted with the aim to achieve a specific objective: To increase access and retention of out-of-school Musahar children into education.

In this concept figure, three areas in education are focused, i.e., access, performance and agency. It has been popular among the development projects in education to support school construction and increase the number of classrooms so that children could access to school. Also, more recently, quality education is highlighted to make sure that children retain at school and learn. In Project M, in addition to Access and Quality (here, more focusing on Performance), Agency is looked at as an influential factor to bring out-of-school children into school and attract them. Below, I will look at the detail activities of each theme.

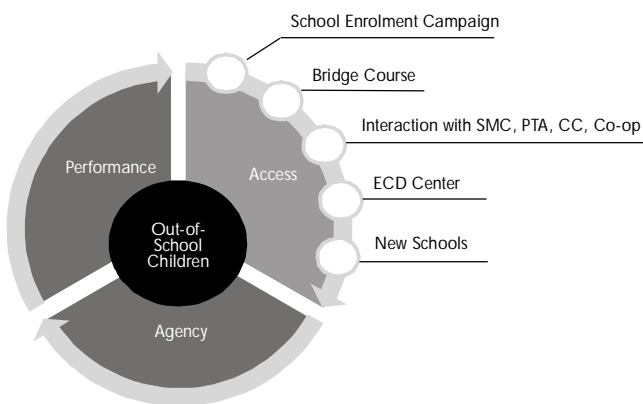
**Figure 6:** Themes for Education to Children



## Access

Activities 1 to 5 is planned to get the result of 1452 out-of-school Musahar children will have access to education. As I mentioned above somewhere, my focus in this book is not the number, which I believe it is important as well to make sure all children get an opportunity so that in a final report it should be examined whether Project M achieved the goal or not and more importantly WHY it would be so.

**Figure 7:** Activities for Access



Activity 1: Student Enrolment Campaign

Activity 2: Bridge Course

Activity 3: Interaction with SMCs, PTAs, child clubs and cooperatives

Activity 4: Support to ECD Centers

Activity 5: Support to establish new school

### Activity 1: Student Enrolment Campaign

#### What is It?

Student enrolment campaign is as said a campaign to promote children's enrolment in school.

#### Why do It?

Parents and communities are not convinced about the importance of education and school even though children may like to go to school. By



*Basket-and-Hoe Rally, School Enrolment Campaign, Aurahi, Saptari (2012.4.4)*

presenting the message with actions by a large number and by various participants, we could create a collective responsibility and commitment to send children to school.

### How to Do It?

Reflect and tuition facilitator, social mobilizer, field supervisor, teachers, Head teacher, School Management Committee, PTA, Child Protect Committee, Child Club, Parent Power Center, Mother group members do the door-to-door home visits. Also, it includes activities such as rally, wall painting, poster and meetings to convey a welcome message to Musahar children to enrol in school.

### Findings!

- Through student enrolment campaign, the concerned people for children's education from parents, community, school and government institutions are connected for the collective affirmative action toward education for Musahar.
- Parents who hesitate to send children to school are socially pressured to pursue their duty as parents.
- It is socio-culturally significant actions that non-Musahar may engage with Musahar family through the campaign. Otherwise, Musahar may remain socially isolated from other castes.

### A Scene Inside ▶ ▶ ▶

Child Power Center (CPC) of Kabilasha VDC successfully conducted the student enrolment campaign, which resulted in bringing 30 out-of-school children into school in 2069. They also monitor the irregular students and send them school regularly. The CPC found that there were three Musahar children who had been working as a servant for someone's house. They discussed with the house owner and the owner finally agreed to send those children to school.

(Heard by Mr. Ram Naresh Raut and translated by Ms. Sapana Kandel)

## Activity 2: Bridge Course

### What is It?

It is called 'bridge' course because it aims to provide an opportunity for the older children who did not have a chance to study in earlier age to enter the age-appropriate class. A bridge course is a non-formal education course taught by a facilitator for 9 months.



*Bridge Course (2012.3.11)*

### Why Do It?

There are children who did not have opportunity to enter the school at the proper age or children who dropped out school with various reasons in the early school year. Those children are difficult to (re)start school education due to their age and learning level. Therefore, the intensive course could enable them to be prepared to go back to school education.

### How to Do It?

The process includes 5 steps: (1) Discuss with the community about the bridge course, (2) The community select the facilitator, (3) The facilitator encourage school-not-going children to enrol in the bridge course, (4) Carry out the course, (5) Connect prepared children to the Mother school.

The facilitator: The community selects the facilitator from their community or, if not, brings from a nearby community. The facilitator should be at least SLC pass, from Musahar, if possible, politically non-active, priority for the disabled and female, and a person who could give time. The project provides a 10-day training for the facilitator and pays incentive (Rs. 2,000/month).

The students: Musahar children who never been to school and between 8 to 14 years old are given the priority for the seat. Drop-out children are the second priority.

The course structure: The community should provide the place for the course. 25 to 30 children per bridge course as a standard. After 3 months, L.G.M. (learner Generated material) is daily prepared by the students through their free writing, topic writing, drawing, drawing and story creation. Schedule: 4 hours per day, but not fixed since it depends on parents and children of the tole. The project coordinates with Mother school (one that the bridge course students may enter if they succeed in studying) by letting them know about the course. In the end of the 9 month course, a meeting will be held with HT, Resource person, and teachers. Final questions will be made by

teachers of Mother school and it will be given to the bridge course. After the exam, facilitator checks and gives grade. The project confirm the result by stamping on it. Then, the result is given to the mother school to decide which class the child may be enrolled.

Note: The government course is for three years, aiming at sending the successfully completed children to class 6, utilizing 5 books of non-formal education. In Project M, only Part 1 is used since those who accomplished may enter Class 3 after a year-round course.

The educational material: The project provides stationary, copy, pencil, cutter, eraser to children, rush mat, jug, bucket, steel cup, black board, duster, chalk to the bridge course center.

### Findings!

- Bridge course has been well succeeding to get hold especially girls who had missed an opportunity to be enrolled in school.
- However, a shift to a regular student life may remind girls that they need to manage house work, which they could do it while in the bridge course due to a flexible and shorter hour.

### A Scene Inside ▶ ▶ ▶



It is not easy for the eldest girls to pursue what they desire to do. Manisha was once a student of Class three after completing the bridge course, dreaming to step up for her dream to be a teacher in future. Her parents committed to send her school regularly and they will take care of the house chores that she had been responsible for. Manisha has 5 younger siblings including an infant and a toddler. Most of time, her father stays in Kathmandu, working for building construction and brings back money while he comes back. Her mother also works as a daily-labor in someone's land and brings back the rice of 5kg (which is equivalent of Rs.60) after a long tiring day. The income of the parents is not enough to feed all children and grandparents. Education was, then, given to the second child, son, but as the eldest daughter, Manisha has no choice but to help her family at home. She looked down and closed her mouth.

### Activity 3: Interaction with SMCs, PTAs, child clubs and cooperatives

#### What is It?

Stakeholders get together to discuss about children's enrolment in schools.

#### Why Do It?

Interactions provide all the participants an opportunity to know what others think about the same issue, to express one's thoughts and ideas, so that as a team the issue is tackled with the aim to overcome. By engaging each other's opinions, it aims to create a collective commitment of the community to send children to school.

#### How to Do It?

There is no easy answer for how far we invite people to discuss about the issue. However, the ownership is given to the community to form various groups. Among themselves with support from the project, they select members.



*Home Visit by HT, TEs, SMC, Parents and Youth, Kabilasha, Saptari (2012.4.1)*

### A Scene Inside ▶ ▶ ▶



Mrs. Rita Kumari Chaudhary, a teacher (2012.7.8)

Not in the catchment area of Shree Secondary School in Kabilasha VDC, Saptari District, all school-aged Musahar children go to school. It is, however, challenging to retain children at school if quality education is not given. Mrs. Rita Kumari Chaudhary is a Rahat teacher of Shree Secondary School and a mother of a three-and-a-half year old boy. She started as a volunteer teacher and now working

as a temporally teacher for one-and-a-half years. Rita believes that any children, including Musahar, would be able to obtain an opportunity to be what children want to be. For that, she continues working as an English teacher while she also continues studying in a course of Bachelor of Education. Although the school has yet to obtain the minimum need for education such as enough teachers, a library and educational materials to name a few, a teacher like Rita would certainly encourage socially disadvantaged children such as girls and Musahar to continue their study for the brighter future for themselves and for their community.



