

# **Strategic Education Planning Advisor for Dalit People**

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## **1. Dalit Community Participation in Strategic Education Planning**

The time has come to review the educational programs implemented by the government aiming to provide access to education for all children by the year 2015 A.D. This has also been one of the primary objectives in the educational sector for the government. Though, 7 percent of the children in our country have still been deprived of this opportunity. Statistics show that even a district with a surplus amount of facilities such as Morang has 7 percent of children who are not able to gain access to education. There has been some concern over the need to identify such groups of children who have been deprived of such opportunities and create means to include them as well. Dalit communities of Terai and Hilly region have mostly settled in Morang which include Lohar, Sunar, Kami, Damai, Sarki, Wadi, Gaine, Kusule, Kuche, Chyame, Pode, Chamar, Dhobi, Paswan (Dusadh), Tatma, Dom, Watar, Khatche, Musahar, Santhal, Satar and Halkhor. Participation of the Dalit community within the society has also been significantly low due to the deprived opportunities in education, health and employment sectors. While taking education into consideration, school enrollment, attendance in schools and the passing rate of Dalit communities has also been relatively low. It was found that 42,200 students are currently studying in 557 public schools within the district and 61 Dalit teachers are working in the public schools.

Even though the education programs within the district has mostly been Dalit oriented, it does not seem to have been properly implemented or utilized. Also, the importance of education itself could not be relayed to the community through the program. As a result, the attendance of Dalit students in schools remained low and the dropout rate among them increased. The number of Dalit teachers also remained relatively low. Within the school management, the number of people who were not able to understand the problems of Dalit increased as well. Overall, the efforts made towards making the school environment more Dalit-friendly have decreased. Education can only be provided to everyone when the school itself is made available to everyone. We will not be able to provide education for everyone until the full participation of Dalit students in the service sector of schools. In view of this current situation, the need for a strategic education plan for the participation of Dalit in the educational sector of Morang has been recognized.

## **1.1 Definition of Dalit**

According to the Hindu Varnashram Caste System from Muluki Ain 1910 B.S. Dalit has been defined as castes who are considered as untouchable in the society. They are socially, economically, politically, educationally and religiously left out from the mainstream sector of the state. They are also considered as castes with whom water and other basic facilities cannot be shared.

## **2. Government of Nepal National Dalit Commission**

### **2.1 Objective**

To increase the participation of Dalit community in the operation and management of schools and be able to provide quality education through non-discrimination in a stress-free and child-friendly manner.

### **2.2 Purpose**

The objectives of the strategic plan are as follows: -

- a. To increase access to school education for Dalit children.
- b. To increase Dalit participation in school administration and management level.
- c. To make schools non-discriminatory and to develop a stress-free and an inclusive learning center.
- d. To effectively distribute such service facilities available in the schools to Dalit children.
- e. To supervise and monitor the implementation of such programs conducted for the concerned target groups.

### **2.3 Efforts to Increase Education Participation for Dalit**

#### **A. Policy Efforts**

- Provision of scholarship for all Dalit students.
- In the 9<sup>th</sup> plan, there is the provision for each school to have one Dalit teacher.
- Establishment of a separate Dalit board in the ministry.
- Section 16 (e) (1) of the Education Act 2028 B.S. mentions the appointment of teachers and staff in public schools where 45 percent of the posts are filled through open competition in which 9 percent of the seats are reserved for Dalit.

- Section 8 (4) of the Education Act 2028 B.S. Regarding the provision of scholarship mentions that the government can provide scholarships as prescribed to students enrolling in schools for lower secondary education and secondary education.
- Education Regulations 2059 B.S. on scholarship mentions: -
  - The school should provide 100% and 50% 'Jehendar' scholarships excluding the fees to the students who placed first and second in their classes respectively.
  - The schools should provide scholarships to students if at least 5% of the student population is poor, disabled, women, Dalit and indigenous students.
  - Similarly, the scholarships received by the Dalit as well as other oppressed communities –
  - According to Sub-Rule (1), before providing scholarship, the school should provide a notice on how to apply for scholarship. {Education Regulations 2059 B.S. Rule 151(1)}
- Arrangements to provide scholarship to the students have been made accordingly. According to Rule 3 of the 3<sup>rd</sup> amendment of the Education Regulations Act 2065 B.S., it has been mentioned that reservations will be made regarding the provision of scholarships. Out of the 45% of scholarships received by the government, it will be given to those students after passing their admission from public schools in which 9% will be provided to Dalits and also, 15% will be given to Dalits as well from the allocated quota.
- Regarding matters with should be dealt with free of charge,
  - Public school should provide free education to those students who fall below the poverty line and have been categorized as Dalits, indigenous people or women.
  - According to Sub-Rule (1), for the purpose of providing free education in such matters, the school should provide a notice on how to apply for it. {Education Regulations 2059 B.S. Rule 151 (2)}.

