TRIBAL EDUCATION, SOCIAL JUSTICE AND SOCIAL INCLUSION: A Case Study of Kalinga Institute of Social Science

Dr. Iswar Chandra Naik, (Assistant Professor-II)  
Mr. Dwiti. Vikramaditya (Advisor, KISS & KIIT) &  
Mr. Tushar Kanti Senapati (Dy. Director)  
KISS, KIIT University, Bhubaneswar  
Odisha, India
Plight of Tribal
Plight of Indigenous people in India

- Tribal population of India is more than 10.4 Cr
- 8.6% of the total population of the country is tribal
- India has the single largest tribal population in the world
- Literacy rate among tribal population is less than 60 % in India
- Approx. 23% of Odisha’s population is tribal
Condition of Schools in Rural India
An ongoing nation-wide enrolment drive - Sarva Siksha Abhiyan - whose slogan is 'School-Chale-Hum', may be having the desired impact, but not for the under privileged.

- 10,000 schools have no buildings.
- 40% of classrooms do not possess a blackboard.
- 3000 schools are single-room schools with just one teacher.
- 50% of schools do not have drinking water and toilet facilities.

Condition of Schools in Rural India

Courtesy Hindustan Times
Issues and concerns

• Empirical evidence suggests that tribal children possess the basic cognitive abilities and psychological dispositions for successful participation in schools.

• Poor performance of tribal students and the below average situation of primary education in tribal areas is driven by inter-related factors.
Issues and concerns

- Participation of tribal children is low at the elementary school level.
- The dropout rate at primary school level is 35.6% as against 27% of their non-tribal counterparts.
- The dropout rate at elementary school stage are 55% as against 40.06 of their non-tribal counterparts.

(Statistics for School Education 2010-2011)
Issues and concerns

• The dropout rate of Tribal boys at primary school level is 37.2% as against 28.7% of their counterparts of all categories.
• The dropout rate of Tribal girls at primary school level is 33.9% as against 25.1% of their counterparts of all categories.
• The dropout rate of Tribal boys at Upper Primary school level is 54.7% as against 40.3% of their counterparts of all categories.
• The dropout rate of Tribal girls at Upper Primary school level is 55.4% as against 41% of their counterparts of all categories.

(Statistics for School Education 2010-2011)
Internal Issues

Internal issues are intrinsic to the structure of the education system:

1. Language of instruction
2. Curriculum Content
3. Teacher Training
4. Community participation & ownership
5. Incentives
6. Teacher Related Problems
7. Lack of Proper monitoring
External Issues

External issues lie outside the education system, e.g.

1. Gender Bias
2. Access, The Location of the Village
3. Migration of Parents
4. Economic Condition
5. Attitude of the parents
Innovative Education support programs:

- Seasonal hostels
- Ashram/residential schools
- Mobile teachers
- Education training for migrant mothers
Conclusion

• Education system is currently designed for the dominant group
• There needs to create support mechanisms that supplement the integration of tribal children into the formal education system
• Using both tribal and state languages during the pre-primary and primary levels
• Creating supplementary tribal relevant learning materials
• Introducing monetary/non-monetary incentives for teachers in tribal areas
Conclusion

• Addressing the health and nutritional needs of tribal children
• Improving community participation by training tribal teachers and youth
• Establishing and strengthening transitional education centres which focus on mainstreaming tribal children
• Creating seasonal hostels and residential schools for children of migratory parents
KISS – The Change Agent

KISS an example

Contd…..
Impact of KISS

PROMOTES

a) Quality, holistic & complete education
b) Girl child education
c) Vocational and life skills education
d) Comprehensive healthcare
e) Assured career opportunities
f) Scientific temper and humanism
g) Cleanliness and hygiene
h) Afforestation and literacy
i) Sustainable development
h) Sustainable livelihood development

ARRESTS

a) Naxalism
b) Hunger and malnutrition
c) Poverty
d) Child Labor
e) Early girl child marriage
f) Superstitious practices
g) Human trafficking
h) Half education
i) Deforestation
h) Dropout
Transperancy Verified

GuideStarIndia
GWDL
Awarded to GSN 5180
Kalinga Institute of Social Sciences

www.guidestarindia.org
Miracle of KISS
Vocational Education in KISS
Self Grooming & Hygiene
Sports in KISS
Empowering young people with Life Skills based Sexual and Reproductive Health (SRH) Education

