

**An Assessment of the situation of Dalits in Education  
Policy Gaps, Challenges and Prospects**



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**Submitted to:**

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## Introduction and Methodology

### 1. Introduction:

Nepal has caste, ethnic, and religious groups of people. The caste people are hierarchical with many sub-castes. Each caste and sub-caste people have its traditionally prescribed occupation. Dalit, the last category of the caste hierarchy, also comprises 23 types of people implying that it is an umbrella term to indicate the socio-culturally secluded groups as *paninachalne* and *chhununahune jat* (untouchable caste). Because of this socio-cultural taboo Dalits have been victimized for generation. Among these Dalits girls and women are more vulnerable because of the caste taboo and gender construct. Because of this socially constructed and distributed knowledge Dalit children are last to enroll in school.

Literature on school education (Parajuli, 2063BS, and Koirala, 2064BS) shows that even Dalit children education specific program of the government could not bring most of Dalit children school (Subba, 2066 BS). Even those who could come to school had difficulty to transform their lives (Tamang, 2061 BS; Koirala, 2063 BS; and Sob, 2063 BS). Because of this non-government organizations and peoples' organization have been raising peoples' voices of janajati, dalit youth, children and so on. Dalit NGO federation (DNF) is one of them. This organization is working for triply oppressed dalit populace since ---- by the group of Dalit activists. Since the year of its establishment, DNF has been working against caste based discriminations and untouchability in different districts of the country. Along with these programs DNF has lunched various Dalit movement for their empowerment, conducted literacy classes, organized Dalit community people for compulsory saving, and advocated for "a just and equitable society" where Dalit populace gain their rights and opportunities to life, equity, development and participation.

Dalit NGO Federation with funding from Enabling State is currently implemented **"Improve Access to socio-economic opportunities for poor Dalits"** project in 10 districts: Saptari and Siraha, Mahottari and Rautahat, Baglung and Syangja, Surkhet and Banke and Baitadi and Kailali. DNF intends to conduct impact assessment of the project and find existing gaps in the field of education in its project districts. Therefore, the impact study was carried out in two of the districts: Kailali in the far west and Saptari in east.

### **2. Objectives**

The main objective of this study is to assess the overall situations of education of Dalits in Nepal.

#### **Other specific objectives are:**

1. To identify the barriers those prohibit Dalit children from going to school.
2. To assess the status of enrollment, retention and promotion rate of Dalit children in schools.
3. To document the repetition and drop- out rates of Dalit children and the underlying causes.
4. To assess the participation of Dalit parents and Dalit teachers in SMC/PTA.
5. To locate the geo-strategic location of ECD centers and recruitment status of the Dalit facilitators working in such centers.
6. To identify the policy gaps and challenges in education status of Dalits.
7. To recommend the advocacy issues and agenda for Dalit Civil society.

### 3. Methodology

A mixed design was used to assess “*impact of the project and find the gaps in the field of education*”. The study began with the review of Dalit Friendly education policies which gave an idea to understand various provisions vis-à-vis educational service delivery and participation in education governance.

Several guiding tools were developed for field interaction with specific group of stakeholders such as the SMC members, school teachers, students, ECD facilitators and parents. Reflection of their views about the impact of the DNF project and status of education of Dalits is analyzed against the expectations as reflected in the policies and baseline survey of DNF before launching project.

Altogether two districts and six VDCs were selected in consultation with DNF central team whereas 10 ECD centers and 10 schools were selected in consultation with respective DNF district team. While selecting VDC and schools, a balance was tried to maintain by level, for example, VDCs were selected which were densely populated with Dalits, mix-populated with Dalits and non-Dalits and least populated with Dalits. Regarding school, primary and secondary schools were selected including ECD centers. The following table describes sample and sampling:

Table 1: Sample size

District	Selected Schools
<b>1) Kailali (Far Western Terai)</b>	<ol style="list-style-type: none"><li>1. Saraswati Higher Secondary School, Olami, Godawari, Ward No.-4 with ECD centre in same school</li><li>2. Bhairav Bal Bikash Centre, Geta</li><li>3. Nava Durga Primary School, Geta</li><li>4. Saraswati Higher Secondary School, Geta</li><li>5. Fulbari Higher Secondary School, Fulbari Town, Ward No. 1</li></ol>
<b>2) Saptari ( Eastern Terai)</b>	<ol style="list-style-type: none"><li>1. Rastriya Primary School, Malekhpur with ECD Center</li><li>2. Shree Janata Secondary School, Khurhuria</li><li>3. Shree Janata Rastra Primary School, Kalyanpur, Ward No-3</li><li>4. Shree Bhavani Prasad, Shakla Prasad, Ram Prasad Janata Higher Secondary School, Malekhpur</li><li>5. Shree Chinnamasta Bhupendra Sanskrit Secondary School, Chinnamasta</li></ol>

In Kailali, DNF is working in eight VDCs namely Phulbari, Geta, Sreepur, Durgauli, Pathraiya, Godavari, Malakheti and ... Depending upon the consultation with the members of DNF, 3 V.D.Cs were selected as specified in sampling, Godavari is selected as the VDC having highest number of Dalit population, Phulbari as mixed population and Geta as the least number of Dalit population based on the information provided by the DNF staffs as such sampling was not possible by the help of Census 2011 as it lacks such information. Adjoining VDCs were selected due to constraint of time.

In Saptari, DNF is working in Arnaha, Aurahi, Kalyanpur, Bodebarsain, Malekhpur, Rajbiraj (ward no 3 and 7), Kochabakhari and Chinnamasta.

#### **4. Limitations**

Due to extremely limited and tight timeframe, schools only within accessible locations could be selected. Similarly, the number of ECD and schools per districts is also limited to five.

The study was carried out in Kailali and Saptari districts where 6 ECD centers and 10 schools (Primary and secondary) were selected from six Village Development Committees (VDCs) (three VDCs from each district). The VDCs were selected on the basis of intensity of the population of Dalits. One VDC was selected which is densely populated with Dalits, one mixed population of Dalits and non-Dalits and another one is with least number of Dalits. The VDCs were selected in consultation with DNF staffs at the districts and also based on the baseline survey carried out by Valley research Group (VaRG) three years ago. The following schools were selected for the study:

Research design: This study used both quantitative and qualitative approach to data collection. In the quantitative data we collected school level information. In the qualitative data we brought the cases of the Dalit students and the perceptions of different stakeholders of education through focus group discussion.

Informants/Respondents: At the community level household heads, parents, teachers, SMC members, political parties, and Dalit activists were the informants. At the district level DEO personnel, NGO personnel, and political leaders were consulted for their perception and experiences. They were consulted through interviews, interactions and meetings.

#### Sample:

This study collected School data from Kailali and Saptari. Altogether 12 schools and 6 ECD centers were surveyed for quantitative data. Data were collected from three types of VDCs/Municipalities. The first type of VDCs /Municipalities had more Dalit households, the second type of VDCs/Municipalities had mixed caste groups, and the third type of households had a few Dalits. The reason was to see the result of the Dalit settlement on Dalits' access to education and dropout from school.

For the qualitative information Teachers, students, parents, and SMC members' of 12 schools of the studied VDCs/Municipalities were consulted for their perception. 3 focus group discussion sessions were also held in each study VDC/Municipalities. The information that the research team obtained from different sources was shared with the district stakeholders of education during debriefing sessions.

#### **4. Status of Early Childhood development Centers:**

##### **Early Childhood Development/Pre Primary Classes**

There are 33,404 ECD centers/Pre-primary classes in Nepal, out of which 86.1% are running as community-based ECD/PPCs. others are privately managed preprimary classes and schools. ECD/PPC is regarded as instrumental for physical, social, intellectual and emotional development of children.

### Total number of early childhood development/pre primary classes, 2007-2011

districts	2007	2008	2009	2010	2011
<b>Total</b>	19936	236459	29089	31089	33404
<b>Saptari</b>	368	436	601	633	701
<b>Kailali</b>	732	815	888	908	928

### Enrolment in ECD/PPC

There has been more involvement of government for the provision of ECD/PPCs programs for the children from the age 4 to primary school age 5-9 years. In all districts, the district education office oversees the national provision of pre primary education. The duration of pre-primary education pre-primary education varies in the community ECD, community school based ECD and institutional school ECD. Based on the SSRP, it is one year in community based and community school based ECD, whereas it is two years and more than two years in institutional schools.

### Enrolment in ECD/PPCs in 2007-2011

districts	2007	2008	2009	2010	2011
<b>Total</b>	823106	881247	947278	1018543	1056430
<b>Saptari</b>	8599	10685	12577	7146	15532
<b>Kailali</b>	33225	33509	38033	33194	30540

### Number of Enrolment in ECD/PPC by Dalits

The table shows the enrollment of Dalit children in ECDS/PPCs from 2007 to 2011 in which the enrolment of Dalits has increased significantly from 2007 to 2011.