A Musahar girl in Class I (2012.7.8)



## Activity 4: Support to ECD Centers

### What is It?

It is a set of support including training to the ECD facilitator, providing ECD educational materials.

### Why Do It?

This activity is important because not only for better education for young children but also to ease elder sisters and brothers' load to take care of the younger siblings all the time.

### How to Do It?

ECD support is placed as a kind of supplementary activity of Project M, although its importance is well recognized. ECD facilitator is hired by the government with the salary of Rs.2400/month. The project provides a carpet, bucket, jug, steel cup, an ECD play set. Also, the meeting with ECD facilitator, SMC, a teacher, HT is held to discuss ECD class management issues.



*ECD Class, Barhampur SS, Saptari (2012.9.6)*

### Findings!

- Providing a box with educational material and ECD facilities certainly encourage the school to carry out the ECD class.
- ECD has many issues beside the material, including quality of teacher, low salary compared to primary school teachers.

### A Scene Inside ▶ ▶ ▶



If you look carefully the photo in this page, it looks like not an ECD class but rather Class I by the physical maturity of children. It is true that only 16 children out of 70 in the class are actually children for ECD. The rest of the majority is students of Class I, whose teacher quit the school and no one has taken the responsibility to take care of these 1st graders except Ms. Salita Devi Mandar, ECD facilitator. 'Which season is now?' 'How do we take out a grain of rice?' 'Did your mother and father plant the rice?', she continues her lively conversations with young children.

## Activity 5: Support to establish new school

### What is It?

Actually to begin a new school, we need children and teacher. That's it! But, in order to create a school as a beloved place by children, there are more things to do.

### Why Do It?

Sometimes school is very far from the house to go everyday. Sometimes school is near but cannot go during the rainy season. Access has to be guaranteed for children to come to school.

Turabata (pujipatti. other castes' children): schools are not seen near the Musahar tole. Reasons: far for small children, cut by a river, more children if the school is in the Musahar tole.

### How to Do It?

It is a long process to register a new school and get funded from the government in proper manner, although the school can be started sooner. First of all, it is necessary to form a SMC so that the community collectively understand the need of the school. Since the registration completion comes later, the project provides temporal incentives for a volunteer teacher (Rs.2000/month) as well as materials for school building and educational materials.



*A First Stone for New School Construction by Mr. Ram Bilash Sada (PS Dinabhadri, Barchhawa-6) (2011.2.16)*

## A Scene Inside ▶ ▶ ▶



Mr. Ram Shankar Sada

How could it be different if Musahar is the majority of the school children? Shree Dinabhadri Primary School in Barchhawa VDC, Siraha district, is a new school managed by a Musahar head master, who is also a single teacher of school, and filled with 100% Musahar children of a nearby community. Somehow, children in this school looked lively as if they know all the details about the school and as if they are the owner of the school. The school was established by the project two years ago. The headmaster as well as the solo teacher, Mr. Ram Shankar Sada (21), takes his responsibility to welcome Musahar children and they get benefit from school education. He worked as a tuition teacher and then a literacy facilitator for women in his career. Now, he is also a student of

a Bachelor course in his second year in Nepali. He grew up and came from the same village as all school children at school. What makes him happy is that he could teach children from his village. However, he is not satisfied with his competency as a teacher. His dream is to be a skillful teacher who could use various teaching methods in response to children's needs. Although the school has been registered to the government, the project supports the salary of the teacher. More the community discovers the true benefit of locally oriented school by local teacher, more Musahar children would come to school. The secret behind the success of this community school is the tie and trust created between the school and the community, proved by the smiles and smiles of Musahar children.



A Student of the School

Shree Dinamadro Pra vi Barthawa 6 was established in 2067 and approved by the DEO. Before establishment of this school only 8-10 children of the village used to go school. Many children more than 40 were not enrolled due to far distance of the school. The villagers were gathered and discussed to open the school with in their community. They all were agreed and the school was established. Now this school has run classes for one and two. Total 70 students are studying in two classes among them 28 are in class one and 42 are in class 2. The DEO supports the budget for the textbooks. The school management committee is formulated here. The all villagers and the SMC members are positive to this school.

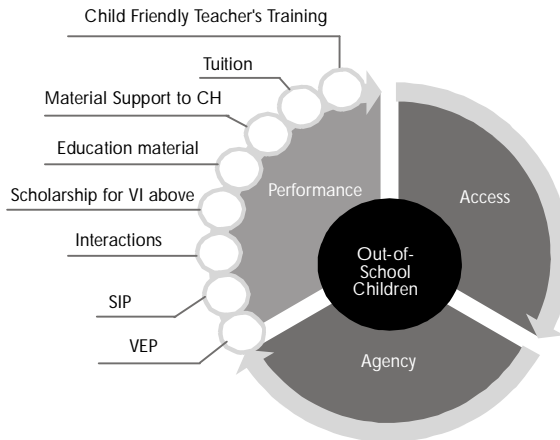
The school building was constructed in 2068. The VDC provided Rs.40,000 rupees and Project M provided Rs.100,000 for the construction of building. Class one and two are run jointly in the same room. They are prepared to add the other rooms and searching for the donor. They have expected minimum cost and they will manage from the community level. They will do effort for the additional teachers. They have wished to establish the school as a model school.



100% Musahar School in Barchhawa-6, Siraha. (2012.7.9)

The next eight activities were planned and carried out to achieve the following objective: 1967 Musahar children including 515 enrolled in 2067 have improved their education performance in schools.

**Figure 8:** Activities for Performance



Activity 6: Child friendly Teacher's training

Activity 7: Tuition classes, remedial classes and refresher training

Activity 8: Material support to children (like stationary, bags and dress)

Activity 9: Education material support to schools

Activity 10: Provide scholarship for the Musahar girls and boys from class VI and above as an encouragement

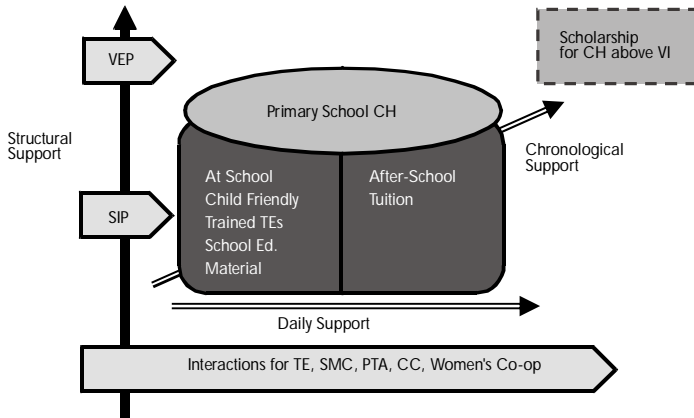
Activity 11: Interactions for Teachers, SMCs, PTAs, child clubs, women co-ops, RMUS

Activity 12: SIP Updating and monitoring

Activity 13: VEP formation, updating and monitoring

Children's educational performance can be influenced by many factors including teaching method, classroom environment, teaching quality, peer support, child's readiness and interest, home environment to mention a few.

From the activities planned in Project M, the logic of change in Musahar children's educational performance is as follows.

**Figure 9:** The Logic of Change for Performance

In Project M, as you see in the figure above, children's environment for better educational performance is supported by three dimensions: daily support, chronological support and structural support. In the following sections, I will briefly introduce each activity for educational performance.

### Activity 6: Child friendly Teacher's training

#### What is It?

The project provides 'Child Friendly Teacher's Training', whose essence is that teachers teach children, love them and listen them without corporal and mental punishment but using educational materials such as poster and pictures.

#### Why Do It?

Learning is not only memorization. It is also discovery of the world by the own sense. Children are attracted and more concentrated on learning if they feel fun as well as secured. So, teachers need to understand about people they are working with every day in the classroom.