An United Nations Population Fund (UNFPA) supported Program at KISS
Highlights of the Program

- Technical Support Agency for up scaling the program in 500 Government Residential schools in the State
- 100 District Resource Persons trained and engaged
- 1500 Government Teachers selected and trained to impart life skills education in schools
- Innovative Resource and Communication tools developed and adopted for promoting life skill education
- 82500 adolescent boys and girls reached out in the intervention
- 7900 School Management Committee members sensitized
- 500 Headmasters capacity building on Life Skill and Adolescent Reproductive Sexual Health was done
Program Objectives

- Promote leadership, communication and decision making skills
- Promote Healthy Practices, personal hygiene and nutrition
- Facilitate to deal with Reproductive health issues
- Handling Peer Pressure and avoiding substance misuse
Program Overview – Life Skills based SRH Education

- Life Skills training for students from class VI to IX on topics including personal hygiene and menstrual health management
- Peer Education at College level
- Part of school curriculum
- Counseling, health check-ups and free sanitary napkins

In KISS

- Started in 2009

In Government Schools

- 2012 – 5 districts, 138 schools
- 2013 – 9 districts, 301 schools
- 2014 - 30 districts, 500 schools

- Partnership with the government to build capacity of all tribal residential schools
- Provides technical trainings, monitors and supports delivery of sessions in schools.
- Equips schools with resource & communication material
- Engages School Management Committee

In Community

- 2014 - 15 - 75 villages; 20 districts

- College students trained as peer educators to engage fellow students and communities on sanitation and SRH issues
ACTIVITIES

CLASSROOM TRANSACTION

COMMUNITY AWARENESS BY PEER EDUCATORS FOR A HEALTHY COMMUNITY

COUNSELING SUPPORT BY TEACHER COUNSELORS

PROMOTING MENSTRUAL HYGIENE
### Outreach – 2014-15

<table>
<thead>
<tr>
<th>In KISS</th>
<th>In Government Schools</th>
<th>In Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 school</td>
<td>All 500 tribal residential schools; 30 districts</td>
<td>90 villages; 20 districts</td>
</tr>
</tbody>
</table>

#### Adolescent Girls and Boys
- 6000 girls
- 6000 boys
- 31,500 girls
- 38,500 boys

#### Others
- 350 teachers
- 1500 teachers
- 60 teacher trainers
- 27 gender coordinators
- 90 peer educators

#### Parents and Community Members
- 28500 Parents
- 7900 School management committees
- 20,000 community members
Tanmayee along with her sisters used to go to the nearby jungle for defecation, a regular practice at home. They drank untreated water from the river water. She also believed that she must not take bath or go out during menstruation.

**Results in**
Poor health, loss of productivity and loss of dignity

**After Session in School:**
She understood importance of sanitation and manages menstruation hygienically. She convinced her father to set up toilet at home. She also regularly discusses the importance of personal hygiene, MHM and effects of open defecation with her friends back home.

Tanmayee Kanhar, 15
Kandha tribe
Class 8th in Kasturaba Gandhi Balika Vidyalaya
Phulbani, Odisha.
Daughter of a farmer
5 siblings
Future Plans

- **SCALE UP THE PROGRAM TO SCHOOLS UNDER THE DEPARTMENT OF SCHOOL AND MASS EDUCATION, GOVERNMENT OF ODISHA, INDIA.**

- **ONGOING EFFORTS TO GET THE GOVERNMENT TO INTEGRATE LIFE SKILL BASED ADOLESCENT REPRODUCTIVE AND SEXUAL HEALTH EDUCATION IN THE STATE BOARD CURRICULUM.**
Mother Tongue Based Multi Lingual Education MTB-MLE

An
Bernard van Leer Foundation (BvLF) supported Program at KISS
Mother Tongue Based Multi Lingual Education MTB-MLE

- Kalinga Institute of Social Sciences (KISS) in collaboration with Bernard van Leer Foundation (BvLF), initiated the Mother Tongue Based Multilingual Education in 2013.