### Dalit Enrolment in ECD/PPCs in 2007-2011

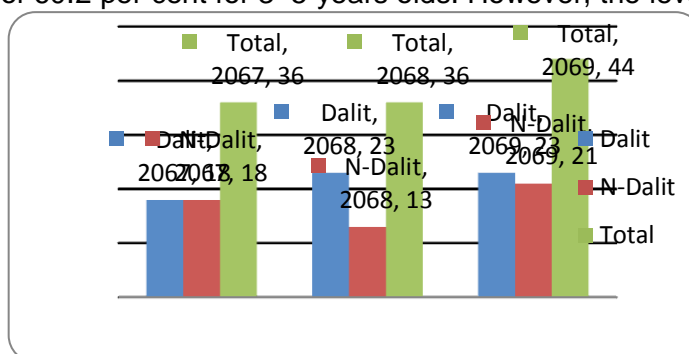
Districts	2007	2008	2009	2010	2011
<b>Total</b>	105786	140429	164622	182633	183310
<b>Saptari</b>	1939	3105	3641	2800	4191
<b>Kailali</b>	5020	6509	8391	7222	6623

Average number of Dalit and Non-Dalit children aged 3-5 in ECD center in 2066, 2067 and 2068 by sex.

Level	FY	Dalit			Non-Dalit			Total		Total
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	

<b>ECD</b>	66/67	8	10	18	8	10	18	16	20	36
	67/68	11	12	23	6	7	13	17	20	36
	68/69	10	13	23	13	8	21	23	21	44

There are currently 33,404 early childhood development (ECD) centres in Nepal, mainly in urban areas, with a gross enrolment rate of 60.2 per cent for 3–5 years olds. However, the level of awareness of the importance of ECD is very low, especially in the most disadvantaged communities. Caregivers often provide only limited and rudimentary psychosocial care to young children in the home environment, and parenting programmes only reach a small percentage of families. Research shows that ECD plays an important role in successful transition to school for children in Nepal, with higher promotion rates at Grade 1 and lower dropout. This is particularly true for girls and children from disadvantaged households. The government has recently developed minimum standards for ECD centres.



In the survey, while visiting six ECD centers it is observed and realized that ECD centers are not running properly with its vision in the school. It is found that ECD facilitator keep ECD children and Class one children together and teach them letters. Instead of being facilitator she teaches in the class.

## 5. Enrolment, dropout, repetition, promotion in the school

### Enrolment Trends by social groups at basic level

Enrolment shows the level of access and participation in school education for school going age children. The government has placed emphasis on increasing enrolment in schools by various means of support through the SSRP and other programs, particularly focusing on the enrolment of girls, Dalits, Janajatis and disadvantaged community children.

The table below shows the trends of school enrolment of Dalits in which the average annual growth of Dalit students is highest in Terai belt and lowest in the valley.

### Enrolment trend of Dalits at primary level by eco-belts, 2007-2011

Eco-belts	School Year				
	2007	2008	2009	2010	2011
Mountain	64592	72931	71818	77345	74679
Hill	380556	414571	421922	435086	401805
Valley	13814	14936	15342	14429	12639

<b>Terai</b>	388450	463708	470893	537627	547663
<b>Total</b>	847412	966146	979975	1064487	1036786

### Enrolment trends of Dalits at Lower Secondary level by eco-belts 2007-2011

The table given below presents the trends of enrolment of Dalits at lower secondary level by eco-belts. The table exhibits the average number of students wherein the Terai belt has the highest number while the Hill has the lowest one.

### Enrolment trend of Dalits at Lower Secondary level by eco-belts, 2007-2011

Eco-belts	School Year				
	2007	2008	2009	2010	2011
<b>Mountain</b>	8184	10705	12785	16958	19296
<b>Hill</b>	68843	82400	98231	113200	119191
<b>Valley</b>	5261	5940	6335	6270	5966
<b>Terai</b>	59550	68774	85344	105173	120888
<b>Total</b>	141838	167819	202695	241601	265341

### Enrolment trends of Dalits at Lower Secondary level by eco-belts 2009-2011

The table below shows the trends of enrolment of Dalits at basic level in which Terai has the highest rate and valley the lowest.

### Enrolment trend of Dalits at Basic level by eco-belts, 2007-2011

Eco-belts	School Year				
	2007	2008	2009	2010	2011
<b>Mountain</b>	72776	83636	84603	94303	93975
<b>Hill</b>	449399	496971	520153	548286	520996
<b>Valley</b>	19075	20876	21677	20699	18605
<b>Terai</b>	448000	532482	556237	642800	668551
<b>Total</b>	989250	1133965	1182670	1306088	1302127

### Share of Dalit enrolment in total enrolment at Basic level by eco-belts, 2009-2011

The table below shows the share of Dalit enrolment in total enrolment at basic level. Compared to the shares of school enrolment of Dalits in 2007, the share is higher in 2011. And the share is highest in Terai and lowest in the valley.

**Share of Dalit enrolment in total enrolment at Basic level by eco-belts, 2007-2011**

Eco-belts	School Year				
	2007	2008	2009	2010	2011
Mountain	15.5	15.3	15.5	16.1	16.5
Hill	18.2	18.8	19.4	20.3	20.0
Valley	5.0	5.5	5.0	5.0	4.4
Terai	17.6	19.9	19.6	21.8	22.3
Total	16.9	18.1	18.2	19.6	19.7

**Total number of Dalit enrolment at Secondary level by eco-belts, 2007-2011**

Eco-belts	School Year				
	2007	2008	2009	2010	2011
Mountain	2544	3457	4513	5973	6479
Hill	19407	26145	32275	38094	40721
Valley	2399	2787	3016	3035	3031
Terai	18679	23261	28354	34340	39115
Total	43029	55650	68158	81442	89346

**Share of Dalit enrolment in total enrolment at secondary level by eco-belts, 2007-2011**

Eco-belts	School Year				
	2007	2008	2009	2010	2011
Mountain	6.3	6.9	8.3	9.2	10.0
Hill	7.3	8.6	9.7	11.1	11.5
Valley	3.0	3.8	3.5	3.7	3.6
Terai	6.6	8.1	8.9	10.7	11.3
Total	6.4	7.8	8.6	10.0	10.5



### Dalit enrolment by gender at Secondary and higher secondary levels, 2007-2012

The table below shows the number of Dalit enrolment with the share of girls in total enrolment in the school year 2009-2010 to 2011-2012. On an average, the share of girls in 2009-2010 was more than 45% which reached 47% in 2011-2012.

### Dalit enrolment by gender at Secondary and higher secondary levels, 2007-2012

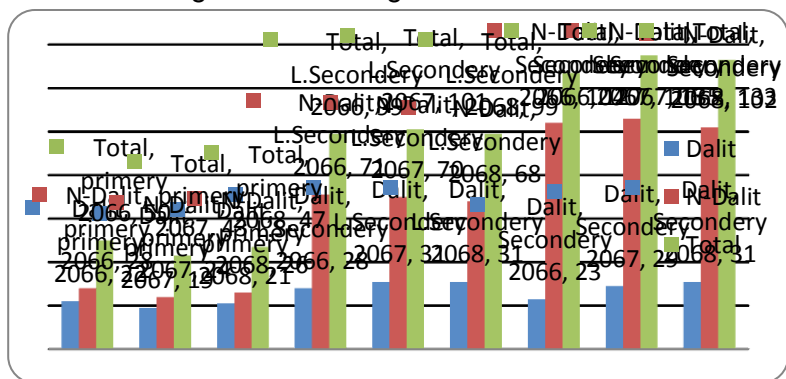
Students	School Year 2009-2010			School Year 2010-2011			School Year 2011-2012		
	9-10	11-12	9-12	9-10	11-12	9-12	9-10	11-12	9-12
Class									
Girls	30774	5265	36039	37548	8916	46464	42453	1199	53652
Boys	37384	6417	43801	43894	11249	55143	46895	12867	59762
Total	68158	11682	79840	81442	20165	101607	89346	24065	113411
% of girls	45.2	45.1	45.1	46.1	44.2	45.7	47.5	46.5	47.3

Information on enrolment, dropout, repetition and promotion of the students of the sampled schools were collected by reviewing the records and register maintained by each school.

### Average number of Dalit and Non-Dalit children enrolled in 2066, 2067 and 2068 by sex and grade

level	FY	Dalit			Non-Dalit			Total		Total
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	
Primary	2066	12	10	22	15	13	28	27	22	49
	2067	9	10	19	13	11	24	22	21	42
	2068	10	11	21	13	13	26	24	23	47
Lower Secondary	2066	16	12	28	36	34	71	52	46	98
	2067	16	15	31	37	33	70	52	48	100
	2068	15	17	32	33	35	68	49	51	99
Secondary	2066	13	10	23	56	48	104	69	57	126
	2067	15	14	29	56	49	106	71	63	135
	2068	16	15	31	52	50	102	68	64	133

Data presented in Table 2 shows that the average number of girls who were enrolled at all levels in the school was lower than that of the boys. Another striking pattern in the average number of the dalit students compared to non-dalit shows that number of dalit students decreased sharply as they go up in the higher level from primary



level. Decrease in the number of dalit girls was found to be higher than those of other. For example, the average number of dalit girls and boys were 44 and 49 respectively at the primary level in 2067 and 11 and 15 at the higher secondary level. In the same year the average number of girls from other group were 86 and that of boys 98 in 2067 at the primary level whereas this figure was 71 and 90 at the higher secondary level. Although the average number of students increased in 2068 but the gap between boys and girls as well as between dalit and non-dalit remained in the similar pattern.