#### How to Do It?

Child friendly training is given by a well-trained trainer of the NGO using 'Child Friendly Schoolings' (SC & DoE, 1995). Teachers were selected by the SMC and they were invited to visit the training Center in Janakpur. The training is a 5-day residential. The participants are 34 from Siraha and 18 from Saptari. Each target school send 1 teacher and 1 SMC member. In the end, the project provides a box with stationery to create a local material.

## A Scene Inside ▶ ▶ ▶



Children in Learning

It is obviously challenging to teach 80 to 100 small children in a classroom by a single teacher, although it is fairly common in Terai. Mr. Nagendra Yadav, a participant of Child Friendly Teaching training, developed meta cards to ease children's learning of English and make it fun for them. Mr. Nagendra is an experienced English teacher for more than 17 years. The motivation of his creativity in teaching was encouraged and assured by the training from which he also learned the importance of humanity and multi-dimensional child development. After the training, he shared the idea and technique with other school teachers so that

the concept will stay at school whoever comes as a teacher in future. What Mr. Nagendra sees in students' eyes is their curiosity and eagerness to learn and to thrive themselves. He said, 'because of lack of education, people do not think about who they are and cannot be a good citizen. I am just a teacher, but I do teaching so that children could learn to be healthy and could think about what they could be in future.'



Mr. Nagendra Yadav and his education material

### Activity 7: Tuition classes, remedial classes and refresher training

#### What is It?

Tuition class is before- or after-school class carried out either at school or in the community of the children by a school teacher.

#### Why Do It?

Not all children have the same speed and the way of understanding. In a class of more than 50 students very common in Terai region it is simply impossible for the lower grade children and teacher to maximize the group learning. Therefore an additional individual focused learning setting is extremely important to support such children's learning needs.



*Tuition Class (2010.10.05)*

## How to Do It?

Although a Facilitator was first allocated to teach the tuition in the 1st year of the project, then the responsibility was shifted to a hand of school teachers because they know more about their students' learning needs as well as they are responsible for children. Teachers were given Rs. 1500/month as an incentive. Some teachers are not satisfied with the amount of the incentives. Time: 7-9 am for two hours. Teachers then eat and go to school. The tuition class is carried out at school. Teachers for the tuition class need to be Grade 1 or 2 teacher and female. The duration is 6 months, once a year. Project M provides pencil, cutter, eraser and notebook. Tuition participants are identified slow learners, Musahar CH, girls, grade 1 and 2, CH with low attendance. One class consist of 25 to 30 children.

## Findings!

- After receiving tuition class, children are clearly learning better than before. Although tuition is found to be very effective, the priority should be given to improve the regular school time teaching and learning environment so that all the children get better learning environment.
- CPC is also organizing tuition for younger children in their community. However, such tuition is not regular and CPC children cannot be account for improvement of educational performance.

## Activity 8: Material support to children (like stationary, bags and dress)

### What is It?

Children of the supported school, in total of 26, receive a set of the support

### Why Do It?

Education is not totally free in Nepal. Children need to prepare utensils, bags and uniform to come to school. It is one of the reasons that parents hesitate to send their children to school. If this is obstacle to education, the project tries to omit it.



*PS Badharmar-9, Siraha (2012.9.11)*

### How to Do It?

Newly enrolled Musahar children are target (bag, copy, pencil, cutter, eraser, kapara for the uniform, dictionary: Nepali- Maithili-English (Bimal, Thakur, & Mahato,2010). The distribution of the material is usually done in August, after a long summer vacation to make sure that children come.

### Activity 9: Education material support to schools

#### What is It?

Project M provides education material such as a box (given after the training) including 20 items (gum, card board, meta card, scissors) to materially assist to create a child friendly class.

#### Why Do It?

Especially visualization of information is attractive and helpful to learn for the early learners who just begin to establish their base of the knowledge.

#### How to Do It?

The materials are provided after the Children Friendly Teaching training.

### Activity 10: Provide scholarship for the Musahar girls and boys from class VI and above as an encouragement

#### What is It?

Scholarship for 140 Musahar children in Class VI and above. The scholarship is given in a way of providing the school-necessary goods such as bag, copy, dot pen, practice book, dictionary, etc.

It is very rare to find a Musahar youth who study in higher education especially among girls who usually quit, if ever enrolled, at Class V. If this is the cycle of education for Musahar children, and how could we envision the change of the society by



*A Set of Educational Material*



*Project M Scholarship Musahar Students in Class 8, HS Barchhawa, Mr. Ram Gen Sada and Ms. Deepika Kumari Sada (2012.9.13)*



themselves. Education of only primary level won't much help children to get a skilled job or think broadly so that they could see the opportunity for the business. Meanwhile, development assistance is concentrated on and distributed to primary school level. The highly educated youth can be also a model for the community and other followers.

### How to Do It?

80 in Saptari, 60 in Siraha: 60% attendance CH, financially difficult family children, school recommendation. Only Musahar. DEO provides scholarship Money, ASN expect to use that money for the uniform. In the beginning 2010, Rs.4000/head but a child could not use but parents use it for food. Then, changed it to provide educational material. No uniform since children are supposed to use the government scholarship for the uniform.

### A Scene Inside ▶ ▶ ▶



HSS Barchhawa is a large school of more than 1,300 students in class 1 to 10. The school distributes the government scholarship for Dalit and girls. The amount of the scholarship for Class 1 to 8 is Rs.300, which hardly covers just the cloth for uniform. Besides a dictionary, a practice book, a

grammar book and notebooks, a tuition class is seriously needed in order to catch up the class while students study in a crowded class of 209, for instance, in HSS Barchhawa Class 8!

### Activity 11: Interactions for Teachers, SMCs, PTAs, child clubs, women cooperative, RMUS

#### What is It?

This is a series of meetings from various relevant social groups to discuss about how to improve education performance.

#### Why Do It?

Quality education may differ one by one, depending on what one thinks important in education. Head teacher may say the regularly funding from

the government; a teacher may say an opportunity to level up their teaching method; a student may say a clean toilet at school. All the stakeholders need to talk and at least see what could be the image of quality education. It is the start point to bring the image to practice.

### How to Do It?

Interactions are held quarterly at school with all the participants from various groups.



*SMC Chairperson, Mr. Ram Briksh Sada, and Children, Badharmal-9 (2012.9.11)*

## A Scene Inside ▶ ▶ ▶



Ms. Lalita Sada, SMC member

Mrs. Lalita Sada (30) is a member of SMC of Mohan Primary School, Ramnagar Mirchaiya VDC, Siraha district. She is the only female of ten members of SMC and she is from Musahar community. She was not only brave enough to raise her voice to gain the position, but also she has been acknowledged by a headmaster and community that she could contribute to improve the school quality. She says, 'I'm not afraid of telling teachers and headmaster what I see wrong at school.' She often visits the school whenever she is free from her work at rice field. Coming from a socially disadvantaged community, she is also one of the illiterates. She signed as a member of SMC to allow the headmaster to precede the budget for the toilet, although she did not understand the detail. Next time, I will sign only after I understand fully about what I am signing for, she said. Three of her children also go to school where she is working for. Her passion to involve herself in school management is not only for her children but also her strong belief in justice and responsibility that anyone who takes a position, such as a teacher or a headmaster, has to fulfill its responsibility on behalf of children who deserve quality education at school.

## Activity 12: SIP updating and monitoring

### What is It?

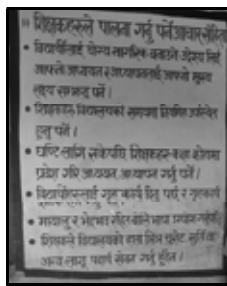
SIP is for School Improvement Plan. Project M assist to create, if it doesn't exist, and to update it.

### Why Do It?

It is the highly potential tool to involve wide range of stakeholders of a school to discuss the improvement of school management and education. This is also a process of social audit that others would be aware of what should be going on at school. Thirdly it is a pipe line between a school and the government institution.

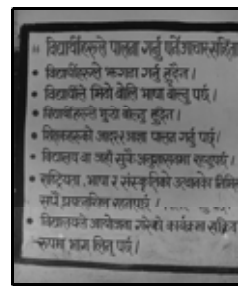
### How to Do It?

Three days training to SMC chairperson and HT was given from the all school.



