
Access to education for the children of marginalised communities'

under the project

“Promotion of social partnership for empowerment of marginalised communities in 6 districts and at national level in Bangladesh (PROSPECT)”

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February 2023

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1. INTRODUCTION:

RIB with fund from BMZ and support from NETZ Bangladesh, in cooperation with 3 partner organisation is implementing a project in Bangladesh titled “Promotion of social partnership for empowerment of marginalised communities in 6 districts and at national level in Bangladesh (PROSPECT). The above-mentioned project aims to strengthen the human Rights Defenders (HRDs) and public authorities to protect and promote rights of marginalised communities in working districts and at national level in Bangladesh. Expected results of the project is that through the designed activities the capacitated HRDs at local to national level and at schools are visible and recognized as actors to protect and promote the rights of marginalized communities and engage in conflict sensitive democratic dialogue with public authorities for inclusive development. The planned activities of the project mainly targeted 12,500 HRDs at 378 civil society organisations at local and regional level and at 72 schools in 12 sub-districts of Panchagarh, Thakurgaon, Dinajpur, Rangpur, Naogaon and Rajshahi Districts of Bangladesh. One national platform of HRDs is also connected with the local and regional HRDs to contribute in protecting and promoting the rights of marginalized communities through national level advocacy and policy influence.

2. OVERALL OBJECTIVE:

Human Rights Defenders and public authorities are strengthened to protect and promote rights of marginalised communities in 6 districts and on national level in Bangladesh.

Specific objective with outcome: 12,500 capacitated human rights defenders (HRDs) and 1,200 representatives of public authorities effectively cooperate to protect and promote the economic, social and cultural rights of women, religious minorities and indigenous peoples; they disseminate their experiences in wider civil society networks in South Asia.

3. PURPOSE, OBJECTIVES AND USE OF THE SURVEY

An important part of the above-mentioned project is to “Prepare the collection of data and analyse them along with information on the rights situation of marginalised groups and compile policy recommendation reports. The objectives in this regard are focused on **3 thematic areas**:

On Minority rights: To have a comprehensive understanding on structural causes of deprivation of minority communities and reasons for their inadequate representation in various services under the control of government. To further look into their lack of access to operation of the state agencies of the law and order, welfare, education and health, public services, state contracts, credits, licenses, and the judiciary.

On Access to Social Safety Net Program- to undertake a analysis of social exclusion that will inform and pave the way for a policy brief for the implementation of the National Social Security Strategy (NSSS) with a view to incorporate social inclusion as well as to explore how far socially excluded groups are able to access social transfers and what are the barriers.

On status of Right to information Act- to develop a comprehensive understanding on present status of RTI Act implementation as well as the impediments that slows down progress of the law. Report will further include areas of improvement for effective implementation of RTI law in Bangladesh and how the identified barriers can be mitigated.

The primary objective to conduct research on above mentioned 3 thematic areas are:

- a) policy advocacy with recommendations made to the public authorities and law makers to bring a sustainable change.

- b) operational i.e. findings and recommendations will be used for better project management and improvement, as well as additions or changes to existing project activities and their impact on communities can also be ascertained and proposed.

This report presents findings on barriers and challenges of access to education of Dalits, ethnic minority and marginal family's children with policy recommendations.

4. METHODOLOGY

- Document review: Existing documents (e.g. reports and review materials) related to the selected themes were reviewed at the beginning to understand the project objectives and activities.
- For field data collection, a semi-structured questionnaire was developed with consultations, inputs and revisions by RIB and NETZ Bangladesh.
- For qualitative data collection, Indepth Interview and KII with indigenous leaders, government bodies, students and project staffs of 3 organisations namely DASCOH, MKP and Pollisree working in 6 districts and
- Finding case studies at the field.

Sampling frame and target size

A mix of cluster and stratified random sampling approach is adopted for the survey. While designing sample, the categorical target groups (as clusters) are taken in the sampling frame. The sampling is estimated at 95 per cent confidence level, which is generally being regarded as the standard, and which describes degree of statistical confidence with which precision or margin of error around the survey estimate is obtained.

The following table shows the target groups, conventionally suggested minimum sample size, and actual sample considered for the more precision

Table I: Target Groups in Sample Size.

Target individuals	Target groups	Minimum requirement size (to be statistically sound)****	Rounding up (for convenient distribution among 6 districts)	Target sample (for more precision)	Sample distribution per district**	
9200 HRDs	378	217	240	270	45	
2160 young HRDs	72	132	150	180	30	
1080 school HRDs	72	132	150	180	30	
12440	522	481	540	630		

** will be further distributed across categories/types of groups

Margin of error	Size of population					
	>5000	5000	2500	1000	500	200
±10%	96	94	93	88	81	65
±7.5%	171	165	160	146	127	92
±5%	384	357	333	278	217	132
±3%	1067	880	748	516	341	169

*** Minimum requirement size to make it statistically sound.

Table II: Sample distribution/stratification by target criteria in district

The sample size per district will be further distributed across the programme target criteria.

Sample distribution per district	Target criteria
273 Marginal Bangalee (with mainstream Muslim and minority Hindu)	<ul style="list-style-type: none"> • 75% belong to marginalised groups • 25% students, and 75% (representing guardians, neighbours, family members) • 50% women; 30% are young people (female and male) • Rural and urban • Geographical consideration • At least 50% representatives of religious minorities

103 Dalits	<ul style="list-style-type: none"> • 25% students, and 75% (representing guardians, neighbours, family members) • Rural and urban • Geographical consideration • Ethnicity
224 Adibasi	<ul style="list-style-type: none"> • 25% students, and 75% (representing guardians, neighbours, family members) • least 50% are girls • Rural and urban • Geographical consideration • Ethnicity

Field data collection and challenges:

- An orientation was organized for the enumerators on explaining the items of the questionnaire, sample distributions, and data collection techniques.
- Field data collection was collected by four university students at Tanore and Godagari Upazilas of Rajshahi district and at Patnitala and Nyamatpur Upazilas of Naogaon district of DASCOD working area; at Parbatipur and Fulbari Upazilas of Dinajpur district and Sadar and Gangachara Upazilas of Rangpur district of Pollisree field; and at Sadar and Pirganj Upazilas of Thakurgaon district, and Sadar and Atwari Upazilas of Panchagarh district of MKP working area.
- While collecting data at the field level, availability of the respondents (randomly targeted) was an issue, which affected the targeted distribution of sample among gender, caste and ethnic representatives. However, target of sample size at district level was reached, and data collection stretched into adjacent and relevant Upazila areas.

Data analysis:

- Field data were entered into database, cleaned, edited, and analyzed on the SPSS.

5. SAMPLE CHARACTERISTICS

Data were collected from 25 Municipals and Unions of 12 Upazilas of 6 districts (see Table 1 in Annex). Among the respondents, with 66.7% female, 30.8% male and 2.5% Trans-gender respectively (Table A).

Table III: Gender distribution of Sample

	Frequency	Percent
Male	185	30.8
Female	400	66.7
Trans-gender/Hijra	15	2.5
Total	600	100.0

Table IV: Ethnic distribution of Sample

Among the respondents, 62.7% are Bengalee with mainstream marginal Muslims, religious Hindus and caste-based minority Dalits, and 37.3% are Indigenous with different ethnicities.