#### Number of Schools by Level and Unit in 2007-2011 in Nepal

Levels	Districts	2007	2008	2009	2010	2011
Primary	Total	29220	30924	31655	32684	33881
	Saptari	346	346	336	336	481
	Kailali	566	585	578	600	599
Lower secondary	Total	9739	10636	11341	11939	13791
	Saptari	114	114	102	102	176
	Kailali	263	263	282	291	324
Secondary	Total	5894	6516	6928	7266	7938
	Saptari	64	64	52	52	72
	Kailali	129	129	133	138	143
Higher Secondary	Total	x	1556	2512	2564	3382
	Saptari	x	11	28	28	41
	Kailali	x	43	56	56	81

#### Total Number of schools by unit in 2007-2011

districts	2007	2008	2009	2010	2011
Total	29448	31156	32130	33160	34361
Saptari	351	351	340	340	484
Kailali	568	585	583	605	605

#### Total number of students at levels in all school types 2007-2011

Levels	districts	2007	2008	2009	2010	2011
Primary	Total	4418713	4782313	4900663	4951956	4782885
	Saptari	98048	73094	90316	62442	108194
	Kailali	132310	135688	132933	135314	122814
Lower	Total	1443515	1466862	1604422	1699927	1812680
Secondary	Saptari	27800	11854	22279	16162	31770
	Kailali	43608	49905	49858	53948	58247
Secondary	Total	671183	715378	790348	811910	848569
	Saptari	12236	6179	10303	5719	13688
	Kailali	19583	20224	22997	24703	25681

#### Total number of Dalit Students at school Levels 2007-2011

Levels	Districts	2007	2008	2009	2010	2011
Primary	Total	847412	966146	979975	1064487	1036786
	Saptari	12673	23806	22470	21468	37173
	Kailali	24002	26733	29067	29701	26861
Lower	Total	141838	167819	202695	241601	265341
Secondary	Saptari	1659	2287	3409	3430	8100
	Kailali	4058	4557	6395	7763	8186
Secondary	Total	43029	55650	68158	81442	
	Saptari	532	738	1136	963	2361
	Kailali	1164	1331	1991	2594	2592
Higher Secondary	Total	x	x	11682	2165	24065
	Saptari	x	x	75	168	554
	Kailali	x	x	243	526	494

## Promotion Rate from 2009 to 2011

### Grade wise promotion rate at primary level, 2009

District	Grade 1to2	Grade 2 to 3	Grade to4	3 5	Grade 4 to 5	Grade 5 to 6	Grade 1-5
Total	63.5	85.0	86.3	87.5	85.8	79.1	
Saptari	63.1	82.0	85.7	85.3	84.4	80.7	
Kailali	76.9	85.6	89.1	92.4	84.7	85.0	

### Grade wise promotion rate at primary level, 2010

District	Grade 1to2	Grade 2 to 3	Grade to4	3	Grade 4 to 5	Grade 5 to 6	Grade 1-5
Total	69.1	86.2	87.6	88.4	87.8	81.9	
Saptari	71.5	84.6	89.0	89.4	87.2	83.0	
Kailali	74.5	92.7	92.9	92.8	92.7	88.2	

### Grade wise promotion rate at primary level, 2011-12

District	Grade 1to2	Grade 2 to 3	Grade to4	3	Grade 4 to 5	Grade 5 to 6	Grade 1-5
Total	70.8	87.4	89.0	88.8	88.4	83.1	
Saptari	65.5	82.2	82.8	78.9	84.2	77.3	
Kailali	77.8	92.9	95.3	92.8	94.2	89.6	

### Gradewise promotion rate at lower secondary and secondary level, 2009(2066-67)

District	Grade 6to7	Grade to8	Grade 7 to9	Grade 8 to 10	Grade 9 test exam	Grade 6 to 8	Grade 9 to 10
Total	86.2	86.6	85.0	87.6	80.8	86.0	84.5
Saptari	87.7	88.3	88.3	88.6	81.7	88.1	85.2

<b>Kailali</b>	86.5	85.9	86.3	87.5	78.9	86.3	83.6
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**Gradewise promotion rate at lower secondary and secondary level, 2010(2067-68)**

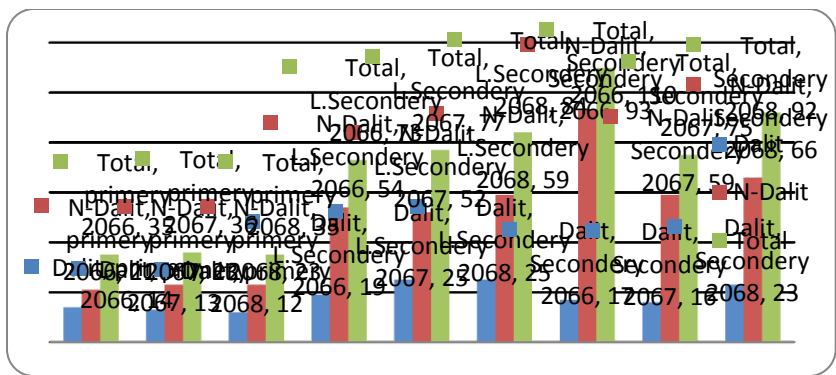
District	Grade 6to7	Grade 7 to8	Grade 8 to9	Grade 9 to 10	Grade 9 test exam	Grade 6 to 8	Grade 9 to 10
<b>Total</b>	87.4	88.4	86.0	88.5	86.3	87.3	87.5
<b>Saptari</b>	90.2	85.8	84.9	84.6	88.2	87.3	86.4
<b>Kailali</b>	91.9	91.6	91.4	93.9	87.1	91.6	90.9

**Gradewise promotion rate at lower secondary and secondary level, 2011-12(2068-69)**

District	Grade 6to7	Grade 7 to8	Grade 8 to9	Grade 9 to 10	Grade 9 test exam	Grade 6 to 8	Grade 9 to 10
<b>Total</b>	88.3	88.9	86.9	89.4	89.4	88.0	89.4
<b>Saptari</b>	83.5	80.1	82.0	80.8	82.6	82.0	81.7
<b>Kailali</b>	92.1	95.1	91.4	92.8	91.5	92.8	92.2

**Average number of Dalit and Non-Dalit children passed exam in 2066, 2067 and 2068 by sex and grade**

level	FY	Dalit			Non-Dalit			Total		Total
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	
<b>Primary</b>	2066	9	5	14	11	10	21	20	15	35
	2067	8	6	14	10	13	23	18	19	37
	2068	7	4	11	11	12	23	18	16	35
<b>Lower Secondary</b>	2066	10	9	19	28	25	53	39	34	73
	2067	12	13	25	27	25	52	38	38	76
	2068	12	13	25	30	29	59	42	42	84
<b>Secondary</b>	2066	10	7	17	49	44	93	59	51	110
	2067	11	6	17	30	29	59	41	35	75
	2068	12	11	23	31	36	67	41	51	60



**Repetition:**

**Grade wise repetition rate at primary level, 2009**

District	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 1-5
Total	26.5	10.6	9.1	8.6	6.7	14.4
Saptari	21.2	8.4	6.2	7.1	5.0	11.5
Kailali	15.1	8.1	8.1	6.8	6.0	9.4

**Grade wise repetition rate at primary level, 2010**

District	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 1-5
Total	22.6	8.6	7.9	7.8	5.7	12.1
Saptari	19.4	7.0	6.9	6.2	4.9	10.0
Kailali	11.9	4.9	5.3	5.7	4.6	6.8

**Grade wise repetition rate at primary level, 2011-12**

District	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 1-5
Total	21.3	8.3	7.4	7.5	5.4	11.5
Saptari	33.3	13.1	11.1	16.0	9.2	18.3
Kailali	4.0	2.8	2.6	2.4	2.5	3.2

**Gradewise repetition rate at lower secondary and secondary level, 2009(2066-67)**

District	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 6 to 8	Grade 9 to 10
Total	7.8	6.6	6.5	7.1	6.2	7.0	6.7
Saptari	5.5	5.8	5.4	6.7	6.2	5.6	6.5
Kailali	5.9	8.1	5.9	7.2	6.4	6.6	6.8