#### Code of Conduct for Teachers

1. Teachers should realize that teaching learning process is their first aim and they have to aim at preparing students as qualified people.
2. Teachers must be regular and arrive at school in time.
3. Teachers should enter the class right after the bell and spend the whole time for teaching and learning method.
4. Teachers should provide homework and check it everyday.
5. Teachers should use polite and soft language.
6. Teachers should not smoke cigarette and use drugs within the boundary of the schools.



#### Code of Conduct For students

1. Students should not quarrel each other.
2. Students should speak in polite language.
3. Students should not tell a lie.
4. Students must respect their teachers and be obedient to them.
5. Students must be disciplined at school and anywhere outside the school.
6. Students should continue their effort for the promotion and uplift of nationality, language and culture.
7. Students must behave politely with all.
8. Students must participate actively in the programs organized by the school.

*PS Badharmal-9 (2012.9.11)*

## A Scene Inside ▶ ▶ ▶



Mr. Bishambhar Thakur has 14 years of experiences as the Head Teacher of PS Badharmal-9, after 5 years of teaching in the same school. Although a new SMC needs to be created soon, he works with pervious SMC members, parents and leaders of the communities to create a new SIP, after participating in the 3-day training by Project M. He mentioned that not only budgetary items but also non-budgetary items such as cleaning, SMC meeting and home visit for irregular students will be planned according to the SIP.

HT emphasized about being neat and clean among children and school because he believes that it relates to self-esteem of children, influenced by the out-look gap between children in boarding school and the government school. However, the school faces low attendance of students as 45.5% (on 2012.9.11). The school also plans to make rose gardens so that children would feel happy to come to school.

## Activity 13: VEP formation, updating and monitoring

### What is It?

VEP is Village Education Plan. This is one step before than DEP: District Education Plan.

### Why Do It?

Under the temporally structured VDC government, it is weak to develop VEP. However, if VEP is undeveloped (or underdeveloped), schools in the VDC face also difficulty of funding accordingly.

### How to Do It?

A one-day VEP orientation is held for each VDC, welcoming 25 to 30 participants from the members of VEC, teachers and community social workers. At workshop, the program provides the purpose of VEP, how to develop, the role of the writing committee and at the end the participants create the action plan.



*VEP Orientation Workshop, Kabilasha VDC (2012.5.21)*

## A Scene Inside ▶ ▶ ▶

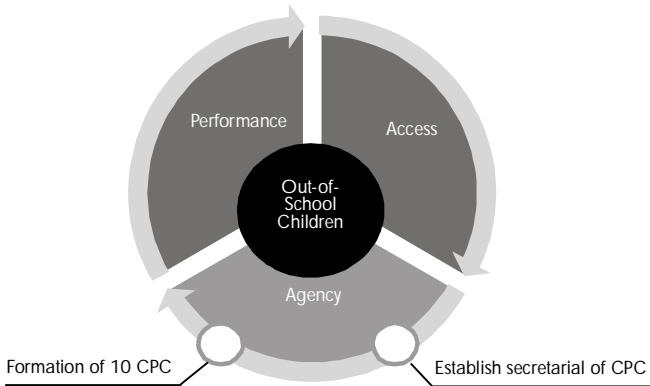


Mr. Ganeshi Mahara is an experienced VDC Secretary of Barchhawa with 14 years in the position. In response to the government new policy to create VEC, a writing committee for VEP was formulated 4 months ago. Mr. Mahara, VEC Chairperson, and Mr. Jaynath Yadav, VEC Secretary as well as HT of HSS Barchhawa, aim at tackling critical issues in education: students' high drop-out rate and parent awareness for the importance of education. By explaining the situation and strategy to face these issues in the coming VEP, they hope that education in Barchhawa VDC would improve. The one

of the challenges to write up the VEP is that some schools under their supervision have not yet formed SMC due to disputes among the overwhelming number of candidates and the VEC could not accumulate voices in consensus. The system of VEC and VEP has been just started and its benefit for schools and students is still on the way to come.

The next two activities are for the objective of the following: About 3,000 Musahar children and youth engaged in 28 child clubs and 10 networks are functional after having affiliated with DCWBs.

**Figure 10:** Activities for Agency



Activity 14: Form and strengthen the 10 Child Power Centers including Musahar children for campaigning child rights, and school enrolment and welfare of the children

Activity 15: Support to establish secretariat of child power center

District Children Welfare Board (DCWB) is targeted for the affiliation of CPC. Since Project M could not support children for ever, the government is the right place to get support. For that purpose, CPC needs to be established as an organization. By making it formal, then, there would be possibility of CPC getting funded.

What is your belief on children's agency? Historically, adults believed that children are lacking of competency, and therefore, need to be subordinated to adults who decide on what children should spend time and when children should study, work and marry. 'Agency' is a sociological term that an individual person has capacity and practically does influence the surrounding environment with his/her intention and ability.

**Activity 14: Form and strengthen the 10 Child Power Centers including Musahar children for campaigning child rights, school enrolment and welfare of the children**

**What is It?**

CPC is a VDC level organization whose members were selected from Child Clubs of communities. Children in Class 3 to 10 are involved.

**Why Do It?**

Children know what they want but sometimes don't know how to get it. They have their vision on school and community. With technical support and encouragement from the project, those bright children could deliver a powerful message to other children and adults while they themselves grow as responsible leaders of the VDC.



*CPC of Tarahi VDC (2012.9.8)*

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**How to Do It?**

Children who could work for others are selected from Child Clubs. CPC, discusses about school issues, brings school non-going children to school, cleaning and more.

Project M supports CPC by providing the minimum materials such as letter pad, stamp pad and gum to carry out CPC. Child Lead Activity is also planned by CPC at VDC level for the competition of children-selected subject and gives prizes (plan to do Rs.5000/time for 10 VDCs.).



*Child Club-Led Cleaning-up, Barchhawa, (2010.9.3)*

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## A Scene Inside ► ► ►

CPC of Tarahi VDC was created in BS6067, aiming at bringing all children to school, cleaning the community, taking initiative to call teachers to come to class and hold a monthly meeting to discuss various issues from children's perspective. In BS2068, the school was shut down due to the fighting between teachers and students as the latter complained teachers for not coming to class but working in his rice field. Armed Police Force interrupted the fighting and people were injured in both sides. All the members of the CPC told that they would like to be a teacher. When such time comes, more responsible teachers, people could expect for the next generation.

### Activity 15: Support to establish secretariat of Child Power Center

#### What is It?

CPC creates its own office in the community.

#### Why Do It?

In order to be affiliated to DCWB, the CPC needs to have an office.

#### How to Do It?

CPC, with the support of the project, will have meetings with the concerned agency to discuss about the possibility of providing them a place for the office.

#### Findings!

- Although there are 10 CPCs established so far, there is not a single CPC who succeeded to obtain their office.
- 10 % budget for children, regulated to allocat for children ('Children Budge' of VDC since BS2068) can be drawn to CPC to build the center.



*Potential Site for CPC Building, Aurahi-7 (2012.7.8)*

# Capacity Building to Adults

Children grow in an environment set by adults. If immediate adults such as mother and father do not pay attention to education, children would be handicapped by such a predetermined value structure.

The situation of Musahar adults, however, is not easy when they try to live outside the boundary in which they have lived for a long time. If adults wish for their children to take another road or to obtain an option to choose another road, then, adults have to see the outside the boundary.

As known in Nepal, Musahar has worked as a bonded labor for the land owner. Due to the systematical structure of money earning and renting system imposed by the land owners, Musahar people have adjusted themselves to the minimum wage and disadvantaged working system, leaving them no other choice but to work for the landowners whatever the wage is. Farmers need to pay for children's uniform, utensils, notebooks, sandals, sugar and salt, oil, spices, agricultural equipment, house maintenance, medicines, clothes, plates, pots.

Slowly, Musahar found a job outside the chain. The new types of jobs include house/building construction (unskilled labor), carpenters and overseers of the construction (skilled labor), tractor driver, tailors, shop owner, electrician

and oversee workers in abroad. In this way, although they still need the income from working as a daily farmer for someone's land, they became able to have choices for work and savings for emergency and non-daily expenses such as for education, health check and house maintenance.