	Frequency	Percent	Valid Percent	Cumulative Percent
Bengalee	376	62.7	62.7	62.7
Indigenous	224	37.3	37.3	100.0
Total	600	100.0	100.0	

Table V: Caste distribution of sample in Bengali

Among the Bengali respondents, 72.6% are mainstream Bengali and 27.3% are Dalits.

	Frequency	Percent
Valid Bengali	273	72.6
Dalit	103	27.3
Total	376	100.0

Table VI: Ethnic Community based distribution of sample

Among the respondents, 45.5% Mainstream Marginal Bengli, 24.8% Santal, 8% Robidas, 6.3% Mahali, 3.7% Oara, 3.7% Mashuya, 3.5% Patni and 2.5% Mushuhar (Table VI).

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Mahali	38	6.3	6.3	6.3
Rabidas	48	8.0	8.0	14.3
Mushohar	15	2.5	2.5	16.8
Santal	149	24.8	24.8	41.7
Orao	22	3.7	3.7	45.3
Mashuya	22	3.7	3.7	49.0
Patni	21	3.5	3.5	52.5
Bashmali	12	2.0	2.0	54.5
Bangali	273	45.5	45.5	100.0
Total	600	100.0	100.0	

Table VII: Sample by Religious belief in:

According to the religious belief, 60.5% believe in Hindu or Sanaton, 24.3% believe in Islam and 15.2% respondents believe in Cristian (Table VII.)

		Religion			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hindu	363	60.5	60.5	60.5
	Muslim	146	24.3	24.3	84.8
	Christian	91	15.2	15.2	100.0
	Total	600	100.0	100.0	

Among the respondents, 29% Pariticipants of Polli Sree who are working in Rangpur and Dinajpur district, 33.3% Pariticipants of MKP who are working in Thakurgaon and Panchagahg district, 33.3% Pariticipants of DASCOH who are working in Naogaon and Rajshahi district, and 4.3% are non-participants are mainly live in Dinajpur district(see the table VIII). Again, respondents came from undan Pouroshova and Union level(See the table XI) and Upazila level(see the table X).

Table VIII: Sample by geographical area status:

	Frequency	Percent
Polli Sree	174	29.0
MKP	200	33.3
DASCOH	200	33.3
Total	574	95.7
Non-participants	26	4.3
Total	600	100.0

Table IX: Sample by urban and rural level area status:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Parbotipur Pouroshova	45	7.5	7.5	7.5
	Rampur Union	5	.8	.8	8.3
	Aladipur Union	21	3.5	3.5	11.8
	Bed Dighi Union	23	3.8	3.8	15.7
	Sodda puskuruni Union	50	8.3	8.3	24.0
	Loksmitari Union	50	8.3	8.3	32.3
	Jogonnatpur Union	50	8.3	8.3	40.7
	Khangao Union	14	2.3	2.3	43.0
	Vomradah	20	3.3	3.3	46.3
	khonkapur	4	.7	.7	47.0
	koshanigonj	6	1.0	1.0	48.0
	Parashrani Union	6	1.0	1.0	49.0
	Dhakkamara Union	35	5.8	5.8	54.8
	Magura Union	6	1.0	1.0	55.8
	Moidandighi Union	9	1.5	1.5	57.3
	Radha Nagor	19	3.2	3.2	60.5
	Balrampur	31	5.2	5.2	65.7
	Niyamotpur	49	8.2	8.2	73.8
	Dibor Union	51	8.5	8.5	82.3
	Kakon Hat Pouroshova	35	5.8	5.8	88.2
	Pakri Union	15	2.5	2.5	90.7
	Kamargaon	50	8.3	8.3	99.0
	Fulbari Pouroshova	6	1.0	1.0	100.0
	Total	600	100.0	100.0	

Table X: Sample by sub-district:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Parbotipur	50	8.3	8.3	8.3
	Fulbari	50	8.3	8.3	16.7
	Rangpur Sadar	50	8.3	8.3	25.0
	Gangachora	50	8.3	8.3	33.3
	Thakurgaoan	50	8.3	8.3	41.7
	Pirgonj	50	8.3	8.3	50.0
	Panchagarh	50	8.3	8.3	58.3
	Atoary	50	8.3	8.3	66.7
	Panitola	51	8.5	8.5	75.2
	Niyamotpur	49	8.2	8.2	83.3
	Godagari	50	8.3	8.3	91.7
	Tanor	50	8.3	8.3	100.0
	Total	600	100.0	100.0	

Among the age of the respondents, 53.7% are between 11-20 years old, 28.8% are between 21-30 years old, 8.7% are between 31-40 years old, 5.2% are between 41-50 years old, 2.5% are between 51-60 years old, 0.8% are between 60+ years old and 0.3% are under 10 years old (see Table XI).

Table XI: Sample by age of the respondents:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 10 Year	2	.3	.3	.3
	11-20 Year	322	53.7	53.7	54.0
	21-30 Year	173	28.8	28.8	82.8
	31-40 Year	52	8.7	8.7	91.5
	41-50 Year	31	5.2	5.2	96.7
	51-60 Year	15	2.5	2.5	99.2
	60 + Year	5	.8	.8	100.0
	Total	600	100.0	100.0	

Among the respondents, 40% have secondary level, 26.8% primary level, 14.5% have higher secondary level, 13.5% illiterate, 4.3% bachelor level, 0.8% Masters level (see Table VII).

Table XII: Sample by education level:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Illiterate	81	13.5	13.5	13.5
Primary	161	26.8	26.8	40.3
Secondary	240	40.0	40.0	80.3
Higher Secondary	87	14.5	14.5	94.8
Bachelor	26	4.3	4.3	99.2
Masters	5	.8	.8	100.0
Total	600	100.0	100.0	

6. FINDINGS AND DISCUSSIONS ON ACCESS TO EDUCATION

6.1. Education is a challenges

Around 38% respondents expressed their views that institutional education is a fundamental right of a children. Every child has equal rights to access the education, this right has got by born. The views of the achievements of knowledge and skills at educational institution has been recorded as second highest(19.7%) perception regrading education.

In regarding the responsibility of quality and equity based education where every children will get equal oppurtunity, 42.2% respondent reported the responsibility of family. On the otherhand 35% respondent reported all the responsibility of state. It is a constitutional obligation for the state to ensure quality and equal oppurtunity based education for all pupils. If state will ensure the quality and equity, the education system will be inclusive. There also have some responsibility of society but lower respondent reported on it.

In terms of impact that is the benefits of education, respondents gave opinions were clearly revealed the uneven and enequity system of society. The system push backed in the behind. Around 35% of the total respondents said illegal bribe is needed for taking a job after completing education, 26.2% respondents reported that they do not get job. Notable number of Indigenous respondents (14.3%) answered with elated that children will be able to check the land and others documents so that no one will cheat them.