## **B. Efforts Related to Dalit Rights**

- National Dalit Commission 2058 B.S.
- Upliftment for Oppressed and Neglected Dalit Development Committee 2054 B.S.

- The government led by the then Prime Minister Sher Bahadur Deuba declared the nation to be free of untouchability on August 4<sup>th</sup>, 2001.
- The restored Parliament through the democratic (People's) movement declared the nation to be free of untouchability on June 4<sup>th</sup>, 2006.
- The government declared to waive the loans on September 6<sup>th</sup>, 2008.
- In his address to the nation by the then Prime Minister Pushpakamal Dahal on January 25<sup>th</sup>, 2009, he declared untouchability as a national stigma.
- Racial Discrimination, Untouchability Offenses and Punishment Act 2068 B.S.
- Rights against Untouchability and Caste Discrimination in the Interim Constitution of 2063 B.S.

### **C. Efforts in the Field of Education**

- There should be emphasis on the participation of the Dalit community in the education field in documents related to education.
- All the Dalit students have been defined (listed) as per the school's education statistics in **Table 1**.
- The subject matter regarding the Dalit community should get included in planning of the education sectors.
- The issues of Dalit communities have been mentioned in the various policy directives given out by the Ministry of Education.
- Within the education sector, a code of conduct is being created and implemented to treat all children as equals and without any form of discrimination.
- The topic of Dalit is also being included in teacher training (programs).
- Conducting various programs with NGOs such as awareness programs, formation of child societies (institutions for such a cause), building networks, debate or advocacy programs and so on.

### **D. Efforts for Improving the School Sector**

Regarding Students: -

- A student should use the best of his/her potential to participate in creative learning with confidence and enthusiasm.

Regarding Teachers: -

- The teacher will not discriminate against the students and will not give them severe punishments. (bodily harm)
- The teacher will respect the identity of the student individually as well as in a communal manner.

### **3. Prospects for Inclusion of Dalits in Education**

- Child Development Centre in Districts, Dalit children can be admitted into schools and campuses.
- A situation where Dalit students who cannot attain formal education can attain informal education.
- School education can seem more attractive as there are various forms of provision of scholarship for the Dalit community.
- Provision of free school education as well as textbooks has made it easier to join schools.
- The school admission campaigns have made it much easier to acquire information regarding the time of school admissions.
- There are many in the districts. Many of whom have advocated for the Dalit community and have empowered them. This has also helped them in gaining access to education.
- The local bodies have made investments into the education sector. That investment which has also helped to address the Dalit communities.
- The awareness which can be raised by the political parties while advocating for the upliftment and empowerment of Dalit class can also aid them in gaining access to education.
- The association of parents in the school management committee has reach out to the Dalits of the school management committees in the Dalit villages.
- The legal provisions which set the parameter that the institutional schools should not fall below the limit of providing scholarships to 10% of the students if they are disabled, women, Dalit or indigenous has also helped the Dalit students in gaining access to education at some level.
- The legal system has also made it easier for the Dalit communities in cases of open competition for public school positions where 45% of the total number of posts should be considered as 100% where 9% are to be filled by the Dalits.

- There are Dalit organizations within the district. Awareness and access to education of Dalits can be increased if cooperated with them.
- There are various forms of media within the districts. The proper utilization of such mediums can aid in raising awareness and access to education for the Dalit communities.

#### **4. Statistics of Dalits in Morang District**

Total Population: 1,12,914

Female: 54,862

Male: 58,082

Additional information is shown in the tables further below.

#### **5. Issues and Challenges**

##### **A. Challenges of Dalit Inclusion in Education**

- Work to bring education awareness to the Dalit community. (School enrollment and the regularization of all the Dalit students)
- Work to build the self-confidence of Dalit community.
- Work towards economic empowerment. (Forcing children to work instead of going to school because they have to earn a living)
- Empowering Dalit organizations for educational inclusion.
- Work to increase the participation rate of Dalits in educational decisions.
- Work to bring about a change in the thought perspective of Non-Dalit communities towards Dalit communities.
- All the organizations that work for the Dalit communities and sectors and the advocacy programs carried for them and their upliftment.
- To include Dalits in the appointment of teachers.