Six activities in this category were planned and conducted with the aim to achieve a specific objective: To improve socio-economic status of Musahar





communities especially women through cooperatives, reflect classes and life skills education.

The conceptual figure consists of representation, income generation and get connected.

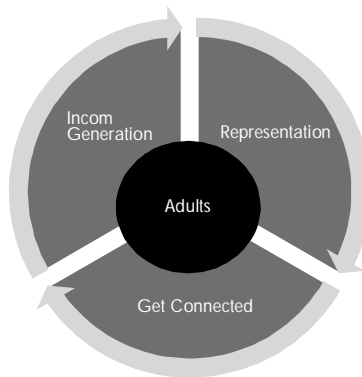
Activities 16 to 18 are planned to get the result of about 50 Musahars would represent in different local institutions including SMC, PTA, VDC, HPMC etc after completion of 20 reflect classes in 10 VDCs. It is essential for Project M that Musahar people obtain a seat in public empowered by reflect literacy classes, development and interactions of united groups. This is a crucial step because representation in public may promote the relation with others to be more equal in power and voice.

Activity 16: Conduct 20 Reflect classes in 10 VDCs for the Musahar community for adult women and men

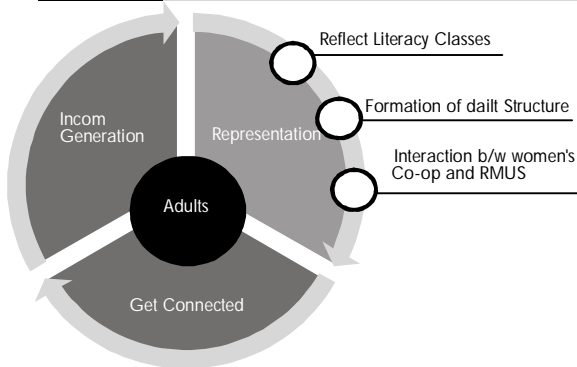
Activity 17: To organize and mobilize dalit structure (parent power center, women groups at tole and VDC level)

Activity 18: Interactions for women cooperatives and RMUS

**Figure 11:** Themes for Capacity Building to Adult



**Figure 12:** Activities for Representation



## Activity 16: Conduct 20 Reflect classes in 10 VDCs for the Musahar community for adult women and men

### What is It?

'Reflect' is the combination of literacy learning and its practice in daily life, aiming at the participants would raise issue-solving skill but not only reading and writing.

### Why Do It?

It is emergently needed to understand how outside the community is influencing (or not influencing) their life in terms of children's education, access to the government services and representing their voices in public.

### How to Do It?

ASN provides copy, pencil, eraser and one book in Maithili. The topic in the course varies depending on the participants' interest but previously discussed about dihareea, cleaning, how to use public transportation and how to prepare children for school. The process is similar to that of the bridge course (activity 2) but the differences are Reflect course invites people above the 18 years above, incapable to sign, female, never participated in literacy program and those in Saving and Credit group of the community. The facilitator of Reflect course is female from the same tole of the course, SLC pass and one selected by the community. Training for facilitator was provided by the project for 5 days in Lahan once. The facilitator gets Rs.2000/months as incentives.



*Reflect Class in Barchhawa (2010.10.9)*

## A Scene Inside ▶ ▶ ▶



Reflect Class students, Purbari, Badharmal-9 (2012.9.11)

'Young and bright' is the right words to describe the group of students for the reflect class in VDC Badharmal-9, Purabari tole. After learning the importance of being neat and clean, women found out that it would be the first step to eradicate prejudice against Musahar as the 'untouchable'. Although they notice that still it is hard to be accepted to enter the house of the higher castes, they now have strength to see beyond the socially constructed status.

**Activity 17: To organize and mobilize dalit structure (parent power center, women groups at tole and VDC level)**

**What is it?**

Parent Power Center is a VDC level organization that monitors children's scholarship distribution, teacher's regularity at school, children's learning and allowance from the VDCs.

**Why Do It?**

Formation of the organization is the first step to bring an issue up front. Meanwhile, giving a place to learn about different perspectives from different people, one could establish a solid opinion about their situation and how to approach to the issue. PPC is to plan a Monthly meeting to review their activities, to work for the retention of the Musahar children at school, to monitor Reflect and tuition participants and to support to gather VDC and school resources for education of Musahar children.

**How to Do It?**

For Parent Power Center, parents of children, school-going as well as school-not-going, hold a meeting to select a couple people for the VDC level Parent Power Center. Now, there are 10 PPCs.



*Father Washing his Son's Head,  
Kabilasha pokhari, Saptari (2010.10.8)*

**A Scene Inside ▶ ▶ ▶**



The PPC of Barchhawa-6, established two years ago, has been successful in bringing the VDC budget for the community development. One example is the budget of Rs.40,000 for the road construction (the right photo) along the edge of the community. Five members of PPC went to VDC to discuss about their request after having discussed in a tole meeting for their priority. The PPC also coordinates with SMC of the community school so that the group could be more effective to raise the voice. Mrs. Munair Devi Sada, a Treasurer of the PPC, goes to the school of community children to make sure that their children are studying at school as well as on an occasion of health check-up for children to see the service is provided properly. It starts from a responsible parent to form an effective PPC for the community and children.

## Activity 18: Interactions for women cooperatives and RMUS

### What is It?

Saving and Credit groups in each tole level select their representatives to form a VDC level Saving and Credit Coordination Group, which eventually aims to register as cooperative. In this activity, RMUS helps its process.

### Why Do It?

The main objective of the interaction will be to increase representation of Musahar in public. Step by step, the organization becomes structured from tole to VDC. Then, more opportunities for women will be given to represent and voice up for others.

### How to Do It?

The formation of group takes time. With backup support of the project staff, interested people get together and discuss what they would like to do and proceed. More they engage with activities using the established organization, more they find the merit of the unified group. To make it cooperative, RMUS goes to the district cooperative office for the register of women group. The project provides transportation to the district.



*Collecting Money at Monthly Meeting of Saving and Credit Group, Ramnagar Mirchaiya-3 (2012.6.24)*

## A Scene Inside ▶ ▶ ▶



Women's Cooperative, Aurahi-7

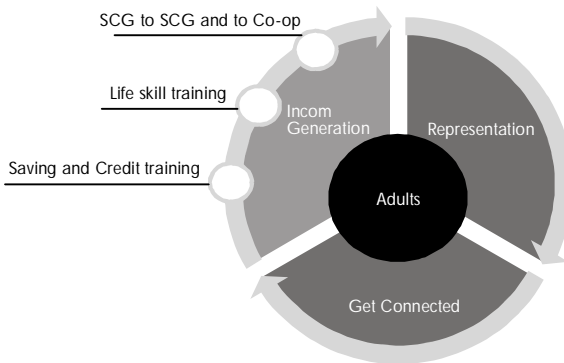
Only 1 Cooperative has been created and registered to district Cooperative Office at Lahan. There are 32 households of the Dalits in Aurahi-7, Saptari. Bhagwati community organization has initiated to monthly saving, regular discussion and meeting to support for the Dalits. 30 members of this

organization have started to collect Rs.25 per person per month

from last two years. The treasurer Renu Kumari Sada shared that now they have collected Rs 18,000 from this saving. This saving credit group lobbied with the VDC to allocate the 2 Lakh rupees for the development of this community. The Chairperson of the construction shared that they have received the first instalment of the budget. The Chairperson, Shree Sabutari Devi illustrated that this group has organized regular monthly meeting and discussion in participatory method to receive the facility of community protection, widow and old age support and for the Rights of Child and the Dalits. (Heard by Mr. Mahendra Sada, translated by Ms. Sapana Kandel)

The next three activities aim to get the result of About 600 women associated in 10 women cooperatives increased their yearly income by NRs 2000 per household.

**Figure 13:** Activities for Income Generation



Activity 19: 30 formed saving credit groups strengthened to organize saving coordination group at VDC level and develop as cooperatives.

Activity 20: Life skill training to 50 Musahar youth/parent and seed money support

Activity 21: Saving and credits training to 50 group members

**Activity 19:** 30 formed saving credit groups strengthened to organize saving coordination group at VDC level and develop as cooperatives.