As regards represent at school management committee, 89% reported no representative at the school management committee, only 11% reported yes. However, among the 11% Bangali respondents represented higher, they hold 8.8% out of 11%. Many minority communities did not have any experience to enroll as a member of school management committee for example, Robidas, Moshohar, Mashuya, Bashmali have never been elected as the member of school management committee.

25% respondents said marginal children did not have equal opportunities, as they did not have any representative in school managing committee. Consequently, the ethnic minority, Dalit and marginal children are deprived in different shape such as do not get information(22.5%), less Student get stipend(18%), Students do not get half free/full free opportunity(14.3%).

Around 28.7% respondents claimed the poverty is the cause of not including at the school management committee. They thought poor people do not consider for any kind of position. Ethnic minority(23.7) is the second highest reported cause of not including at the committee. 2.5% respondents, mainly trans-gender, reported they have faced stigmatized in the society, so they do not compete for it.

As regards economic deprivation is one of the hinder of accessing in education for the children of marginal community, for example, unable to pay tuition fee(24%), unable to bear private tuition fee(23.2%), unable to bear the tuition material cost- book, khata, dress etc. Unable to provide exam registration and form fill up cost(34%) is the highest reported deprivation for the children of of Marginal community. In addition no reading room(25%) in environmental deprivation, tension/conflict at family(16.2%) in emotional deprivation, live long time at same place(28.7%) are the highest reported deprivation for the children of marginal, Dalits and ethnic minority children.

In term of challenges in accessing at school for indigenous and Dalit children, 17.8% indigenous respondents reported they were afraid of class teacher that referred no teacher from indigenous community at school. As a result their education was not joyful. They faced many obstacles at the very beginning of their schooling. Language barrier (10.8%) is the third highest reported challenge to access the education for the children. Also they faced more challenges like do not sit at front bench due to fear of give homework(9.5%) and difficult to understand Bangla medium lessons(8.7%) etc.

In term of copying with schooling system for the indigenous children, round 18.8% of the indigenous respondents take three years to cope with the Bengali medium study system, 10% at class four, 6.2% at class two, 0.7% at class one, four and five adapted with the system. Schooling is as a battle for the kids of indigenous community.

Access to education is also a big challenge for Dalits, ethnic minorities and marginal communities' children in term of social discrimination and deprivation. Around 27.2% of the respondents gave no answer to the question. Sickness of parents is the Second highest reported social disparity respondents (25.3%), also behavior of neighbor(10.5%) and homeless(12.5%) are significantly existence at the society. The trans-gender, Dalits and ethnic minority children still now face social stigma and stereotypes.

Large portion of marginal children did not get the stipend at school. 40.2% children were out of the stipend. Bangali respondents made a bigger percentage (26.5%) than indigenous respondents (16%). Both bangali and indigenous respondent reported that the result of children were not up to the mark (13.3)for getting the stipend. The second highest respondents reported they did not know the information when it is been allotted(12.3%), Also the pupils are irregular at school is another cause reported(10%). Discrimination and absence of representative at school management committee are also the causes of not covering the school stipend for the children.

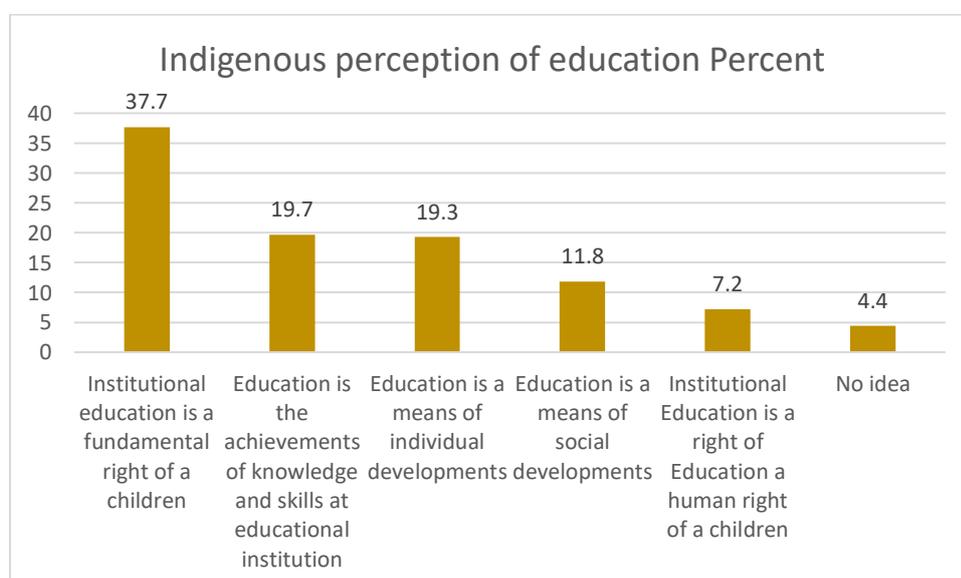
The rate of admission at school is almost hundred percentage(97.2%) but 54% dropped out in differen stages. Highest 33.3% reported dropout at secondary level and 14.5% dropped out at higher secondary level. The cause of dropped out reported 33.8% as poverty.

The devastrating effect of Corona, 30.2% respondent reported they have joined at works and 30.2% reported as difficult to continue study.

The respondent opinions regarding the access to education for the marginal, Dalits and ethnic communities children, 23.2% responded requested to increase the amount of stipend to remove economic hardles.

6.1.1 Indigenous Perception of Education

The perception and the idea regarding education of marginal people have been tested through the research. Around 38% people think that the institutional education is a fundamental right of a children. 19.7% people stated that eeducation is the achievements of knowledge and skills at educational institution. The rest of the respondents reported different perceptions in the areas like individual and social development and a human right, as shown on graph below:

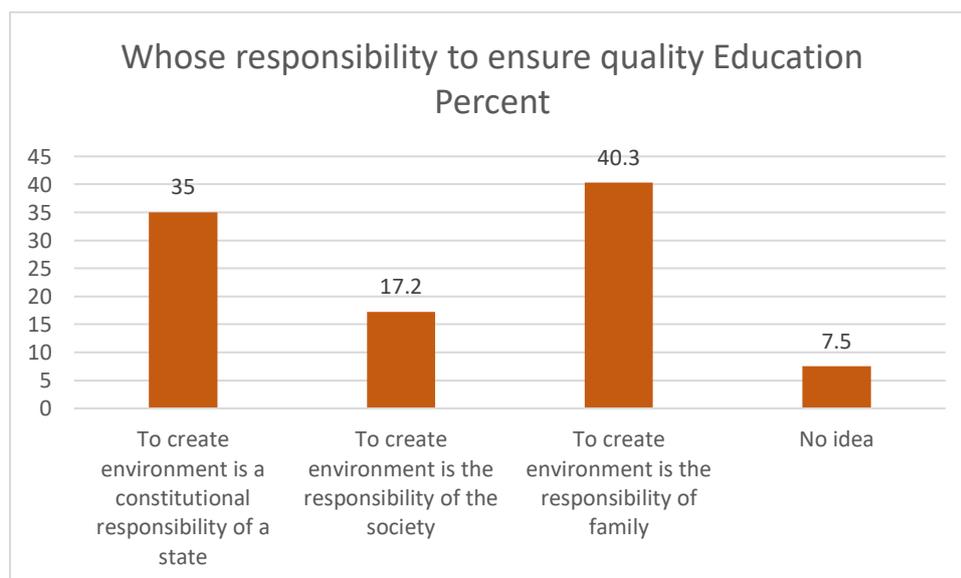


6.1.2 Whose responsibility to ensure quality education for the children

To get quality education is one of the equal rights for every child and the children of ethnic minorities, Dalits and marginal communities do not get opportunity of getting quality education. On asking for an explanation to a Key Informant, the response was the following: “As the future citizen of the state, state has the main responsibility to ensure the quality and inclusive education. If state will ensure quality education, then children will not go for private teachers. It is a dangerous system all students have to take private teachers, it is an extra burden for parents and most of the parents from indigenous and Dalits are not affordable to bear the cost of private teachers. And the children are deprived. So, all the responsibilities are of government.”