**Gradewise repetition rate at lower secondary and secondary level, 2010(2067-68)**

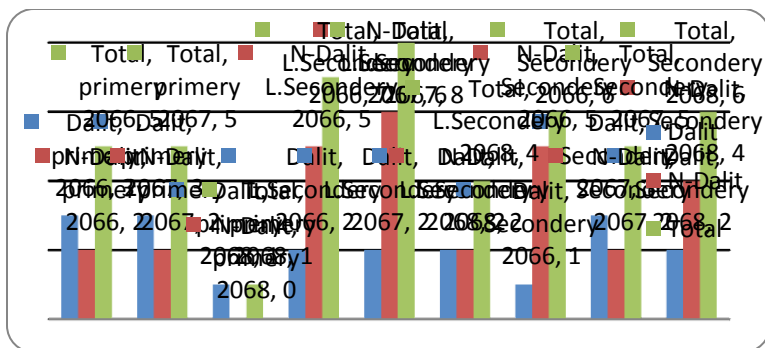
District	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 6 to 8	Grade 9 to 10
Total	6.8	5.5	6.6	4.9	2.6	6.3	3.8
Saptari	1.8	1.5	2.3	1.7	0.9	1.9	1.3
Kailali	5.4	5.0	4.6	3.7	3.4	5.0	3.6

**Gradewise repetition rate at lower secondary and secondary level, 2011-12(2068-69)**

District	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 6 to 8	Grade 9 to 10
Total	5.4	5.1	6.0	4.7	2.5	5.5	3.7
Saptari	8.0	9.1	8.5	9.5	5.2	8.5	7.4
Kailali	4.4	2.4	3.3	2.9	2.5	3.4	2.7

**Average number of Dalit and Non-Dalit children class repetition in 2066, 2067 and 2068 by sex and grade**

level	FY	Dalit			Non-Dalit			Total		Total
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	
Primary	2066	1	2	3	1	1	2	2	3	5
	2067	1	2	3	1	1	2	2	3	5
	2068	0	1	1	0	0	0	0	1	1
Lower Secondary	2066	1	1	2	3	2	5	4	3	7
	2067	1	1	2	3	3	8	4	4	8
	2068	1	1	2	1	1	1	2	2	4
Secondary	2066	0	1	1	3	2	5	3	3	6
	2067	2	1	3	1	1	3	3	2	5
	2068	1	1	2	2	2	4	3	3	6



## Drop Out

### Grade wise dropout rate at primary level, 2009

District	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 1-5
Total	9.9	4.4	4.6	3.9	7.4	6.5
Saptari	5.7	9.6	8.0	7.6	10.7	7.8
Kailali	8.0	6.3	2.8	0.9	9.3	5.5

### Grade wise dropout rate at primary level, 2010

District	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 1-5
Total	8.3	5.2	4.5	3.8	6.5	6.0
Saptari	9.2	8.4	4.1	4.4	7.9	7.0
Kailali	13.6	2.4	1.8	1.5	2.7	5.0

### Grade wise dropout rate at primary level, 2011-12

District	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 1-5
Total	7.9	4.3	3.6	3.7	6.2	5.4
Saptari	1.2	4.7	6.2	5.1	6.7	4.5
Kailali	18.2	4.3	2.0	3.8	3.3	7.3



**Gradewise drop out rate at lower secondary and secondary level, 2009(2066-67)**

District	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 6 to 8	Grade 9 to 10
Total	6.0	6.8	8.5	5.2	13.0	7.1	8.8
Saptari	6.7	5.8	6.3	4.7	12.1	6.3	8.4
Kailali	7.6	6.0	7.8	5.4	14.7	7.1	9.6

**Gradewise drop out rate at lower secondary and secondary level, 2010(2067-68)**

District	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 6 to 8	Grade 9 to 10
Total	5.8	6.1	7.4	6.7	11.1	6.4	8.7
Saptari	8.0	12.6	12.8	13.7	10.9	10.8	12.3
Kailali	2.7	3.5	4.1	2.4	9.5	3.4	5.6

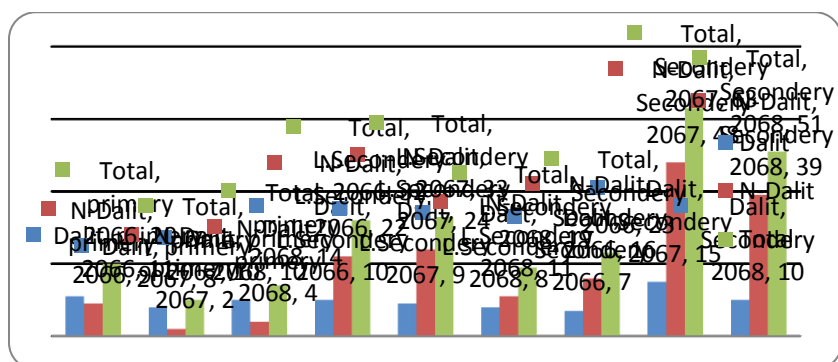
**Gradewise drop out rate at lower secondary and secondary level, 2011-12(2068-69)**

District	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 6 to 8	Grade 9 to 10
Total	6.3	6.0	7.1	5.9	8.0	6.5	6.9
Saptari	8.4	10.8	9.5	9.8	12.2	9.5	11.0
Kailali	3.5	2.5	5.4	4.3	6.0	3.7	5.1

**Average number of Dalit and Non-Dalit children dropout in 2066, 2067 and 2068 by sex and grade**

level	FY	Dalit			Non-Dalit			Total		Total
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	
Primary	2066	5	6	11	5	4	9	10	10	20
	2067	2	6	8	2	0	2	4	6	10
	2068	3	7	10	3	1	4	6	8	14
Lower Secondary	2066	6	4	10	11	11	22	17	15	32
	2067	5	4	9	13	11	24	18	15	33
	2068	4	4	8	5	6	11	9	10	19
Secondary	2066	4	3	7	10	6	16	14	9	23

2067	6	9	15	27	21	48	33	30	63
2068	7	5	10	23	16	39	30	21	51



### Dalit Teachers at Schools

#### Total reported number of teachers by social groups at primary level

	Total				Dalits			
District	2008	2009	2010	2011	2008	2009	2010	2011
<b>Total</b>	143574	153536	167216	173714	4633	5241	7305	7819
Saptari	1712	1712	1787	2026	18	61	81	88
Kailali	4420	4420	3848	3848	33	111	165	176

#### Total reported number of teachers by social groups at lower secondary level

	Total				Dalits			
District	2008	2009	2010	2011	2008	2009	2010	2011
<b>Total</b>	37068	40259	46032	48848	953	819	1184	1433
Saptari	306	306	464	466	0	11	6	6
Kailali	406	622	808	825	10	10	12	16

#### Total reported number of teachers by social groups at secondary level

	Total				Dalits			
District	2008	2009	2010	2011	2008	2009	2010	2011
<b>Total</b>	26925	29109	33835	35675	625	594	909	1280
Saptari	274	277	329	335	0	4	4	4

Kailali	229	346	443	443	3	9	2	2
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### Total reported number of teachers by social groups at higher secondary level

District	Total			Dalits		
	2009	2010	2011	2009	2010	2011
Total	14262	15425	17445	94	120	474
Saptari	0	22	126	0	0	0
Kailali	382	381	282	1	1	3

The government of Nepal has implemented SSRP since 2009 that provisions the affirmative action to increase the number of teachers from disadvantaged groups for ensuring equity and social inclusion. However, the data above shows the frustrating situation and no progress in the implementation of SSRP.

### Review of Education Act and Regulation

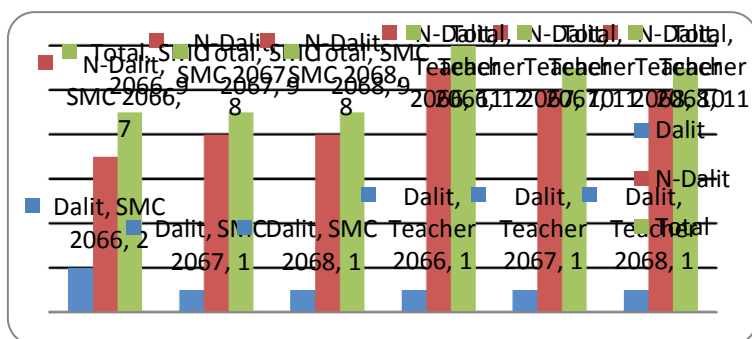
Both the Education Act, 1971 (eighth amendment-2004) and in Education Regulations, 2002 (second amendment, 2004) were reviewed to understand the provisions made with regard to the formation and functioning of the SMC and PTA. Formation of school management committee is slightly different between community and institutional schools. This study is focusing it only in the community schools and therefore formation of SMC in institutional schools is not discussed. The Education Act has the following:

- (1) For every Community School a School Management Committee consisting of the following members will be constituted for its operation, supervision and management:
  - A person selected by the parents from among themselves-**chairperson**
  - Three persons, including one female, selected by the parents among themselves-**members**
  - The Ward President of the concerned Ward of the Village Development Committee or Municipality where the school is situated-**member**
  - One person nominated by School Management Committee from among local intellectuals or educationists-**member**
  - One person nominated by School Management Committee from among the founders of the school or donors to the school-**member**
  - One person selected by the concerned school teachers from among themselves-**member**
  - Headmaster of the school-**member secretary**

The education policies do not have compulsory provisions for Dalits in SMC/PTA, so the representation of Dalit in school governance is almost nil.