### What is It?

At a tole level, mostly women organize themselves to form Saving and Credit group. A member saves the amount decided by the group collectively. Meanwhile, the member is eligible to apply to borrow money from the saving.

### Why Do It?

Musahar people used to (and still do) take a loan from the landowner with high interest rate for various reasons. In such case, it becomes difficult to return and becomes bonded labor. If one can borrow money from a group of own tole with fair interest rate, she/he could manage not only returning the money but also to plan investment to increase their income. As an organization grows and registered in the government, then, it would be easier to bring fund from the government and others.

### How to Do It?

After forming Saving and Credit group, then each SCG is united through Saving Coordination Group, which ultimately aims to register as cooperatives in the government.

## A Scene Inside ▶ ▶ ▶



Mrs. Basanti Devi Sada and her one-month goat, 'Bhunti', Kabilasha-1, Siraha (2012.7.8)

In a community of low literacy and poverty, sometimes it is challenging even to formulate a group of a new purpose such as to save money with other community members for emergency and investment for future. Such widely shared concept of saving and credit group in Nepal was not reachable by a remote Musahar community of Saptari. The project introduced Women's Saving and Credit Group by explaining in a local language and context. Mrs. Basanti Devi Sada (25) is a member of the group. She monthly deposited Rs.30 for two years. She requested Rs.10,000 to the group. With that money, she bought two goats and now she successfully made a goat to breed a new born goat, which she named 'Buntu'. She already returned Rs.2,800 in three months and planning to sell Buntu in Rs.10,000 after one year. Basanti-ji hopes that she could earn some

money so that her children can continue studying, which was not her option while her childhood.

## Activity 20: Life skill training to 50 Musahar youth/parent and seed money support

### What is It?

Life skill training is a training that directly connects to the income generating jobs such as tailoring and house wiring.

### Why Do It?

Uneducated and poorly educated Musahar have no choice but depends on working as a labor in the field or construction, which is an unstable and low payment job. With an intensive training focusing on a particular job skill, then the individual may have higher chance to get a technical job.

### How to Do It?

27 individuals received the training in Auto Mobile, motor cycle (2), Mobile repairing (2) House wiring (5), tailoring (18). For the tailoring, participants were given the test on basic numbers so that she could measure cloth to saw. The local teacher was selected. Types of trainings and selection of the participants are discussed in the tole.

### Findings!

- There is a case of VDC jointly supporting the training in Barcchawa, Siraha.
- After completing the training, without the seed money, participants cannot able to start using the skill as only 2 out of 18 tailoring trained person bought the sewing machine for herself.



*Mr. Ganeshi Mahara  
(Barchhawa VDC Secretary)*

### A Scene Inside ▶ ▶ ▶



Mr. Bache Lal Sada (22), Aurahi-7, Kataiya, Saptari, received house wiring training for 6 months from 10am to 2pm. Then, he got a job in Kathmandu Hanuman Construction to work as a house wiring technician. The job required him to work from 6am to 4pm (2h for lunch) and paid him Rs.300/day. He is now again back to his village to study in B.Sc., meanwhile looking for a chance to take an exam for CTBT certificate. He believes that a job will be obtained after getting proper education.

## Activity 21: Saving and credits training to 50 group members

### What is It?

Selected 50 members out of the total of more than 600 Saving and Credit groups are given training on Leadership, Organization and Roles of Secretary and Members.

### Why Do It?

Even though a woman became interested in participating Saving and Credit, she in general does not have knowledge on the structure and know-how to manage the group. It is a first step that a community female group understand how a group with a shared purpose could get benefit by working together.

### How to Do It?

It is a three-day residential training from 8am to 5pm including snacks and meals.

In 2010 (4 grps), In 2011 (4 grps), Capacity Building Training. (2012: )

Participants selection: All SCCC members at VDC are given.

Through training, an action plan is made (in Barcchawa, no rokishi in 2010)



*Saving and Credit Group Training, Pato, Saptari (2012.3.17)*

## A Scene Inside ▶ ▶ ▶



Ms. Ram Pari Sada has two children. One is a daughter, 16 years old, who has studied and quit after Class 5. The other is a son who goes to school in Class 6. Her husband used to drink too much and did not work hard. She borrowed Rs.50,000 from the neighbouring rich person to partially allocate the money to send her husband to Qatar, hoping that he would work hard enough to return the money.

However, her husband did not pay back the money but now he is no contact for last two years. Instead, she had to return Rs.1500 per month. She worked in the rice field of the renter for a while, but then, the renter rejected her to hire because she had not returned money. Now, she does not borrow money from the rich but from the Saving and Credit Group of the own tole with lower interest rate.



# Capacity Building to RMUS

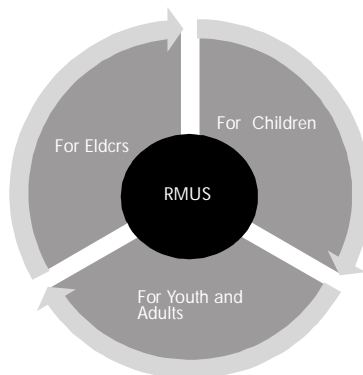
To provide the government service to the individual national of Nepal seems not the duty of the government staff but a citizen has to claim (with the voice loudly enough) and has to take action (with attitude aggressively enough) to pursue one's right assured in the national policy. Under such circumstances, the small voice wouldn't be heard by the people in the center, who actually and supposedly manage the country.

Due to illiteracy and uneducated, Musahar people are not confident and familiar with the government service system, which most of, if not all, the documents including important letters are announced in Nepali. Without an access to media and an ability to read, even in Maithili, Musahar stay behind of getting the benefit of the government service as well as of the development aid.

One way of making the voice to be heard is to change the way of delivering the message such as to make it as a group voice. The formation and unification of a functional group is not easy especially the potential members do not have previous experiences in understanding the merit and responsibility of the represented group. However, RMUS has been successfully established as a representative organization of Musahar ethnic group, although it is still in the infant stage as an organization.

Activities in this category were planned and conducted with the aim to achieve a specific objective: Musahar communities increase their access to government services and other opportunities. In order to achieve this objective, RMUS is mobilized as a leading organization of Musahar people.

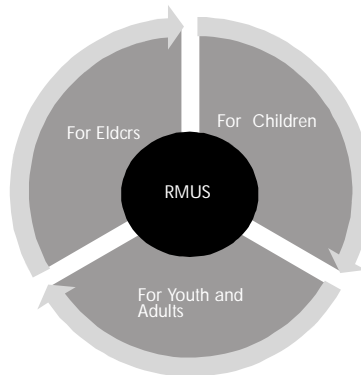
**Figure 14:** Themes for Capacity Building to RMUS



The concept figure consists of scholarship, grants and allowance.

The next two activities aim to get the result of About 2500 Musahar children received scholarship from school.

**Figure 15:** Activities of Actions for Children



Activity 22: Awareness, interaction and coordination meeting with stakeholders

Activity 23: Strengthen and mobilization of RMUS for receiving government resources

**Activity 22: Awareness, interaction and coordination meeting with stakeholders**

### What is It?

RMUS makes sure that Musahar communities learn about government educational services such as scholarship and textbook distribution through interactions with stakeholders. Especially, actions are taken for SIP and VEP creation, modification and activation.

### Why Do It?

It is difficult to know exactly what the government is owe to do for education of children, since policies have been changing frequently and practices are not followed regularly.



## How to Do It?

RMUS takes leadership for the organizing interactions. Project M supports their initiatives.

### Activity 23: Strengthen and mobilization of RMUS for receiving government resources

#### What is It?

RMUS is a national association which aims to improve the life of Musahar in Nepal. Project M supports their capacity building and encourages their actions to assist Musahar people.

#### Why Do It?

Without a unified organization, a group does not have a window to connect outside the group. In order to bring the voice outer and more effectively, it is necessary to strengthen the national association.

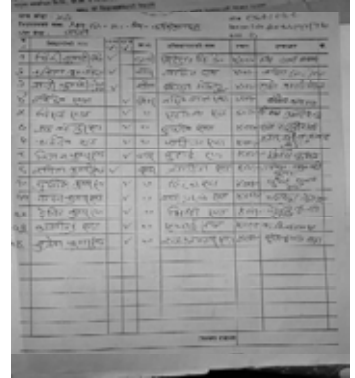
#### How to Do It?