40.2% of the total respondents think that creating fair environment of education for the children is the responsibility of family. 35% respondents believe ensuring quality education is a constitutional responsibility of a state. 17.2% respondent gave opinion on the responsibility of society and 7.5% respondents did not answer.

6.1.3 Whose responsibility to ensure the quality education



6.1.3 How does education impact on the society

Education is one of the most influencing tools of changing the society. It has great roll of transforming the community. Is it impacting effectively especially for the marginal? Is a big

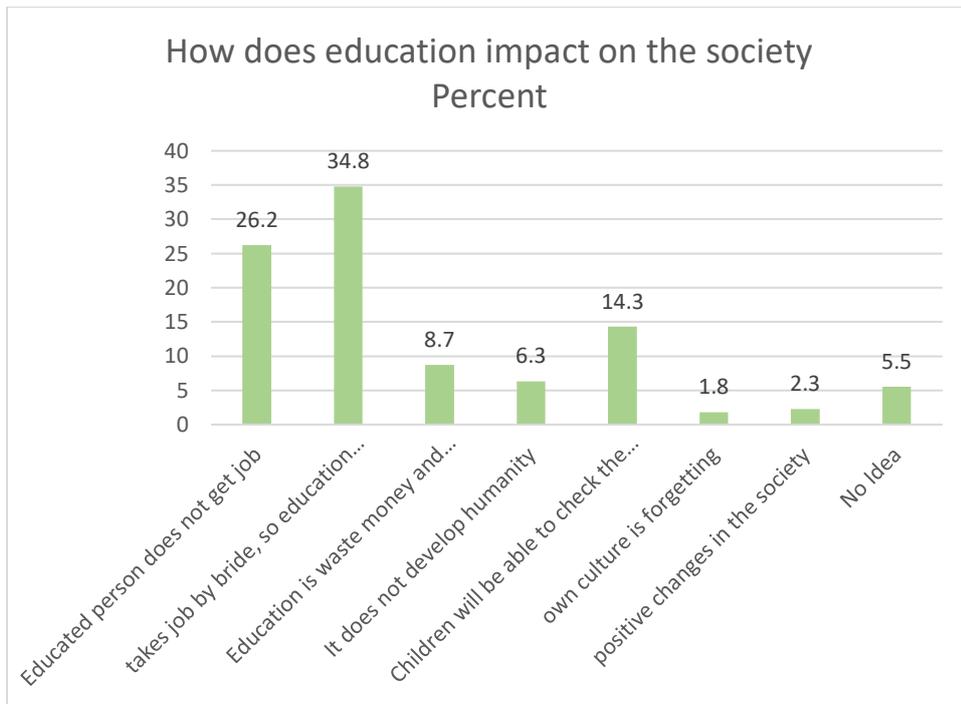
question. One of the in-depth interviewees from indigenous community of Thakurgaon said “we are three brothers have completed graduation but do not get jobs. If I will take government job, I have to give huge amount of bribes so I am not thinking of government job. There also need lobbying to get job but we do not have either money or lobbying. Many Youngs at our community do not get job after completing SSC, HSC and bachelor. So, they are losing interest in education. They think if I will have to work at agriculture field as wage labour, why I will continue study? It is waste time and money. Rather involve in work early is better option”.

The data shows the uneven society in Bangladesh. The marginal people are frustrated with the system.

Around 35% of the total respondents said illegal bribe is needed for taking job after completing education, 26.2% respondents reported that do not get job. notable number of Indigenous respondents (14.3%) answered elated that children will be able to check the land and others documents so that no one will cheat them. Also there are mix impacts of education have come from the respondents which are listed as table.

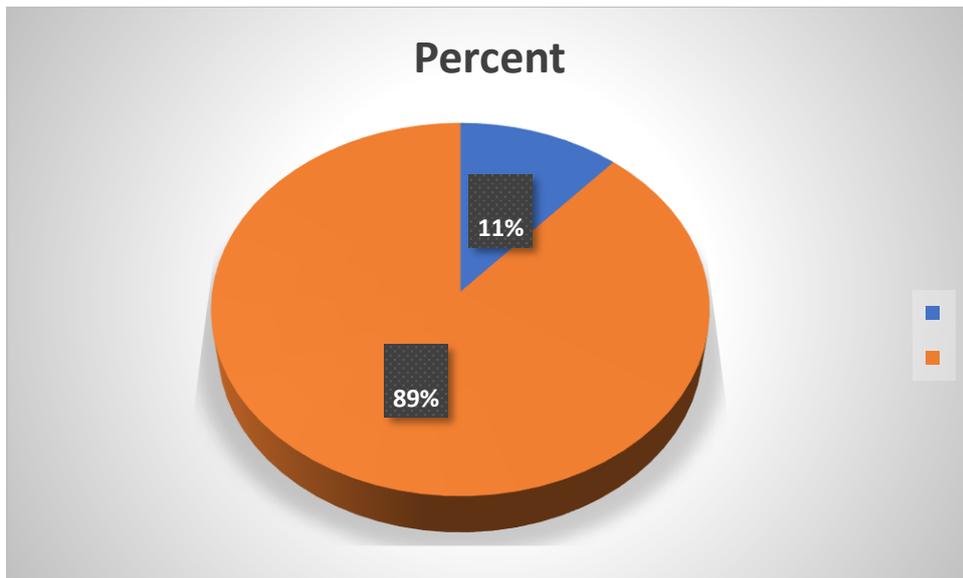
How does education impact on the society

	Frequency	Percent
Educated person does not get job	157	26.2
takes job by bride, so education does not impact	209	34.8
Education is waste money and time for marginal people	52	8.7
It does not develop humanity	38	6.3
Children will be able to check the land documents so that no one will cheat	86	14.3
own culture is forgetting	11	1.8
positive changes in the society	14	2.3
No Idea	33	5.5
Total	600	100.0



6.1.4 Have ever been elected as the member of school Managing Committee?/ Representative at school managing committee

89% of the respondents gave no answer to the question of selecting the member of school managing committee.



Out of 11% Bangalee are dominant to select or elect as the member of school managing committee. Rabidas, Mushohar, Mashuya and Bashmali have never been elected or selected as a member of school managing committee.