#### **6. Proposed Strategic Plan**

S.N	Objectives	Possible Programs	Possible Strategies for Implementation of Programs	Place of Work	Work to be done	Responsibility	Performance Indicator
1.	Identification of Dalit Children	1.1. Determine the number of Dalit children in the schools	1.1.1. Collection of data with the help of the students 1.1.2. School Committee, Teacher's Association and Teachers to collect data 1.1.3. Collection of data on the basis of initiation carried out by Dalit parents 1.1.4. Collection of data while collaborating with other local associations	School Service Area	All Dalit settlements and households	Principal, Teacher's Association, Dalit representatives, Local Institutions	Compiled Statistics Description
		1.2. To make the statistics of Dalit children reliable and trustworthy	1.2.1. Display the obtained data 1.2.2. Time separated for including (missed) data and remove duplicates (double entry of data) 1.2.3. Group discussion and data analysis	School, Community, School Service Area	Obtained Statistics, The number of Dalit childrens		Revised Statistics
		1.3. To arrange identity	1.3.1. Make the introduction of Dalit children	School, Community, School	Number of Dalit students		Identity cards to be provided to



		cards for the identification of children and to provide information about the services made available by the school	1.3.2. To make the Dalit children aware about the form of service they will receive from the school	Service Centre	according to age		all the students
2.	To increase the regularity of enrollment and achievement level of Dalit children schools	2.1. To distribute scholarships more effectively	2.1.1. Provide scholarships on time 2.1.2. Organize a proper ceremony (program) for the distribution of scholarships 2.1.3. To compulsorily invite the mother of children who are to receive scholarship	School Building	Number of Dalit Students and Scholarship Quota		Imbursement of Scholarship, Parent's Attendance Booklet
		2.2. Motivate Dalit children and always aim to keep their morale high	2.2.1. Active participation of Dalit students in extracurricular activities conducted in the school 2.2.2. Special emphasis on Dalit-friendly environment while conducting teaching and learning activities	School Buildings and Classrooms	Work to be conducted for Dalit students participating in		Program Booklet

			2.2.3. Creation and implementation of Code of Conduct in school		extracurricular activities		
		2.3. To conduct various programs for the development of Dalit-friendly school environment	<p>2.3.1. Promoting teaching and learning experience without discrimination and fear or the fear of punishments in school</p> <p>2.3.2. Focusing on ending discrimination and developing an inclusive culture while teaching and learning</p> <p>2.3.3. To end discrimination, untouchability and feelings of superiority/inferiority and conduct programs such as discussions, conferences, demonstrations and writings for the development of an inclusive culture</p>	School and School Service Centre	All conducted works from all schools		Programs conducted in schools and number of participation of Dalit students
			2.3.4. Conduct awareness programs in schools and communities for the creation of an inclusive society without discrimination				Program Booklet, List of Participants
		2.4. Conduct programs for the encouragement	2.4.1. To encourage students who have excelled in classes with awards	School Campus and	Number of Dalit students studying		Awarded Students, Married Status

		t of students and parents	<p>2.4.2. Regular and disciplined Dalit students should be encouraged by being rewarded in class.</p> <p>2.4.3. Encourage and address (respect) the mother of children who send their children to schools the most</p> <p>2.4.4. Encourage the locals and relative organizations to contribute towards increasing the enrollment and regularity rate of Dalit students in schools</p>	Community	, individuals and institutions if selected		
3.	To increase the participation of Dalits in school management and operation system	3.1. The participation of Dalits in school management committee will be increased	<p>3.1.1. In schools with majority of Dalit students, there should be a Dalit candidate within the school management committee.</p> <p>3.1.2. In schools with majority of Dalit students, if a Dalit representative cannot be selected from the 4 persons selected by the parents then efforts should be made to select members/representatives from the Dalit</p>	School, School Service Area, Mother's Working Group	School Management Committee, Education committee and members of the monitoring team		School Management Committee, Education Committee and Dalit members from other committees

			<p>community among the nominating members.</p> <p>3.1.3. To develop the tradition of selecting the president and members so that the students are represented in proportion to the caste numbers when forming the Education committee.</p> <p>3.1.4. Schools should form groups among the mothers as well as hold regular meetings and conduct educational programs through them while targeting the areas where the enrollment and regularity of Dalit children is low</p> <p>3.1.5. A supervising committee should be formed in which the Dalits are also able to participate in supervising the</p>				
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			programs organized by the school				
4.	To develop an effective and compliant system	4.1. A monitoring system to be developed in the local and district level which monitors the implementation of the said programs	<p>4.1.1. The monitoring program should be built at the local and district level with the active participation of those who provide and consume the essence of the program as well as the local shareholders</p> <p>4.1.2. There will be a monitoring mechanism at the district level with the involvement of other agencies related to the program. This mechanism is aimed to monitor the program and give advice, suggestions or instructions to the local monitoring committee, consumers, program implementing agencies or schools.</p>	Local level and school district level	A group of 7-11 people		The members of the monitoring committee formed at the district and local level and the works carried out by them

## 7. Expected Achievements

The followings achievements are expected to be gained after the implementation of the following plans: -

- a. Enrollment and regularity rate of Dalit children will increase.
- b. The participation of Dalit class (community/children) will increase in school operations and management level.
- c. The distribution level of services and facilities available in the school will become more efficient.
- d. A non-discriminating, safe and stress-free environment will be developed in schools.
- e. Priority, coordination and cooperation will increase in the programs conducted for the concerned target groups.
- f. The overall participation, access rate to facilities and quality of Dalit class will increase.