### Average Status of Dalit in School Management Committee and School Teachers in 2066,2067 and 2068

	SMC						Teacher					
	Dalit			Non-Dalit			Dalit			Non-Dalit		
	M	F	T	M	F	T	M	F	T	M	F	T
<b>066/067</b>	2	0	2	6	1	7	1	0	1	8	3	11
<b>067/068</b>	1	0	1	7	1	8	1	0	1	8	2	10
<b>068/069</b>	1	0	1	7	1	8	1	0	1	8	2	10

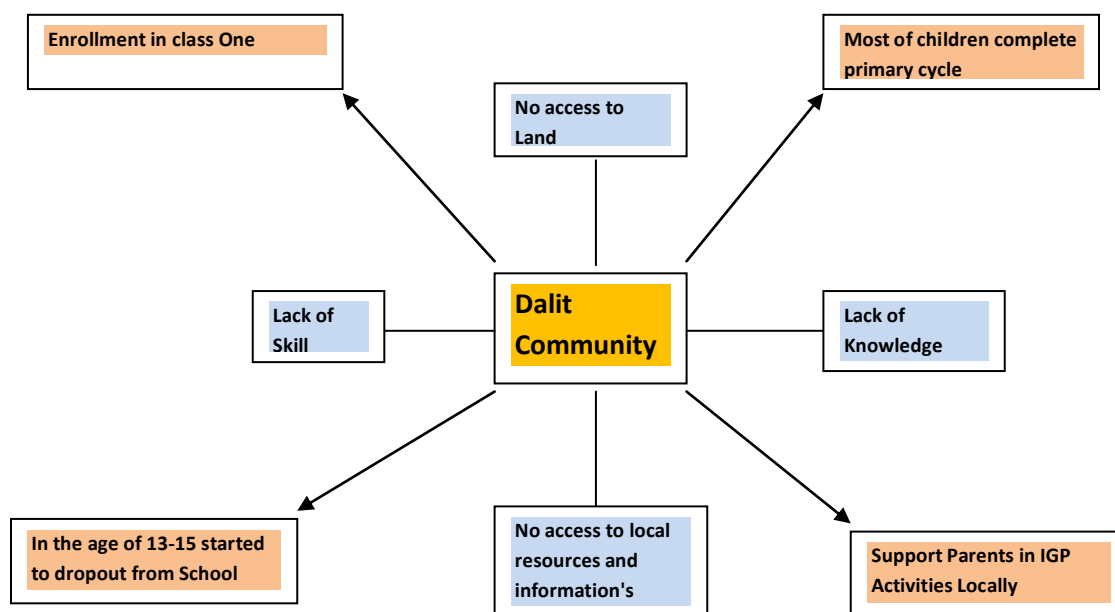


Government policy is to give emphasis on involving women and marginalized group in the public forums such as school management committees. Information regarding the composition of the school management committee (SMC) was sought from all the schools

included in the study. The distribution of the SMC members in terms of caste was 15% females and 85% males. Similarly, representation of dalit in the SMC was low with 28% whereas 70% of SMC members were non-dalit and 2% were representing other groups such as Muslim. In case of selection process, more than a quarter (26%) of the members were elected, 27% unanimously elected, 31% nominated and 11% were X-officio. Among the SMCs included in the study 23% (n=67) were dalit. Among dalit, 27% were elected members, 10% were elected unanimously, 60% were nominated and 3% were by their post).

Information on the composition of teachers in the study schools by gender and dalit vs. non-dalit was also collected from each of the sampled schools. Data presented in Figure 3.1 shows that 75% of the schoolteachers were males and rest (25%) were females. However, the representation of dalit in those schools was only 6% (4% males and 2% females) indicating low participation of dalit in the community level educational institutions.

## 6. Education cycle of Dalit Community:



## 7. Scholarship Provision

SSRP has the following scholarship provision and incentives for Dalit children encouraging them to complete the basic education.

scholarship type	target	amount
Dalit scholarship	all Dalit students	350 per year per student

And also SSRP has the provision of free and compulsory education; however, the government has not adopted any education policies yet. Though the scholarship provision to all dalit children is a positive step, the scholarship amount is not enough.

## 8. Findings and Discussions:

Findings of Kailali are given in the following headings.

### **The status of enrollment, retention and promotion rate of Dalit children in schools**

Based on the information provided by the DNF staffs, the above mentioned schools, ECD Centers were visited and had Focused Group Discussion with ECD facilitators, teachers, members of SMC and head Teachers, Parents and students.

### **DNF Staffs**

The school enrolment rate of the Dalit children is comparatively satisfactory than the previous years. There are still very few children who do not go to schools. Among those who have been admitted to the school, very few repeat and have been studying though their performance is not satisfactory. The Dalit children go to primary schools and ECD centers as they get lunch and annual scholarship but as they go to higher classes, they drop out though the scholarship continues. The increment in the enrollment of the Dalit children is due to awareness among the Dalit parents and because of many awareness campaigns, orientations and scholarship provided by the government and many NGOs/INGOs, DNF is one of them.

### **SMC Members and Teachers and ECD facilitators**

The Dalit children are getting enrolled specially in lower classes because of various schemes of government and many other NGOs and INGOs. However when they grow their retention rate decreases and start dropping out.

The teachers claim that the parents and the homely environment are responsible for the Dalit children's unsatisfactory result. They expressed that the parents really do not take care of their wards and do not feel obligatory towards providing education to the kids. Most of the children's fathers are in India for the sake of hand to mouth problem and the family remained with female members, aged members and children. The children are expected to do household works once they are back home mainly girls. The boys are provided liberty in comparison to their siblings.

### **Dalit Parents**

Many of the parents are illiterate and they rather do not care that their children need to get education. Parents didn't send them to schools. All the children of the respondents go to public schools. They want them to go to private schools but they can't afford. Those children who have been enrolled in schools till class 5 get promoted on the basis of liberal promotion. When the children go to higher class then the tendency of repetition and dropouts appear due to poverty and with the perception that they have grown up and they need to help the parents in income generation. In previous years, there used to be many boys and girls who do not go to schools. But in recent years due to scholarship programs and many educational facilities of the government and various campaigns and direct and indirect support by many organizations like DNF helped in enrolment of the students. However there are still few children who do not go to school because their social and economic situations do not permit them to go to schools.

### **Students**

There is increment in school enrollment of Dalit children in schools and most of them go to public schools. Sons are preferred to send to schools over the daughters. If the economic situation is better, the sons are likely to go to boarding schools and girls are sent to public schools. The girls are made to leave the education in higher class even if they want to continue. If the economic status is not favorable, the daughters are the first who would be asked to sacrifice the education and stay at home. The daughters are given less freedom with the fear that they would bring dishonor for the family.

### **The repetition and drop- out rates of Dalit children and the underlying causes**

#### **DNF Staffs**

Many Dalit children are found to drop out when they reach at the age of 12 and above and pass grade 5. It is found that many of them want to continue their study; but they are not in position due to lower economic status of the family. The boys are expected to help and look after the family by earning and ultimately they are compelled to migrate to India for job and girls are supposed to look after the younger siblings and after few years they are married and the same life cycle of looking after of household chores, giving birth to babies and parenting them. Apart

from that, due to education friendly environment at home and lack of help in study from the senior members or parents their performance is affected. In the absence of male member in household they enjoy freedom because female members are considered to be less strict towards their children.

### **SMC members and Teachers**

According to them, the Dalit children have the tendency of dropout as they go to higher classes. Dalit children are often admitted late because of which they are comparatively bigger than their peers who makes them feel awkward and they do not wish to continue. Due to lack of support from home, they are not in position to perform well which makes them feel uncomfortable and leave the school. Apart from those issues, they accompany their parents to India which obstructs their education.

### **Dalit parents**

Most of the Dalit children were found to complete the primary cycle because of provision of free education till primary level. But as they reach to higher class, it becomes difficult for parents also to take care of them and meet their demands. They simultaneously start comparing themselves with their peers. Due to the feeling of inferiority, they do not want to continue their studies; instead they prefer to drop and work or go for search of jobs. Not only that they are with the feeling that even though they are educated they have nothing to do as they do not have access to power and they need to be back to their own world, so why to waste time and money for education?

### **Students**

The students differentiated their parents and non Dalit children's parents. They expressed dissatisfaction at the treatment of their parents and are fed up with the alcoholic trend of their fathers specially. The students reiterated few examples of their locality and seniors who have not been able to get good job even though they are educated. They expressed that there is no one for them to give them job. So they are frustrated. They asked if their ultimate destination is India, then why not to adopt the same path from the beginning.

### **Identification of barriers**

#### **DNF Staffs**

First and foremost barrier is economic status of the Dalit families. They are not in position to send the children to school. But they started sending the children to school due to various facilities provided by the government and occasional support from many other organizations though it is very nominal. It was shared that even that scholarship amount is also used by father mostly in alcohol.