	Have ever been elected as the member of school Managing Committee?	
	Frequency	Percent
Mahali	3	0.5
Rabidas	0	0
Mushohar	0	0
Santal	8	1.3
Orao	2	0.3
Mashuya	0	0
Patni	3	0.5
Bashmali	0	0
Bangali	53	8.8
Total	69	11.5

6.1.5 If yes, whether your opinion was considered

In answer to the question of any frequent opinion was considered, 72.2% no answer and 10% reported yes, 17.5% .

If yes, whether your opinion was considered

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	60	10.0	36.4	36.4
	No	105	17.5	63.6	100.0
	Total	165	27.5	100.0	
Missing	System	435	72.5		
Total		600	100.0		

6.1.6 If no, Is there anyone from your community?

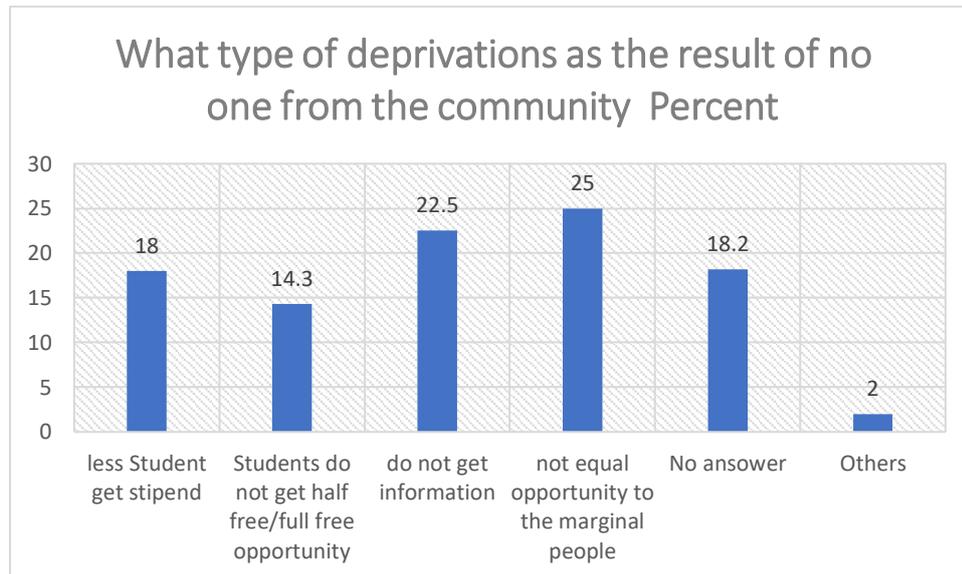
In answer to the question of any frequent member from your community, 61.3% reported no, 32.2% reported yes, 6.5% did not answer.

If no, Is there anyone from your community?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	193	32.2	34.4	34.4
	No	368	61.3	65.6	100.0
	Total	561	93.5	100.0	
Missing	System	39	6.5		
Total		600	100.0		

6.1.7 What type of deprivation as the result of no one from the community

As they do not have the representative in school managing committee, the ethnic minority, Dalit and marginal children are deprived in different shape such as do not get information(22.5%), less Student get stipend(18%), Students do not get half free/full free opportunity(14.3%).

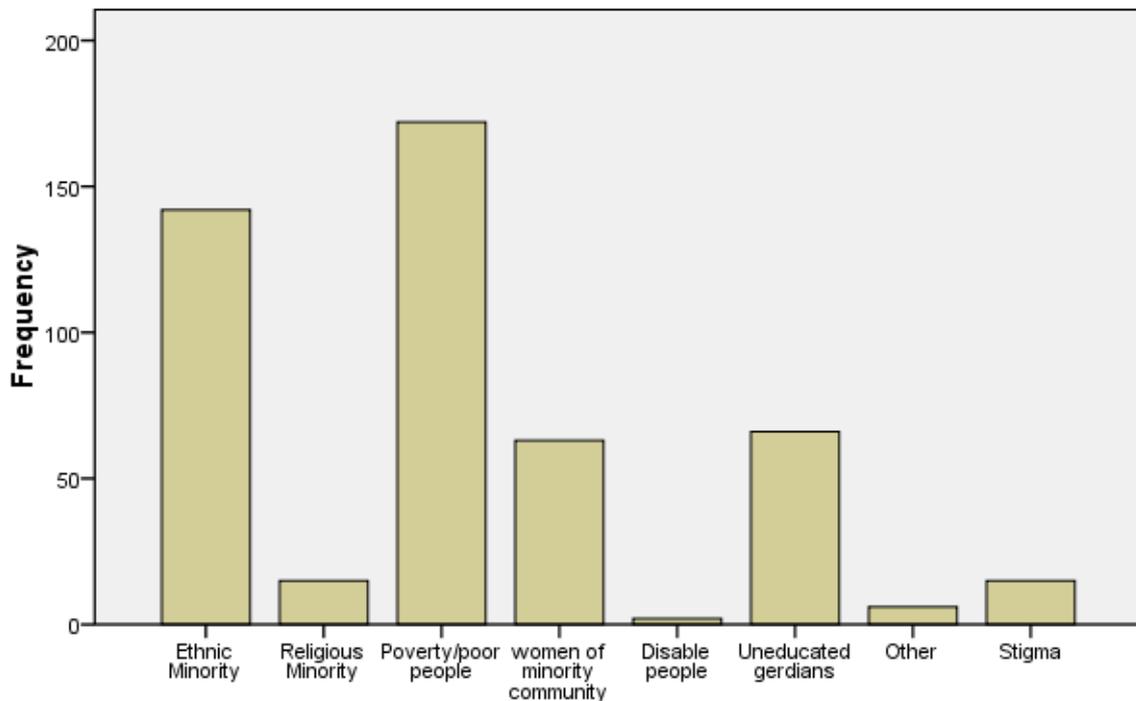


6.1.8 The cause of not including at school managing committee

Among the respondents, highest 28.7% respondents considered poverty is the cause of not including at the school management committee. Also they considered ethnic minority(23.7%), Illiterate gardian(11.0%), women of minority community(10.5%), religious minority(2.5%) are the causes of not including at the school management committee.

Most significantly, 2.5% respondents reported stigma as the cause of out of the committee who are mainly trans-gender people. The distributions represent the causes of not including at the school management committee.