Project M provides the cost of transportation to RMUS to go to VDC and DDC for the discussions and registration.

The next two activities aim to achieve All single women and elderly people of 60+ years of age from Musahar communities have access to social security allowance from VDCs.

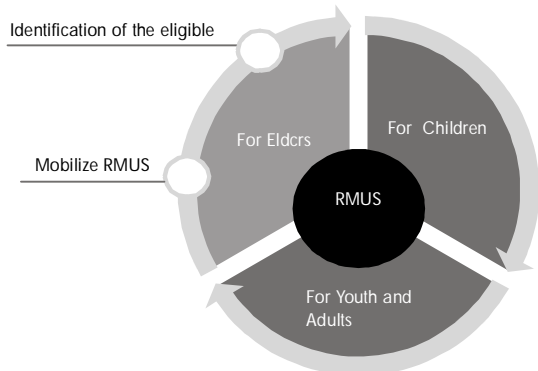
Activity 24: Identification of all single women and elderly people of 60+ years of age from Musahar communities (eligible persons for social security allowance)

Activity 25: To organize and mobilize cooperatives



*Dalit Scholarship Distribution Receipt, Siraha (LS Kabilasha)*

**Figure 16:** Activities of Actions for the Elders



## Activity 24: Identification of all single women and elderly people of 60+ years of age

from Musahar communities (eligible persons for social security allowance)

### What is It?

Project M makes a list of Musahar widows and elders above 60 years old so that they would receive proper allowance from the government.

### Why Do It?

Only few Musahars have succeeded to obtain what they are entitled for. Especially those who lost their husband and those who live in later life have been in extremely difficult economic condition even to proceed to the VDC office to file their application to the allowance, even if they know the policy and process to benefit from it.

### How to Do It?

SM and FC visit all the community and check the elders' age through the citizenship card and widow's proof with her husband's death certificate. After creating a list of people in the community for the application, in the lead of RMUS members, the eligible persons register with the government.



*Mr. Jibachh Sada (70) and his family, Barchhawa-6, Siraha (2012.913)*

## A Scene Inside ▶ ▶ ▶



Ms. Runa Devi Sada, Aurahi-3, Saptari, who knows her age as roughly as 30 to 40 lost her husband several years ago. Her husband, Mr. Satru Dan Sada, was working at a rice mill factory in India. One day, a 100kg-sack of rice dropped on Mr. Sada. He was hospitalized in India and then brought to Rajbiraj for the treatment. However, he could not recover and passed away 4 to 5 months later the accident. Runa with three young children were left. Runa survived by begging for food and clothes in her tole. Now, she works as a labor in the field and, if there is, in the construction by carrying

bricks. Even in such a headwind, Runa has been managing to send her children to school to see the future ahead. Her widow-allowance is in process of registration, although it may take more time since she does not have her

## Activity 25: To organize and mobilize cooperatives

### What is It?

Musahar women cooperative is formed and strengthened.

### Why Do It?

The allocated budget for Musahar empowerment needs to be demanded to the line agencies of the government to obtain. Musahar women cooperative, with support from RMUS, could function as a voice representative of other Musahar people.

### How to Do It?

Saving and Credit group at the tole level forms Saving and Credit Coordination group at VDC level. Then, it goes, if wish, to form a cooperative.

### A Scene Inside ▶ ▶ ▶



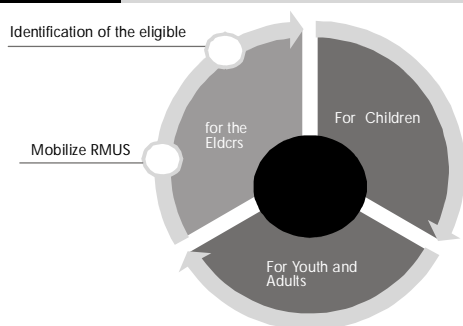
The People Residential Program Implementation Unit of Rajbiraj, Saptari operated the People Residential Program in Saptari district. This program has provision to select one VDC from one election sector and six VDCs were selected from the six sector. In first phase BS 2067, 1,000 houses were built and in second phase of BS2068, 325 houses were added. In Aurahi

VDC, 166 houses were built in the first phase and 97 were added in second phase. Totally 260 houses were completed from two phases.

- The cost of each house was RS 139,000
- It was the provision that the house must be constructed according to the map of the government
- The length of the house is 22 ft. and breadth is 15ft
- The wall of the house is constructed from the permanent brick, cement and sand
- The roof of the house must be tin plate
- The construction committee is formulated and the house is prepared under the rules of People Residents Program

This program completed 3,000 houses in the three districts Sirha, Sapatari and Kapilbastu. The program was focused for the Nepalese poor, Dalit and

**Figure 17:** Activities of Actions for Youth and Adults



marginalized people. (Reported by Mr. Mahendra Sada, translated by Ms. Sapana Kandel).

The activity 26 and 27 has each objective to achieve.

The activity 26 aims to achieve Musahar women cooperatives and RMUS received annual grants from VDC/DDC and others' budget.

### Activity 26: To support to develop proposals to receive local grants

A 3-day proposal writing training (23-25 Aug 2012) was conducted for 23 Musahar participants from 5 districts (Siraha, Saptari, Dhanusha, Mahottari, Sarlahi (The other 3 districts of the target area did not come). RMSU central office took responsibility. The project provided transportation, lodging and food.

Activity 27 aims to achieve About 20 Musahar youths get employment in different agencies as role models.



*RMUS Central Office in Construction, Janakpur (2012.7.5)*

### Activity 27: Provide the training to the RMUS members to maintain and regulate office work and to find out the new job.

#### A Scene Inside ▶ ▶ ▶



Mr. Chandeshwar Sada is an active Chairperson of the RMUS Central Office. He was born in Khirauna-4, Siraha. He grew up by working as a servant at teacher's house and, in return, getting education. After successfully completing his study in I.Sc. in Foresty, he gained a position in District Forest Office. At first, he worked as a ranger for 18 years then now as an assistant officer. He continued his study whenever possible and now pursues his master degree in Political Science. As a leader of RMUS, he urges

Musahar communities to be educated, to be united, to create a fund by saving money as a group, and to fight with discrimination to protect their own rights. A leader, he said, should not become quiet when their people's rights were ignored or exploited. The leader should then respond by making their voice louder!

# Advocacy

Advocacy is one of the essential objectives of Project M, including writing this project essay. In this category, the aim is to disseminate learning and findings of the work with stakeholders and policy makers for advocating the rights of marginalized communities. Meanwhile, through various channels of media, the project tries to send a message that reflects the real situation of Musahar people. However, it will not be able to convey all the aspects of their life and the project, since each tool of the advocacy is limited to a type of perspective of the writers or creators. It should be taken as a learning material for the readers and viewers to develop own understanding of Musahar people.

Activities in this category were planned and conducted with the aim to achieve a specific objective: disseminate learning and findings of the work with stakeholders and policy makers for advocating the rights of Marginalized communities. In order to achieve this objective, multiple tools were developed with a participative manner.

Five activities are planned focusing on district, regional and central level.

**Figure 18:** Tools for Advocacy



Activity 28: Organize regional level workshop to disseminate the learning and findings

Activity 29: Produce IEC materials (Information, education and communication materials) and distribute for advocacy and awareness purposes

Activity 30: Perform street drama to create awareness on education and broadcast on FM radio program for awareness purposes

Activity 31: Organize national level workshop to disseminate the learning and findings

Activity 32: Best practices of the project documented and disseminated

Within these activities, regional and national level dissemination workshop is not yet held. Here, other activities are described below.