### **SMC Members and Teachers**

They expressed that economic status and consciousness of the family members are more determining factor for education of children. One factor mentioned by the Head Teacher of Saraswati Higher Secondary School is the difference in "Cultural Trend" of Dalits and non-Dalits which is one of the prominent factors which determine the education of the children. He believed that apart from the economic matters the Dalits do not have the tendency to focus on the importance of education than the non-Dalits. For example: the Brahmins have the habit of getting up early in the morning and do the household and their education starts from home in the form of different chants. He added that various advocacy programs made them right-oriented rather than responsibility oriented.

Many Dalit parents go to India for the jobs and take the children along with them. When they come back to their villages and seek the admission for their wards, they are often found to have

crossed the age and the kids find the other peers smaller and younger than themselves which makes them feel awkward. Normally enrolment is done in Baishakh but they appear to schools much later. Late enrolment of the Dalit children makes uncomfortable to go to school which results in drop out of the child.

### **Dalit Parents**

The main barrier for the Dalit children is the economic status which prevents them from going to schools and completing the schools cycle. As they grow and become 12 or more they are expected to do households and income generating activities. Apart from that as they grow their necessities also increase and demands too. They start imitating the friends and fashion trends. When the parents are not able to fulfill their demands they feel inferior in front of the friends. This makes them quit the education and get involved in income generating activities. The less attention of the Dalit parents towards their children is also major barrier for the Dalit children to complete the school cycle. The children do not get the proper attention they require for their overall development.

They have a feeling also that even if they study they are not going to get the job because they do not have access to resources.

Even if there are some representations in some institutions like SMC but they are used there just for the sake of representations. They cannot raise voice in the meetings as they have to tolerate the domination of non-Dalit members in decision making. Female SMC members of Saraswati Higher Secondary School said that many times she was not aware about the decisions made in meetings. She believed that it happened because of male domination and her own lack to understand the matters. Dalit members in SMC were nominated. They raised issues related to Dalit children but they are turned the deaf ears.

The parents were invited only during the election processes of SMC and PTA. Otherwise they are never consulted for any kinds of decisions.

### **Geo-strategic location of ECD centers and recruitment status of the Dalit facilitators working in such centers.**

#### **DNF Staffs**

In the present context parents are sending the small children to ECD centers. One of the reasons is they get engaged in schools and by that time the mothers mainly can get involved in some other activities. When there were the programs of provision of lunch by many organizations then the students preferred to come to schools. When such supportive program stopped then the number of students also decreased but the retention rate in ECD centre is comparatively satisfactory. Most of the students are dalit children because many other having better economic status prefer to go to other private schools. Thought most of the students are Dalits but the Dalit facilitators are very less.

The children have been receiving the education facilities like free admission and scholarship provided by the government in regular basis. Sometimes they receive additional support from NGOs and INGOs. All Dalit children receive scholarships and that is in monetary forms which depend on schools. Although the government has allocated certain amount for all the students but the amount given to the children depends on funds released by the government. Though there is chanting that the education is free but students have to pay in under many headings.

### **Identification of the policy gaps and challenges in education status of Dalits.**

#### **DNF Staffs**



The children have been receiving the education facilities like free admission and scholarship provided by the government in regular basis. Sometimes they receive additional support from I/NGOs. All Dalit children receive scholarships and that is in monetary forms which depend on schools. Although the government has allocated certain amount for all the students but the amount given to the children depends on funds released by the government. Though there is chanting that the education is free but students have to pay in under many headings. There is a gap in budget allocation process. The budget is released based on the Flash I report and Flash II Report is collected in the midterm of the educational year. The change in number of students in 2 different academic years are being ignored.

### **SMC members and teachers**

Though giving scholarship is taken as one of good practices but it makes the Dalit children remember that they are being favored or looked at with a different view than the rest of the children. There is a provision of providing the lunch to the children till the primary level because of which the children come to school regularly in comparison to the students of lower secondary and secondary. If there are siblings of same family in primary and lower secondary levels then one child gets lunch and other doesn't. This provision makes the children feel discriminated. Though the government thinks that it has had the provisions like the scholarships for Dalits but that is nominal and that is collected by the guardian and used for alcoholism. They suggested if scholarship to be provided then that should cover all the expenses so that they may be able to continue their education without getting effected. They gave the example of scholarship policy of the World Vision who bears all the expenses like giving books, paying fees.

The government is going to implement the policy of 1 to 12 classes which they think is not the child friendly policy. All the Dalit children get the scholarship but there is some problem in distribution of the funds as the government releases the funds according to the Flash one report which is submitted at the end of the educational year where as there can be more or less children in the next year. Because of this technical problem the school administration has to divide the fund which becomes less than prescribed by the government.

Such supportive provisions have supported to a great extent as many parents send the children to schools to get the scholarship. Recently its has been informed that the scholarship is given on the basis of head counts during the exam which would make the Dalit parents send the children to schools compulsorily and give the exam too. If they are not able to be present while the scholarship is provided then they become deprive of getting that.

### **Dalit parents**

Though the government and many organizations are making an effort to make the Dalit children achieve the education but there are many cross cutting issues. They have become aware that they need to get education to be fit in new competitive generation but still they do not have access to decision making level and are not able to achieve the status they deserve. They do not have citizenship so are not able to register the birth of a child which is essential in enrollment in ECD. Though much is talked about regarding the upliftment of Dalits but many are not being able to digest the priorities being provided them. So they directly and indirectly try to exclude Dalits. He gave an example that in one vacancy, a non-Dalit with Indian certificate was preferred over a Dalit with bachelor degree. Even in Dalit reservation also those who are already empowered and have access are taking advantage of all resources. There is one Dalit member in PTA but they do not have significant role in school management.

According to Bhanu Singh BK, former Chief of ward, there is discrimination still but not in school. Most of the children in the locality go to school but there is difficulty in retention due to

weak economic status. The education level of many of Dalit parents is not satisfactory which prevents them from helping the children at home. He questioned, “ how can a Dalit child compete with a non Dalit child who is equipped with all necessities, educated parents and extra tuition classes?” the children go to school in primary level because they do not need to pay anything in school but they are not sure to continue once they reach at class 6. By then they are grown up and the school doesn’t provide anything extra. They are expected to help the parents. Apart from that they confessed that they are lazy and are not aware. They lack skills to work and do not have mentality to work or think about the future. They are more engaged with the present works. India is the ultimate destination for most of the male members where they work, save a little. Major proportion of their earning and saving is spent in alcoholism. Many of those who return from India are HIV infected and they transfer that to their wives too. This situation further deteriorates the overall condition of Dalits.

They opined that there is a need of social management. They opined that only awareness campaigns and nominal support is not enough for attaining educational status. Economic empowerment is more important. Once they are economically strong they can send the children to schools. Dalits still have to face discrimination in social sector which discourages them to participate in social activities. When they were asked to do some jobs in Nepal, they replied that as they are dalits so they do not have freedom to work as non Dalits have. If they open a hotel then people do not like to drink tea in their shops. If they get cattle then there would be no one to buy the products. There is not enough teachers in schools according to the number of students so the school administration uses the scholarship fund in giving salary to temporarily appointed teachers. It is said that even the budget is not released from the ministry timely and fully which affects the scholarships. Above all the discrimination which still exists in society makes them feel inferior and lack of confidence to face the competition.

## **Recommendations on the advocacy issues and agenda for Dalit Civil society DNF Staffs**

### **SMC Members and Teachers**

They opined that instead of giving scholarship to children the government policy should be more focused on empowerment of the Dalit parents which would make them capable of taking care of their children. At present the scholarship is being used by many Dalit parents in alcoholism. Among the teachers there is one Dalit teacher and on being asked about the less number of Dalit teacher, they said that there was no application from the Dalit and they added that they must be able to compete and be able to do assigned work.

Dalit parents are mostly busy in income generating activities and are not able to give the attention needed to their children. Apart from that many children are staying in the relative’s house where it is almost impossible to get the proper attention. The parents do not have enough savings so they spend till they have and later need to go to India for work. So they need to remain engaged in day today activity rather than focusing on their children.

### **Findings of Saptari**

When the research team have had interaction they were more concerned about their other livelihood issues rather than the questions they were asked.

## **The status of enrollment, retention and promotion rate of Dalit children in schools DNF Staffs**

In comparison to the previous years there is definitely increment of enrollment of dalit children and those who have been retaining in schools are being promoted because of the provision of liberal promotion. It is due to the awareness among the parents, various educational facilities provided by the Government and I/NGOs. Many organizations organized various kinds of activities to make the parents send their children to schools, ensure that the dalit students receive the scholarships and other schemes assigned for them. They organized the campaigns against the caste based discrimination and formed Dalit Rights Watch Groups (DRWG) to have a constant watch on the overall activities in the particular VDCs. DNF organized an introductory program in all Working VDCs, had identification of stakeholders and interaction with school administration and SMC members and RPs. They lobbied and gave pressure to mobilize the budget allocated for Dalits.