The cause of not include at school managing committee



The cause of not include at school managing committee

6.1.9 Economic Deprivation

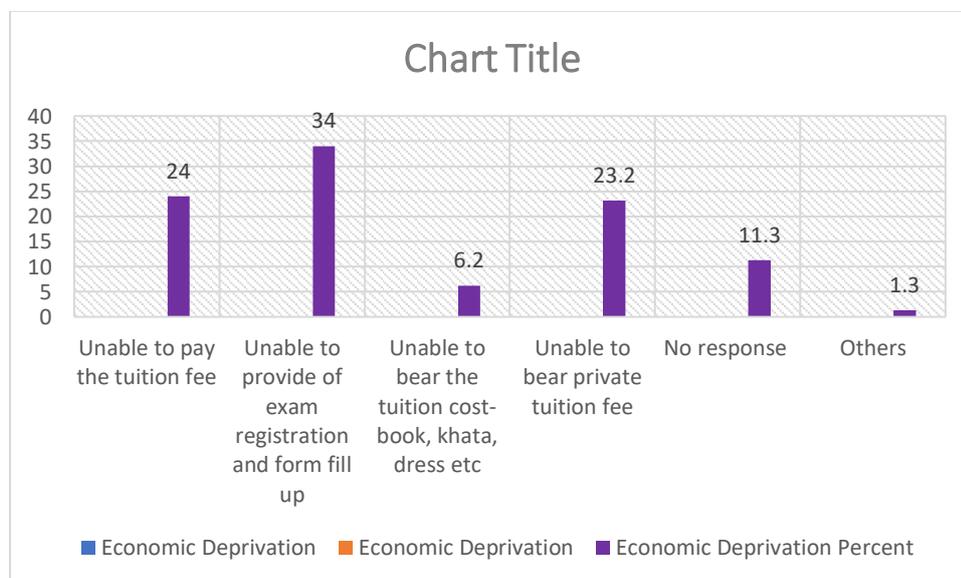
The children of Marginal, Dalits and ethnic minority communities are deprived in different shapes. Economic deprivation is one of them. The deprivations are main hinder of accessing to education for the children of the marginal people. The cost of education is higher. It has beyond the means of marginal people. When the team was on field at Moshuhar community, three girls student of class seven were absent at the annual exam. A student who was not allow to the annual exam said “ I had to pay 2100 BDT for school tuition fee and registration fee. My parents stay at challon bill for collecting snail. They are staying there for last fifteen days. They sent 800 BDT through Bkash for giving instalment of loan took from an NGO. I withdrew the money and paid the instalment of loan. I was not able to provide the tuition fees and not allowed to sit the exam. This year is lost for me and I am planning for next year.”

Another student who paid partial amount of tuition fee, she attempted to go to school wearing with school dress for sitting annual exam from the Mushohar community. She stated so pathetically that touches the heart everybody “ I had to pay 2200 BDT for school tuition fee and registration fee. My father went to school yesterday and paid only 700 BDT. Rest of fees are due. I have not got the admit card yet. I am going to school to sit the exam. Let’s see If I am allowed, I will give the exam. Otherwise I will return without sitting exam.” The education is totally uncertain for the children of Mushohar community.

Among the respondents faced economic deprivations, 34% Unable to provide of exam registration and form fill up, 24% Unable to pay the tuition fee, 23.2% Unable to bear private tuition fee, and 6.2% Unable to bear the tuition cost- book, khata, dress etc.

Economic Deprivation

	Frequency	Percent		
Unable to pay the tuition fee	144	24.0		
Unable to provide of exam registration and form fill up	204	34.0		
Unable to bear the tuition cost- book, khata, dress etc	37	6.2		
Unable to bear private tuition fee	139	23.2		
No response	68	11.3		
Others	8	1.3		
Total	600	100.0		



6.1.10 Environmental Deprivation of Education for the children

Environmental Deprivation for the children of Dalits, ethnic minorities and marginal community are always denied the access of education the children which is very crucial for any children to grow up with equal opportunity. A kII clarified the information-“*Amar ma hat dhore jomir ail diya niya giya school e rekhe asto, ar barite keo poranor lok chilona sobai kaje jeto. Ami oi barir barandai bishana er upor boshe aka aka portam. Ami aj anek kosto kore poralekha koreshi*”.

In answer to the question of any frequent environmental deprivation, 22% reported no caring from the family, 25% reported no reading table/separate study place, 13.3% reported family has less interest in education, and so on.

Table xii: Environmental Deprivation for the children

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
No caring from the family	132	22.0	24.1	24.1
Family have less interest in education	80	13.3	14.6	38.8
No reading table/no separate study place	150	25.0	27.4	66.2
All members go to bed at evening	60	10.0	11.0	77.1
All family members go to work early morning	41	6.8	7.5	84.6
Neighbour children play/do not go to school	12	2.0	2.2	86.8
Others family members do not interest in education	11	1.8	2.0	88.8
Family are more interest to earn than going to school	5	.8	.9	89.8
Insufficient opportunities to continue study	9	1.5	1.6	91.4
Immature preparations	30	5.0	5.5	96.9
Poor wish and inspirations	17	2.8	3.1	100.0
No response	53	8.8	100.0	
Total	600	100.0		

6.1.11 Emotional deprivation

Around 44.8 % of the respondents gave no answer to the question. Second highest respondent shows the tension or conflict among the family members is made tough for children access to education. The rest have listed a number of persons who faced difficult accessing education, such as, no parents, no father, no mother, father stay away, mother stay away, parents stay away, mental and physical torture, disable of parents, and so on, as listed below.

Emotional Deprivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Parents	39	6.5	11.8	11.8
	No mother	20	3.3	6.0	17.8
	No Father	33	5.5	10.0	27.8
	Father stays away	19	3.2	5.7	33.5
	Mother stays away	41	6.8	12.4	45.9
	Parents stay away	31	5.2	9.4	55.3
	Tension/conflict at family	96	16.0	29.0	84.3
	Mental and physical torture	43	7.2	13.0	97.3
	Over flow pressure of study	5	.8	1.5	98.8
	Parents Disable persons	4	.7	1.2	100.0
	No answer	269	44.8		
	Total	600	100.0		

6.1.12 Normal life Deprivation

Around 53.8 % of the respondents gave no answer to the question. Second highest respondents (28.7%) said they have to stay long time in a same place. The rest have listed a number of persons who faced difficult accessing education, such as, no opportunity of outing, Restricted life, and so on, as listed below.

Normal Life Deprivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No opportunity of outing	58	9.7	20.9	20.9
	Restricted life	31	5.2	11.2	32.1
	Live long at same place	172	28.7	62.1	94.2
	Others	16	2.7	5.8	100.0
	No answer	323	53.8	100.0	
	Total	600	100.0		

6.1.1.13 Challenges to access at school/Deprivation at school

The beginning of school is very hard for indigenous children. A KII from Santal community of Dinajpur who is an English teacher of a college clarified this information further. "It was very difficult to cope

