

Special Rapporteur on the right to education - Mr. Kishore Singh (Mr. Vernor Munoz Villalobos until 2010)	
<p>Annual Discussion Day on the Human Rights of Women</p> <p>DisplayNews</p> <p>(14th session HR Council, June 2010)</p>	<p>The Special Rapporteur on education made a reference to Dalit women during the Annual Discussion Day on the Human Rights of Women (7 June 2010). He noted that there were significant problems concerning women and segregation and stereotypes in schoolbooks. This was often the case with migrant groups, and in particular indigenous women, Roma women and Dalit women. There was clearly an urgent need to bring these women back into the mainstream education system in order to help them integrate into society.</p>
<p>Annual report 2006 – Girls’ right to education</p> <p>E/CN.4/2006/45</p> <p>(62nd session of the Commission on Human Rights)</p>	<p>Report on Girls’ right to education</p> <p>III. THE LONG ROAD TO GENDER EQUALITY</p> <p>E. Girls from communities that experience discrimination</p> <p>80. The Committee on the Elimination of Racial Discrimination has dwelt on the need for more consistent methods of evaluating discrimination against women, and the disadvantages, obstacles and difficulties they encounter in exercising and enjoying their rights to the full irrespective of race, colour, descent or ethnic or national origin.</p> <p>81. Those strategies must include reducing dropout rates among girls and combating the harassment of students from communities facing discrimination on account of their descent, since many Governments pay little attention to the structural causes of dropping out or low enrolment in school of girls from ethnic minorities.</p> <p>82. Communities historically discriminated against include the Dalits, who suffer many forms of exclusion in several Asian and African countries.</p> <p>83. In one such country literacy levels are lowest among Dalit girls, at 24.4 per cent, compared to the national average of 42.8 per cent for the female population. In the Mushahar Dalit community, barely 9 per cent of women are literate.</p> <p>84. High illiteracy rates combine with an enduring gender gap and with differences between urban and rural areas, also to the detriment of young and teenage girls.⁴⁹ In addition, teachers have been known to declare that Dalit pupils “cannot learn unless they are beaten”.</p> <p>85. Other studies have documented absenteeism, irregular attendance and negligence by teachers, who have in addition used Dalit and Adivasi children to do work for them, corporal punishment and fear of teachers - one reason cited by parents for not sending their children to school.</p> <p>VII. Conclusion and recommendations (Accessibility to Education):</p> <p>140. Remove known barriers to the enrolment and retention in school of young and teenage girls belonging to all ethnic groups, castes and communities that are discriminated against; address as a priority the reasons why they drop out, and take action to ensure that they are not stigmatized in the curriculum or in school activities.</p>