They carried out the orientation to SMC in presence of resource persons. This is about the guidance regarding the roles and responsibilities regarding SMC, provisions and educational facilities provided by the government to Dalit students like scholarships. They have had enrollment campaigns in the working VDCs, the activity like *Ghar Dailo* program and interaction with concerned stakeholders. It has had coordination with other stakeholders like UNICEF, Save the Children, and DoE who are working in education. They have formed the child clubs in schools. However they have not done any specific programs in ECD. DNF has targeted to set one ECD centre in each VDC but not implemented yet. DNF has given scholarship for those preparing for SLC exams, 5 from each VDC and total 40. The fund of Rs 700/- is supportive for tuition and stationery. They have established District Project Advisory Committee (DPAC). Though they have had the advocacy to include the Dalits in SMC and even DEO admitted upon but it is still beyond the access of Dalits. People are spending up to Rs 800000/- to be the chair in SMC and they said that a Dalit can't afford to spend like this. So Dalits are still out of such decision making institutions. To be the chair in SMC, the name of the child is registered in the public school but the child studies in private school.

They have organized many programs to give pressure to the concerned personnel to have proper representation of Dalits. They have had CPAC meeting in the presence of ... (upasachiv) Secretary of Ministry of Education. They had done documentation of Dalit children and had coordinated with the organization about skillful trainings like computer skill. Those schools that used to take the admission fees are requested not to take any fee from Dalit students. They have helped in birth registration as many parents are not aware of need of birth certificates before the admission of children in schools with the feeling that a child cannot remain out of school just because he doesn't have birth registration. The Dalits were with the view that if they do not have land then why they need the citizenship.

There is no ECD in Chinnamasta. Even if there are ECDs it is with the school in public schools but it is separate in private schools. VDC gives Rs 200/- to the Dalit children the condition is they need to have birth registration certificates.

No Dalit representation in District Education Committee but there is Dalit representation in Education committee in VDC though the committee is not active

### **SMC members and Teachers**

There were almost 224 students. The number of girls is more than the number of boys as the latter are preferred to boarding schools. Dalit children range more than 85% but the number of children is less as it was winter season and they lack the warm clothes. There is no SMC as the previous one was expired and new is yet to be formed. Out of 47 schools, only 5 schools have SMC. The success rate of Dalit children is not satisfactory. They do not come to schools regularly and do not appear in exam. They come to school only to get the scholarship and other educational facilities if provided. The schools also remain closed on minor issues like marriage of any member of the community. Repetition rate is higher than the students of other community. The students of other primary level get lunch but the students of this school don't get any such benefit. The Dalit students have the tendency to repeat the class and drop out too. The Dalit come to school for the sake of scholarship only. They are not interested at all in education. They are not regular in school.

There is problem in distribution of scholarship too. The Ministry of Education releases the budget based on the information sent from school on Chaitra but the number gets altered in the coming session. The government has started counting the heads during the exam to tally the number of students receiving the scholarship but many of the children are not regular and do not appear in exam. If they are not provided the funds then they blame that the scholarship is misused by the school administration. Male members of family go for income generating activities in India or other parts of Nepal and female members do not really take care of their wards. Recently, there are chimneys formed to bake the bricks, most of the Dalits go to work there. They take their children also for work so that they may be paid high. Some of the parents don't take their kids with them but they are left without much of care. They do not have new SMC and previous one has expired whose chair was a Dalit and one of the members was Dalit community. They gave credit to campaigns organized by DNF for the increment in the enrollment of the students. Apart from that it has distributed the bags too.

### **Dalit parents**

Many parents have started sending the children to schools but yet all the children do not go to schools. Even all the children from a family do not go to schools. Young children go to schools. The bigger they grow the more they drop out. Child marriage is still very common. The girls are found to be married even at the age of 7. Both boys and girls do not continue their study after their marriage as they need to think about income generation too. Even if the children are admitted in school they are very irregular. Many of them have to accompany their parents and help in household chores and other activities. In Mushakar Basti, the dalits were worried about when they would be asked to leave their shelter as they were not in their own land. According to them, they are staying in a certain territory but a Jamindar is trying to make that space empty. They claimed that he is an Indian nationality holder but he holds the citizenship of Nepal too. When they are so busy in such issues then how anyone can expect them to think about the education of children. They are not able to provide the basic necessities like food and clothes and shelter to their wards.

### **The repetition and drop- out rates of Dalit children and the underlying causes**

They do not have citizenship and their children do not have birth registration certificates. Those children who go to school receive Rs 200/-out of which Rs 50/- is taken by the masters themselves. They are still discriminated and are not touched by other community members. They do not have to face any kind of discrimination in schools but yet they are less taken care of in comparison to other children. The Dalit students are told to stay at floor where as others get the facility of sitting on bench. They get corporal punishment. They do not have land and no other means of earning except the labor work for which they go to Nepal and India both the countries. They need to work very hard to earn a little. There is no one who passed SLC in the locality and the child who has attained class 6 is the highest educated. Sons go to India mostly in search of jobs once they are teenagers and girls are married at much young age. The size of family is also comparatively large than the families of non Dalits. They said that though the government said that education is free but they have to pay certain amount. One lady shared that she sold 4 Kgs of rice at the cost of Rs 50/- and registered the names of her two children. They do not receive anything else than nominal monetary help annually.

They are aware of the campaigns and programs organized by DNF. The schools never call them for any kind of consultation and VDC members neglect them and their issues. No one from their community is in SMC/PTA. They are facing day today problems of hand to mouth and even the shelter. They opined that if there is representation of Dalit in schools s/he would be able to address the situations of Dalit children and cooperate accordingly. When they said that SMC is the maximum educational attainment they want for their child. Even if the education is said to be free by the government but they are not in position to incur other requirements of the child. They possess many children due to want of sons. Due to poverty, there is no continuity in education. Discrimination still persists. The child doesn't receive the scholarship provided to them and the school administration uses that. They are not in position to complaint and are not heard also.

### **Identification of barriers**

#### **SMC members and Teachers**

Poverty and less awareness

One of teacher said that those settlements of Dalits get less power than other parts of Rajbiraj and they need to depend upon the candle and homemade source of light. Kerosene is used as fuel. They can't afford to use kerosene lamps. The Dalit children get de-motivated due to no light at their homes. Bholu Miya, the former ward Chair and current chair of SMC of Janata Rastriya Primary School, Kalyanpur said that poverty is the main reason behind the fewer enrollments of Dalit children and dropout rates. They do not have food at home, no warm clothes in winter and no money to spend at daily necessities.

#### **Geo-strategic location of ECD centers and recruitment status of the Dalit facilitators working in such centers**

#### **Identification of the policy gaps and challenges in education status of Dalits.**

Stakeholders do not think about the Dalits. The other community members do not participate in Dalit programs as they are with the view that that is not intended to them. There exists discrimination in schools like they are tagged with the word "Dom" and they are not touched even now. The Dalits are with the perception that daughters are not needed to be educated.

### **Recommendations on the advocacy issues and agenda for Dalit Civil society**

As many dalits do not have land so they do not have citizenship due to lack of which the child's birth cannot be registered. So they should be awareness campaigns to have the citizenship and register the birth of the children. The policies should be as such that there should be certain allocation of seats to have the representation of dalits. The policy should not only be inclusive but also very strictly implemented. The representation should be not just for the sake of representation. There must be the consistency in the awareness campaigns of I/NGOs to keep them keep them charged.

Not only that there must be the schemes of capacity building for the district members and staffs like leadership and good governance to enhance their capacity and implement the programs successfully. Mentoring and coaching of member of staffs and target groups is very essential. Hiring of the qualified and energetic staffs and non Dalits can also be incorporated to be result oriented.

The policy makers in the central should be strategic to have proper management resources and mobilization of human resources. There must be transparency in financial management.

### **SMC members and Teachers**

The present provision of scholarship is nominal and that is provided in annual basis. They opined that the amount of the scholarship must be increased and given in monthly basis. More educational facilities are to be provided if the government really wants to improve the educational attainment of Dalits like stationeries and provision of lunch in school.

Apart from the government's scholarship and other facilities by I/NGOs, the school has also provided scholarships and other stationeries like copy and pens.

Awareness campaigns also should be made on regular basis to keep the parents alert.

There are 24 children in ECD. Both ECD center and class one are being run in the same class as one classroom is occupied by Health post.

### **Students**

There is no admission fee till class 5 but they have been paying Rs 250/- as admission fee and exam fee. Dalit students are being given the scholarship regularly. There is one Dalit teacher. Shree Janata Rastra Primary School, Kalyanpur VDC. Ward No.3 Dinesh K. Shah (teacher)- 99% of the students are Dalits. There is one Dalit lady named Deepmala BK and Head Teacher is also Dalit and he is Laxmi BK. ECD class and class one is being run in the same class. The upgrading of the students doesn't merely base on their performance but also as per wish of the parents too. If they tell them to upgrade then they would do. There is less tendency of leaving the school. The scholarship is given to parents. There is liberal promotion. Even in Dalits, Dom is suffering more than any other Dalits.