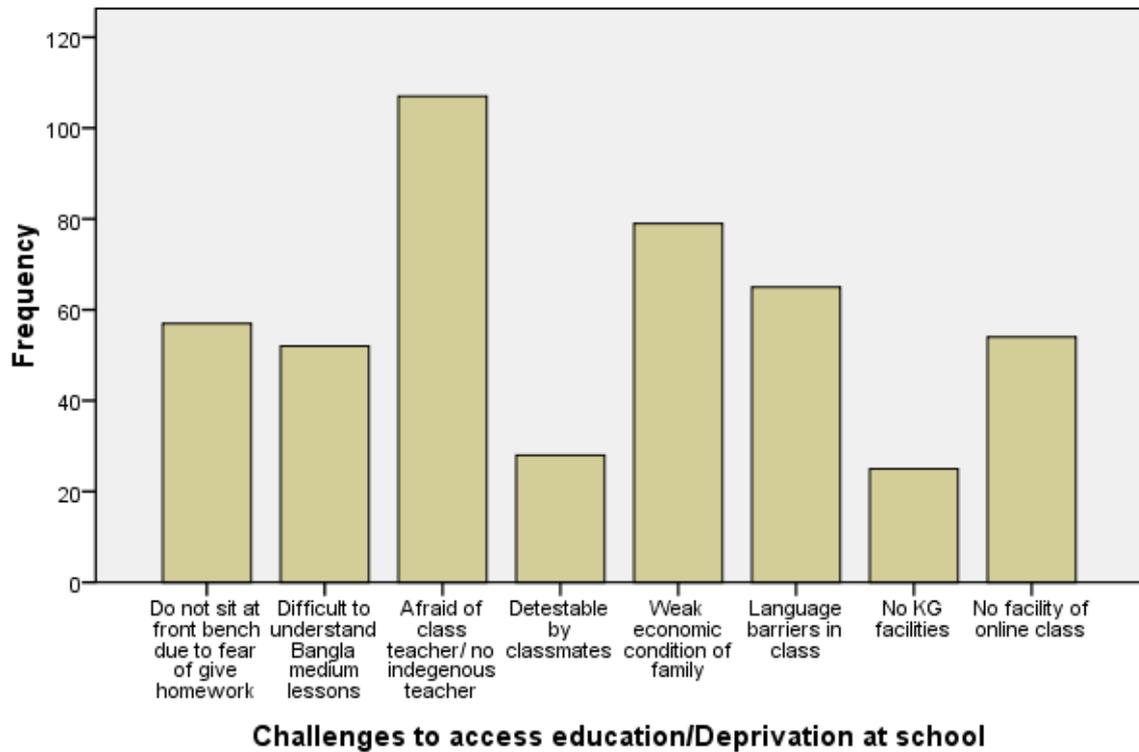
with others language. Firstly the children startled at the environment of the school. For my case I was very scared at the class room. I did not say anything at the class, always keep silence at the bench but the others student from mainstream community was speaking loudly, jumping and playing. *Ami school e giya chup kore bench ere k konai boshe thaktam, onner vhashay pora dada kom kosten na.*“

Around 22.2% of the respondents gave no answer to the question. Second highest respondents (17.8%) said they were afraid of class teacher/ no indigenous teacher, 13.2% Weak economic condition of family is the hinder of their study, 10.8% Language barriers in class, 9.5% do not sit at front bench due to fear of give homework, 8.7% difficult to understand Bangla medium lessons. The rest have listed a number of persons who faced difficult at school and create problem accessing education, as listed below. The trans gender respondents reported more discrimination, still now the situation is not favor to them. The ethnic students gave more emphasis on education systems i.e. language and whole circumstances of school. They learn with fear and disfavor environment. Study is not joyful at all. The Dalits respondent gave more attention of the challenges of weak economic condition. Also, older respondents claimed they faced lots of hassle at school.

Challenges to access education/Deprivation at school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Do not sit at front bench due to fear of give homework	57	9.5	12.2	12.2
	Difficult to understand Bangla medium lessons	52	8.7	11.1	23.3
	Afraid of class teacher/ no indigenous teacher	107	17.8	22.9	46.3
	Detestable by classmates	28	4.7	6.0	52.2
	Weak economic condition of family	79	13.2	16.9	69.2
	Language barriers in class	65	10.8	13.9	83.1
	No KG facilities	25	4.2	5.4	88.4
	No facility of online class	54	9.0	11.6	100.0
	Total	467	77.8	100.0	
Missing	System	133	22.2		
Total		600	100.0		

Challenges to access education/Deprivation at school



6.1.14 How long do Indigenous children take to habituate with study systems

Very importantly said that the indigenous children start the education with fear and they take three to year to cope with the system. But in the meantime privileged mainstream children go far away from them. A KII clarified this information further who is student of Notre dame college, Dhaka from santal community, Dinajpur. *“Every thing was unknown for me, I took three-four year to adapt with studying- Ami class three porjonto school er kishui bujhini, kono kishui mathai dukchilo na. Tar por aste aste porar modhaya dukte pereshi.”*

Around 18.8% of the indigenous respondents take three years to cope with the Bengali medium study system, 10% at class four, 6.2% at class two, 0.7% at class one, four and five adapted with the system.

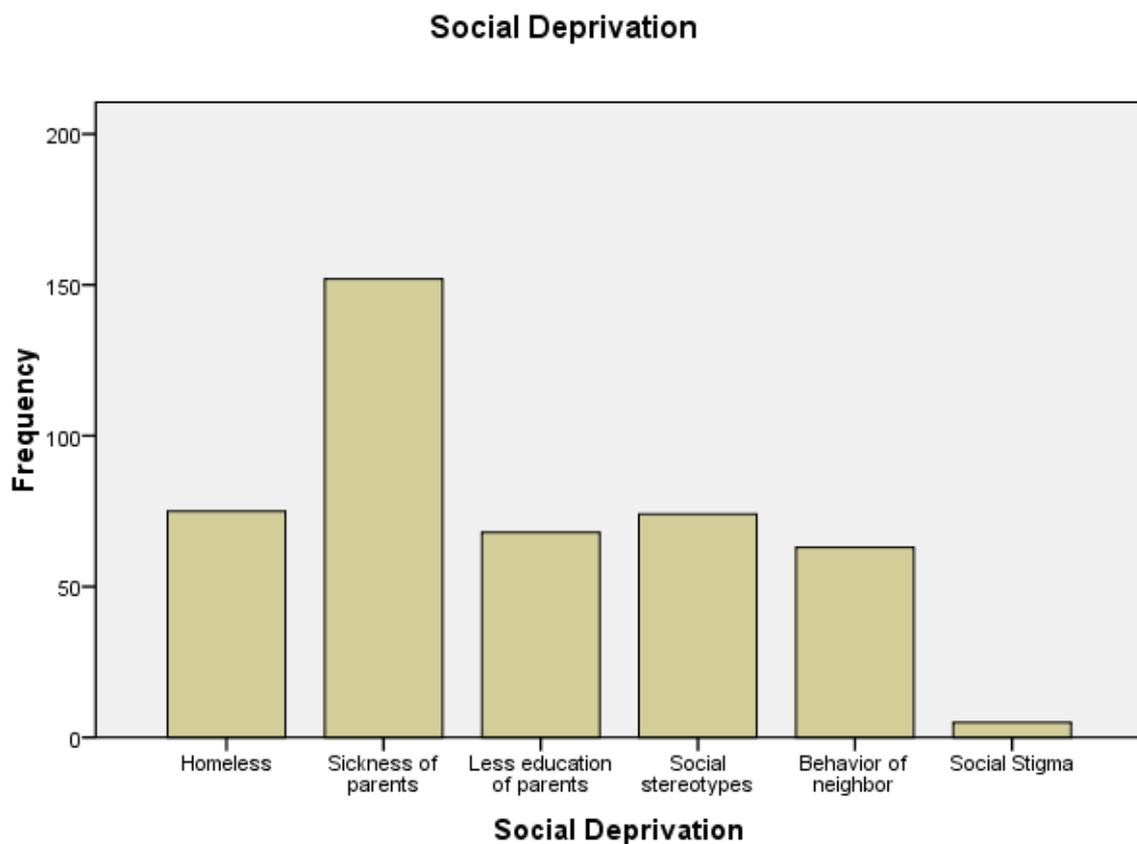
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid at pre-school	3	.5	1.3	1.3
at Class one	4	.7	1.8	3.1
At Class Two	37	6.2	16.4	19.6
At Class Three	113	18.8	50.2	69.8
at Class four	60	10.0	26.7	96.4
At class five	4	.7	1.8	98.2
More	4	.7	1.8	100.0
Total	225	37.5	100.0	
Missing System	375	62.5		
Total	600	100.0		