- It was the first Resource Centre on Mother Tongue based Early Childhood Education in India. The Resource Centre was aimed to optimize and consolidate learnings in mother tongue based Early Childhood Education.
What is Mother Tongue Based Multi Lingual Education MTB-MLE

MTB-MLE is an educational approach in which children start learning in their mother tongue in early grades with a gradual transition to second and other languages. With this approach, children develop strong competence in their MT which becomes helpful for them to learn second and other languages at higher level.
Bernard van Leer Foundation (BvLF)

- BvLF has been supporting the campaign for a policy on mother tongue based early childhood education for tribal children in Odisha since 2007. The belief is that pedagogy is crucial while dealing with young children in their formative years.

- The Odisha Government (India) passed a notification to develop a pre-primary level curriculum in 10 indigenous (tribal) dialects such as: Munda, Santhali, Kissan, Oraon, Kuvi, Koya, Bonda, Juanga and Saura.
Implementation Methodology

- Provide education in and make children proficient in their mother tongue.
- Provide teaching learning materials and classroom instruction in the mother tongue.
- Implement a gradual shift from learning in mother tongue language (L1) to the state language (L2)
- Provide training, continuous supervision, and evaluation to teachers - to enhance their skills for effective classroom teaching.
- Conduct program monitoring by external experts.
Our Strategy

- Assessment of language & cultural similarities
- Peer group interaction
- Classroom observation segregation
- Findings of transition period
- Behavioral assessment of children
- Experience of community people & teacher
Status of Std - 1 students before MLE intervention in KISS

- About 1200 (1006) children of class I are instituted in KISS from 28 different tribe.
- In early classes children were divided into 20 sections irrespective of their tribe and language.
- Most of the tribal children (Rural Based) are unable to read, speak and understand regional language.
- Classroom instructions were in regional language.
- Non tribal and untrained teachers were assigned to the grade –I classes
Capacity building of Teachers

- Orientation on MLE
- Training on TLM for MLE Classroom
- Training on MLE Classroom Management
- Legislative meet
- Strategic Planning
- Training on Classroom management
Student activities photographs
KISS Addressing SDG’s & MDG’s

- KISS addresses eradicating poverty as the agenda's overarching objective, and addressing challenges related to **inequality, the rights of women, youth and minorities, gender equality, culture of peace**, through holistic education (MDGs 1, 3 and SDGs 1, 5)
KISS Addressing SDG’s & MDG’s

- KISS addresses through holistic education, Life Skills Education & Adolescence Reproductive Sexual Health, curbing infant, child and maternal mortality, awareness against HIV AIDS, free vaccination; gender discrimination committee to fight such cases, safe water meets the goals of health; violence against women and girls; and water, sanitation and hygiene (WASH) – (MDGs 2, 4, 5, 6 and SDGs 2, 3, 4)
KISS calls for inclusive growth through **indigenous education, vocational training** – earn while you learn, **use of renewable energy, getting employment and social protection** (SDGs, 7, 8, 9).

KISS believes in **SDG 5 Gender Equality**; more than 60% of the students at KISS are girls. Girls are encouraged for admission to different courses in KIIT university.
KISS Addressing SDG’s & MDG’s

- KISS addresses though **KISS Green Initiative** (use of solar energy) and awareness programs to indigenous youths and children- **climate change**, halting biodiversity loss and addressing desertification and unsustainable land use, protecting forests, mountains, oceans, and wildlife and reducing disaster risk. It also protects the life of the **Particularly Vulnerable Tribal Groups (PVTG)** who are facing depopulation by providing education and health facilities. (MDG 7 and SDGs 6, 12, 13, 14, 15)
On partnership, KISS has been forging global partnerships for sustainable development of underprivileged and the planet.

It has partnered with UN agencies like UNFPA, UNICEF, Foundations and Embassies. It has been conferred UN Special Consultative Status by ECOSOC.

It has also become a platform for International conferences on development. (MDG 8 and SDG 17).
KISS by addressing poverty in the remotest tribal districts of Odisha and India drives away the unemployed youths from joining the **Armed Extremism** thereby instilling peace in the region. “New minds New Dreams” is the program related to it. *(SDG 16).*
Comments of Foreign Dignitaries
KISS Model appreciated by Hon’ble Prime Minister of India, Shri Narendra Modi
A philosophy of life

One need not be very rich to give something back to the society, rather one must be poor to know the luxury of giving.
Dr. Achyuta Samanta amidst indigenous Children of KISS

Thank You
Appeal

Our aim is to reach 1 million deprived children by the turn of 2020. The task is daunting but will be possible with your help and support.

Your Questions?