There exists discrimination in the society but not in school. However they are told by their parents not to touch or be in contact with Dom. Many of the Dalits are not in position to continue the study and they drop out. They found their friends not coming to school because they do not want to study and their parents do not force them to continue the study. Dalit children cannot afford tuition, so not well performer. Dalit children do get the scholarship and he needs to be regular. Apart from that they do get the stationeries from few NGOs like Shree Puraj of Save the Children. They added that the school charges fees by making coaching compulsory for the students of class 10.

## 9. Cycles:

### (a) Cultural cycle

Case One (Saptari)	Study showed that dropout has to do something with the culture. The first cultural circle was started with <i>Gauna</i> (early engagement for child marriage) for less <i>Dahej</i> (dowry) to be paid for the boys; irregularity in the class; teachers' action for the lack of homework and his/her discouragement to the absentees; non-cooperation of the classmates; and eventually ended up with Dalit children's dropouts.
Case Two (Saptari)	The second cultural cycle was started with girl's girl friends' marriage, absence of best friend in school; reluctance of the girls to go to school for fear to be married/ to be teased and/or interest to be married; irregularity in school; negligence of the parents; and gradually dropouts of the children.
Case Three (Kailali)	The third cultural cycle was started with <i>Chau</i> culture for menstruating girls for four days a month; lack of sanitary pad for these <i>chhau</i> girls at school; absence of safety toilets for change during <i>chhau</i> ; harassment of the classmates on the <i>chhau</i> issue; irregularity of the girl children in school because of <i>chhau</i> ; difficulty in coping the class works and assignments; teachers' verbal and corporal punishment; and eventual dropouts of the girl children.

### (b) Schools' cycle

Case One (Kailali and Saptari)	There was school cycle that pushed Dalit girls from school. They could be portrayed like (a) sexual harassment by the school mates, teachers, and community people even by the <i>meet</i> (friend) making for the continued sex with the girl children; hesitant to be with the classmates because of the harassment; parents' call as pull in students; and eventually dropout of the girl children.
Case Two (Kailali)	The second school cycle was that boys used to do bossing/bulling against girls in school; this had pushed girls to be secluded and find out separate group for sitting, playing, and using toilets; gradual envy of the girls with the boys; irregularity in school, and eventually dropouts of the girl children.
Case Three (Kailali and Saptari)	The third school cycle was that Dalit used to enroll late in school; this usually distracted them in other areas such as television, dress up, and even sex; irregularity in school; and eventually dropouts.
Case Four (Kailali and Saptari)	In the fourth cycle teachers used traditional approach to teaching such as turn the book, read the passage for the students, elaborate the text, and ask the question whether you understand or not; Dalit students' unwillingness to study that subject with the particular teacher; irregularity in school, and eventually dropouts.

Case Five (Kailali and Saptari)	Expectation of getting scholarship support encouraged Dalit children to enroll in school; but the SMC used this fund for school construction, teachers' salary; Head teachers distributed the fund to all students regardless of their eligibility and some others terminated it into school/enrollment fee; some head teachers and teachers made fake documents and take that money illicitly; the hopes of the Dalit children of getting something was lost and eventually dropout as fifth cycle.
Case Six (Kailali)	<i>Bishaya lagyo</i> (weak classroom performance because of the misinterpretation of the CAS system) of the girls invited the sixth cycle; because of this girls were enforced to go for tuition class in the morning and the evening; community people made a talk of the day with the tuition mates; hesitance of the girls to continue education; and eventual dropouts of the girl children.
Case Seven (Kailali and Saptari)	The seventh cycle was started with teachers' insensitivity towards the problem of the Dalit such as sickness, late food, domestic chores; unpreparedness of the children to cope with teachers' insensitivity; gradual irregularity in school; teachers' verbal and corporal punishment; and eventual dropouts of the girl children.
Case Eight (kailali and Saptari)	Caste and gender based discrimination by some classmates and teachers was the beginning of this number eighth cycle; this cycle was reinforced by the hesitance of the girl children to go to school; absence of special care to these hesitant children by the teachers and the classmates; negligence of the parents to such issues; and eventual dropouts of the girl children.
Case Nine (kailali and Saptari)	Voluntary tuition fee for extra class, imposed school fee on the name of enrollment fee, construction fee, and donation for school was the ninth cycle; in this cycle school terminated Dalit scholarships to the fee with the consent of SMC and teachers' decision; parents' hesitance/inability to pay school fee; dropout/pull out of the girls from school for domestic chores/labor work.
Case Ten (Saptari)	The last cycle associated with school was the misfit of school hour with the Dalit children's domestic chores; delayed arrival of the Dalit Children in school than their boy counterparts; teachers' emphasis on school rules i.e. non-considerate teachers; lived paradoxes for the girl children; thereby irregularity of the girl children in school; and their dropout from school.

**(c) Domestic cycle**

Case One (Kailali)	Domestic chores pulled Dalit children from school to the world of work in early ages. The first domestic cycle was started with the heavy domestic chores (care for siblings, cattle raising, wage labor, small hand to the parents for additional earning etc) with increased age of the girls; forced pull out by the parents; obedient nature of the girl children; eventually dropouts.
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Case Two (Kailali and Saptari)	The second domestic cycle that pulled Dalit children was delayed food in the morning; late arrival in school; teachers' intolerance towards delayed arrival; gradual irregularity of the children; and their eventual dropouts.
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**(d) Community cycle**

Case One (Saptari)	Community orientation was another cycle that discouraged Dalit children to continue school. Its negative orientation was started with the community/friends/elderly peoples' orientation as <i>padhera ke painchhara, kam gare dam painchha</i> (what can you get from education; if you work you earn money); non-disciplined activities in school; teachers and classmates' intolerance towards the non-disciplined children children; irregularity of the girls in school; and their eventual dropouts.
Case Two (Saptari)	The second community cycle was associated with the concept of boy child as breadwinner. Following this concept the boys used to go for work and/or admit them in private boarding school; girl child as obedient person stay home for the support of parents/mothers; irregularity in school; teachers do not teach these special children differently; girl children drop from school for good.
Case Three (Kailali)	Hard work of the parents was the third community cycle that was associated with marry making practices of the parents to relieve from the hard work with drink and dance; involvement of the children in parents' merry making business in one or in other way; delayed sleep; difficulty in doing homework and getting ready for school; irregularity in school; and eventual dropout of from school.

**10.Recommendations:**

On the basis of the above findings we came up with the following recommendations as way forward for the promotion of Dalit children education:

**At the school level:**

- Develop a scheme to support Dalit children from the school saving. This should be mentioned in SIP as it was there in some schools of Kailali district.
- Create conditional school reward fund to encourage Dalit children in their study. This fund should mention if Dalit children complete primary school cycle it would save this amount of money to the children' bank account/give kind awards such as bicycle and the likes. This is applying in Bihar state of India.
- Prepare teachers to be Dalit and Dalit girls friendly at their door step in association with SMC and Dalit leaders of the specific school catchments
- Devise and implement at least two Dalit teachers(male and female) in school as role model for Dalit children.

- Prepare and distribute self-study materials that encourage Dalit as models of the school catchments, models of the caste group, models of the nation, and models of the international community.
- Broaden the ceiling of the Dalit children as what they could do if educated through teachers, guest lectures, and self-study materials.

***At the community level:***

- Develop a scheme for cultural change where Dalit girls will get gender and caste equity with local support for their education
- Encourage Dalit elites, their NGOs/CBOs, and local organizations to endorse compulsory education and completion of a definite school cycle.
- Develop local sponsorship support program to help Dalit children at place.

***At the I/NGO level:***

- Design and implement Dalit children' internship, remuneration, and employment scheme in cooperation with local factories, business person, self employable groups, banks, cooperatives, and pro-Dalit and pro-women donors and loaners for those who have completed a certain cycle of education and want to get job.
- It is found that community people are much more aware. They know the importance and value of the education but poverty do not allow them to make their children educate. So organizations should have to focus on advocacy along with need based projects.
- Provide short-term income generating skills to the entire Dalit children with guaranteed market facilities for their products in collaboration with the local industrialists, businesspersons, and other types of entrepreneurs. This can be done in two levels. In one level, they will be employees of someone first and the students second and vice versa.
- Devise and implement "on the spot field monitoring and supervision system" for the regularization of Dalit education. This should be done in collaboration with local Dalit activists, Dalit NGOs/CBOs, and pro-Dalit individuals/organizations. Such groups of the people will handle all the cases associated with the education of Dalit including government and non-government agencies' scholarship support delineated to them along with tuition classes for the weak students and special classes for the gifted as well as differently able Dalit children.

***At the government level:***

- Develop and implement Dalit support scheme through all the VDCs and municipalities of the country so that the Dalit children can ask for the support at their doorstep.
- Devise and implement the policy to employ at least one Dalit female teachers as model to the Dalit girls. At the same time prepare all stakeholders of education to be Dalit friendly through school based interaction sessions.
- Implement the policy to select at least Dalit in SMC.
- Empower Dalit women for the education of their daughters along with their boys. SMC and PTAs can be mobilized for this to happen.