## Annex 1

### A. Population By Age

Age Group	Female	Male	Total	Percentage
0-6	10264	10574	20383	18
7-15	12892	13493	26385	23
16-45	25553	26885	52438	45
45+	6153	7100	13253	13
<b>Total</b>	54862	58052	112914	100

**Source: Status of Dalit, Survey Report in Morang, 2064 B.S.**

While studying the table above, it was found that the population of the men were more than that of women among all the age groups whereas the population of those above 45+ were found to have the least number of individuals compared to others. It can be observed that average life expectancy of Dalits in general seem to be very low as well as that of their women when compared to their counterparts.

## Annex 2

### B. Population of Hilly and Madheshi Dalits

Hilly Region	Kami	Damai	Sarki	Sunuwar	Lohar	Goyine	Pode	Kassai	Total
	17302	10388	3889	627	586	223	8	5	33028
Madhesh	Musahar	Baatar	Sataar	Dusadh	Chamaar	Khatwe	Sarbhang	Tatma	Total
	25559	21186	18064	5987	2843	1730	1327	1267	79886

**Source: Status of Dalit, Survey Report in Morang, 2064 B.S.**

Based on the data above, Musahar has the largest population in which they cover 22.6% of the total Dalit population and 31.94% of the total Madheshi Dalit population. Kasai has the least population among all. Similarly, in the Hilly region, Kami has the largest population which covers 15.32% of the total Dalit population and 52.38% of the Hilly region.

### **Annex 3**

#### **C. Population of Dalit on the Basis of Citizenship and Birth Certificate**

Children from age 0 - 15			Children who don't have Birth Certificate		
Girl	Boy	Total	Girl	Boy	Total
23156	24067	47223	7002	669	13699
Dalit above 16 years of age			Population without Citizenship		
Female	Male	Total	Female	Male	Total
31706	33985	65691	20234	14053	34287

**Source: Status of Dalit, Survey Report in Morang, 2064 B.S.**

The table above shows that 13,699 out of 47,223 people have registered the birth of children while 34,287 out of 65,691 people above the age of 16 have not yet obtained their citizenship. They are 29% and 52.19% respectively.

### **Annex 4**

#### **D. Description of Dalit Children Who Goes to School and Who Do Not**

Level	Goes to school			Does not go to school		
	Girl	Boy	Total	Girl	Boy	Total
<b>Primary</b>	10229	12172	22391	688	639	1327
<b>Lower Secondary</b>	1422	2265	3687	<b>Left School</b>		
<b>Secondary</b>	1127	2169	3296	<b>Left School</b>		



**Source: Status of Dalit, Survey Report in Morang, 2064 B.S.**

1,327 Dalit children out of 22,391 have not been able to go to school.

## Annex 5

### E. Description of Scholarship for Dalit

Level	No. of Students	Amount
Basic (Grade 1-8)	42,907	1,71,63,000
Secondary Level (Grade 9-10)	551	2,76,000

## Flash | District Education Office, Morang, 2068 B.S.

## Annex 7

#### F. Admission Details of Dalit Students at Basic Level of Community Schools

Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Grade 1-8		
Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total
4869	4606	9475	3726	3513	7239	3109	3003	6112	2828	2628	5456	2399	2469	4868	1811	1841	3652	1586	1571	3157	1172	1137	2309	2150	2078	4228
4869	4606	9475	3726	3513	7239	3109	3003	6112	2828	2628	5456	2399	2469	4868	1811	1841	3652	1586	1571	3157	1172	1137	2309	2150	2078	4228

## Flash | District Education Office, Morang, 2068 B.S.

Studying the table, it was found that the number of upper class children is gradually decreasing compared to the children in the lower classes which is also the reason due to which dropout rate has been increasing in higher grades. The number of students in Grade 8 is also significantly lower than compared to other grades and they also have the highest dropout rate than others.

### Annex 8

Grade 9			Grade 10			Grade 9-10			Grade 11			Grade 12			Grade 9-12		
Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total
877	892	1769	652	667	1319	1529	1559	3088	197	218	415	190	152	342	1916	1929	3845
877	892	1769	652	667	1319	1529	1559	3088	197	218	415	190	152	342	1916	1929	3845

## Flash | District Education Office, Morang, 2068 B.S.

Studying the table, it was found that the number of students in the secondary level is very low when compared to the lower secondary level. The dropout rate at the secondary level is also higher while Dalit children are dropping out of school from the lower secondary level.