- IEC Materials: Posters and pamphlets were created in coordination with DEOs. All the materials are communicable to local Musahar people since it was in local language, Maithili. They were posted at schools and inside the toles. Another IEC material developed through Project M was a video Documentary, 'Lighting Education as a Power to Musahar Communities' (ASN, 2012)
- Street Drama: Inviting a professional group from the local district, Project M held street drama 20 times at toles of 10 VDCs. First, ASN gave a theme to the professional group such as importance of education and right to education. From this, the group developed scripts. ASN finalized the script and provided a trial show to a Musahar community so that the drama would become more locally understandable and sensitive with the feedbacks by RMUS and ASN. The drama was a strong visualization presented to the Musahar people and successfully promoted parents to send children to school.
- FM Radio: Live interactions among SMC members, RMUS members, DEO, Resource Person and School Supervisor were broadcasted on the

FM radio 10 times in two districts. Topics included success stories such as on text book and scholarship distribution. The broadcast was through the local FM in Maithili language

- Best practices: This book is also a tool for advocacy by bringing the voice of Musahar people in front so that more people can learn about their life and also so that people at the policy level could get a clearer face of them.





# In Closing

**T**hrough this internship, I came to realize that I would like to engage with people who were in need of assistance to secure their daily life and to bring the better future for the next generation, rather than to take care of 'project' per se. I do appreciate, however, a fresh wind that projects bring into communities through financial, technical and mental support. Certainly meetings (i.e., face-to-face engagements not the issue-finding discussions) and care from foreigners, I believe, could remain in their hearts. We, including Project M, would not (and could not) solve all the issues that Musahar people are facing, as we know. However, it is equality that anyone who visits a Musahar community could express in his/her attitude and could scaffold them to bring up their self-esteem to face with the society. Outsiders especially Nepalese who explored the broader context of Nepal could really give a hand for Musahar. Project M targeted RMUS to be counted for the leading role.

This book was my challenge to provide a different look on an ordinary project, by making it as personal as possible. There are so many projects carrying out in Nepal and other countries. Donors, INGOs and NGOs write so many reports, as if a project is prior to people and as if a project has the voice but people do not. Such tendency was also observed in Project M in which schools were more focused for data collection for the convenience and in which seemingly overlapping activities, such as interactions among stakeholders, are planned to put them in the flow of the project framework. In order to shift the focus more on people, I propose the following.

- Create schemes of direct fund to LNGOs.
- Learn about people by engaging with them not by observing or by evaluating them.
- Ask practical and detail questions such as 'what did you eat this morning?', 'how much do you get by planting the rice plants in someone's land in a day?' rather than a general question like 'how do you think your community can be developed?' or a yes-no question like 'do you think that education is important?'

- Don't be afraid of or irritated by being requested for your financial support but take it as it is a way that the person sees you (I still hesitate to keep listening to such an one-way request for more than a minute though).
- Understand that the connection you make with people is valuable rather than the neatness or completeness of your task, at least for the people you are serving.

It is my hope that future attempts by anyone who wish to work with Musahar or other groups in similar situation would be more successful, productive and sustainable than what this project is going to achieve. As said earlier, a project should not be ended without leaving the seeds for future or without identifying the opportunity for Musahar people. However, some observed issues are beyond the scope of Project M, which needs wider and longer approach to tackle. Those issues are formation of collective mind and commitment inside the community, child marriage and the link between education and skilled jobs. I would like to pursue learning about those broader issues in coming years, especially focusing on the complex relationship between Musahar and the landowners. On the other hand, I observed some Musahar males in the 30s had taken an initiative to get involved in business so that they could make money to open a store, to send children to boarding schools and go abroad to make the saving enough to buy the land. Such successful people are very few but it could be a driving force to change the social structure while Musahar people continue educating their children for better future.

Thank you for reading this project essay. If you have any questions and comments on Project M, please contact Aasaman Nepal at <aasaman@gmail.com>, or if you feel like to contact me, please feel free to write to <formusaharwithmusahar@gmail.com>.

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# Team Project M



**Mr. Ram Naresh Raut** (Project Coordinator: 2012.4-Present)

I worked for ASN for 13 years. I am studying in M.Ed. In future, I like to continue working as a social worker in Nepal. My village is VDC Bharatpur-9, Dhanusha. I hope that RMUS will develop its organization strong enough to take leadership for the uplift of their people. I am a husband of Ms. Rina Devi Ray and a father of Rabindra.



**Mr. Braham Deo Sadai** (Field Supervisor: 2010.5-Present)

I joined this project because I was interested in working for our communities. I am studying in M.Ed to be a professor at university level to be a model for Musahar people. I was born in Patna, Sotiain-5 in Siraha. I believe that we also can succeed in all sectors, if we study hard. I am a father of Muskan, Salu and Rahul. I am a member of RMUS.



**Mr. Mahendra Sada** (Field Supervisor: 2012.4-2012.8)

I am a secretary of RMUS. I was born in Aurahi-7 in Saptari. I studied I.Sc. in India. I worked as an Area Animator at Luthran World Service and also as a journalist for News Today for 5 years. I joined this program because this program focused on Musahar. Education is the key to bring up our children. I am a husband of Ms. Renu Devi Sada.



**Mr. Naresh Kumar Sada** (Social Mobilizer: 2010.5-Present)

I was born in Pato-8, Tarhi VDC in Saptari. I am 27 years old. I studied I.Ed so that I could be a teacher. I joined this team because I needed to earn some money to continue my education. In future, after obtaining B.Ed, I wish to work in HSS to teach Nepali. I believe that Musahar can be uplifted if we study well. I am a father of two sons, Raja and Rabindra.



**Mr. Birendra Sada** (Social Mobilizer: 2010.6-Present)

I was born in Khirauna VDC 4, Siraha. I was involved in politics in order to uplift Musahar community. I am an accountant of RMUS. I joined Project M so that I can work for educating Musahar children. I believe that all children with education can go higher in financial and social situation. I am a father of Ankit, Anjali and Ansu.



**Mr. Ram Chandra Sada** (Social Mobilizer: 2011.12-Present)

I am 23 years old. I was born in Devipur-5, Siraha. I worked as a social mobilizer in Community Development Society, Siraha (NGO) for a year. Now, I am studying in I.Ed. I joined Project M because it is for my own people. I am a husband of Ms. Binita Devi Sada and a father of Bibha, 3 years old.

Also, Mr. Lati Mansur Rain (PC), Mr. Dipendra Tiwari (PC), Mr. Shyam Aptar Sada (FS), Mr. Tej Narayan Sada (SM), Ms. Malti Devi Sada (SM), Mr. Jageshwor Sada (SM) deserve their recognition for their work to bring out Project M in their assigned period in the past. Finally, the project welcomes Mr. Ayodhi Sada, a new Social Mobilizer for Musahar people.

## Annex 1: A List of 32 Activities of Project M

- Activity 1: School enrolment campaign
- Activity 2: Bridge Course
- Activity 3: Interactions among the concerned people
- Activity 4: Support to ECD centers
- Activity 5: Support to establish new school
- Activity 6: Child friendly Teacher's training
- Activity 7: Tuition classes
- Activity 8: Material support to children
- Activity 9: Education material support to schools
- Activity 10: Scholarship for the Musahar girls and boys from class VI and above
- Activity 11: Interactions for Teachers, SMCs, PTAs, child clubs, women co-ops, RMUS
- Activity 12: SIP Updating and monitoring
- Activity 13: VEP formation, updating and monitoring
- Activity 14: Form and strengthen the 10 Child Power Centers
- Activity 15: Support to establish secretariat of Child Power Center
- Activity 16: Conduct 20 Reflect classes for adult women and men
- Activity 17: Organize and mobilize dalit structure
- Activity 18: Interactions for women cooperatives and RMUS
- Activity 19: 30 Strengthened saving credit groups to develop as cooperatives.
- Activity 20: Life skill training to 50 Musahar youth/parent and seed money support
- Activity 21: Saving and credits training to 50 group members
- Activity 22: Awareness, interaction and coordination meeting with stakeholders
- Activity 23: Strengthen and mobilization of RMUS for receiving government resources
- Activity 24: Identify all single women and elderly people of 60+ years of age
- Activity 25: Organize and mobilize cooperatives
- Activity 26: Support to develop proposals to receive local grants
- Activity 27: Provide the training to the RMUS members
- Activity 28: Regional level workshop
- Activity 29: Produce IEC materials
- Activity 30: Street drama and FM radio program
- Activity 31: National level
- Activity 32: Best practices



## Stop Making Children Work

Send Children to School

Basket and Hoe, put aside

Notebook and text book, in hands of Children

(On the wall at PS Majhaura, Barhampur VDC, Saptari)

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