6.1.1.14 Social Deprivation

The Dalits, ethnic and marginal children face multi-level of social discriminations. Their economic conditions, social status and dignity faced them difficulty in accessing education. An In-depth interview information more clarified the information. A talent girls of Mashuya community well prepared for the annual exam of her class eight. Whole year she was doing very well at her class test. Her father was wage labour as well as fisherman but her father was sick. Doctor suggested to take her father in India for better treatment. Her father was only person of income. Her mother loan 27000 BDT. and took her father to India. But she was not able to pay the tuition fee. She need 2800 BDT for tuition and exam fee. Her study was uncertain. Her mother said- *Gotokal theke ami hone hoye taka dhar korar Jonna gurchi, kar*

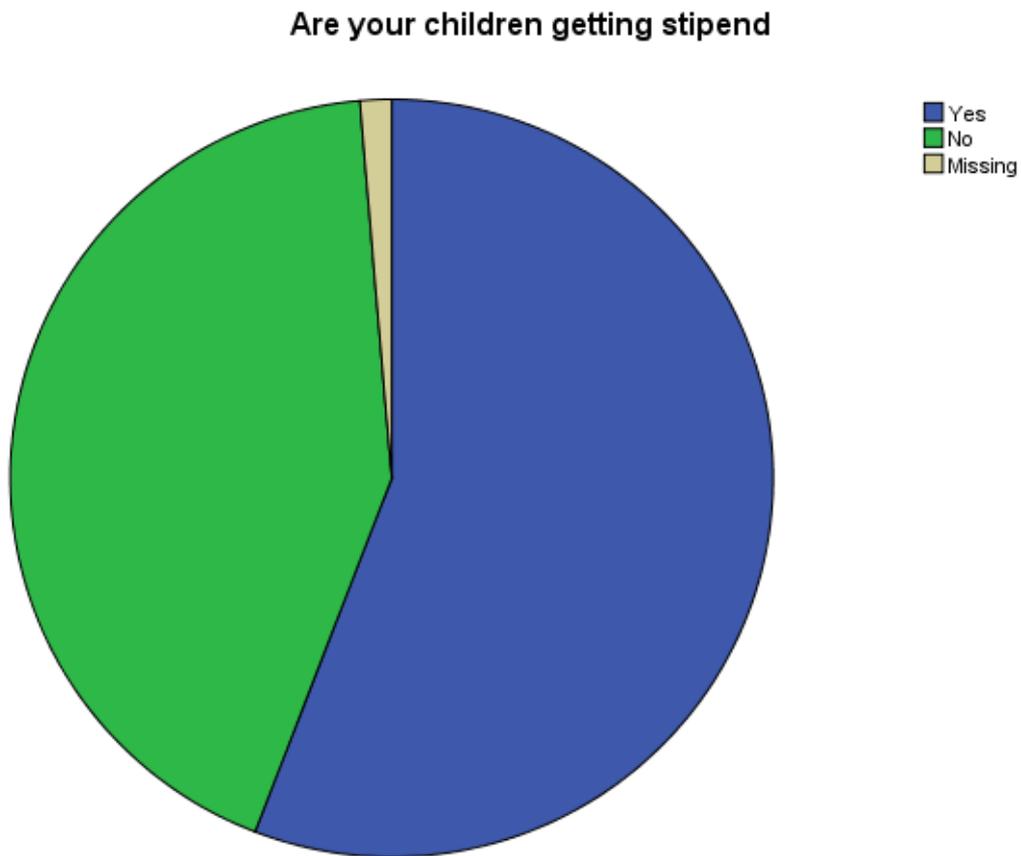
o kasha dhar paini, hamar chawya(daughter) er bhujhi porikhha dewya hobe na. Chawya (daughter) ghore boshe kanna-kati korshe. Sheshe ek joner kasha theke 800 BDT dhar kore school er beton-fee diya porikhha er onumoti nishi, baki taka pore dite hobe.” This is the reality is being faced by the marginal indigenous students.

Around 27.2% of the respondents gave no answer to the question. Sickness of parents is the Second highest reported social disparity respondents (25.3%), also behavior of neighbor(10.5%) and homeless(12.5%) are significantly existence at the society. The trans-gender, Dalits and ethnic minority children still now face social stigma and stereotypes. Older respondents reported more challenges they faced.



6.1.14 The information of stipend

Out of the total respondents, 55.8% admitted they get education stipend of government, 40.3% out of stipend, and 3.8% has not given the answer.



6.1.15 Ethnicity based school stipend

However, in all these categories, fewer Bangalee respondents than indigenous respondents reported these services are accessible more to them.

Which ethnic from * Are your children getting stipend Crosstabulation

Count

		Are your children getting stipend		Total
		Yes	No	
Which ethnic from	Bangalee	207	159	366
	Adibasi	128	96	224
	others	0	2	2
Total		335	257	592

6.1.15 Type of stipend

Out of the total respondents, 51.8% admitted they get education support services of government as general stipend, 2.2 % get Dalit stipend, 1.0% adibasi stipend, 0.5% others type of stipend, and 43.8% no response.

What type of stipend

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	General	311	51.8	92.3	92.3
	dalit	13	2.2	3.9	96.1
	adibasi	6	1.0	1.8	97.9
	Disable allowance	4	.7	1.2	99.1
	Others	3	.5	.9	100.0
	Total	337	56.2	100.0	
Missing	System	263	43.8		
Total		600	100.0		

6.1.16 The amount of stipend got

Out of the total respondents, 40.7% admitted they get education support services of government in between 1000 to 1500 BDT, 7.5% get in between 2000 to 2500 BDT, 4.7% get in between 500 to 1000 BDT, 13.2% government licenses for business, and 9.5% said they get loan from public institutions. However, in all these categories, fewer indigenous respondents than Bangalee respondents reported these services are accessible to them.

How much of stipend

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	500-1000 BDT	28	4.7	8.3	8.3
	1001-1500 BDT	244	40.7	72.4	80.7
	1501-2000 BDT	5	.8	1.5	82.2
	2000-2500 BDT	45	7.5	13.4	95.5
	2501-3000 BDT	6	1.0	1.8	97.3
	3000+ BDT	9	1.5	2.7	100.0
	Total	337	56.2	100.0	
Missing	System	263	43.8		
Total		600	100.0		

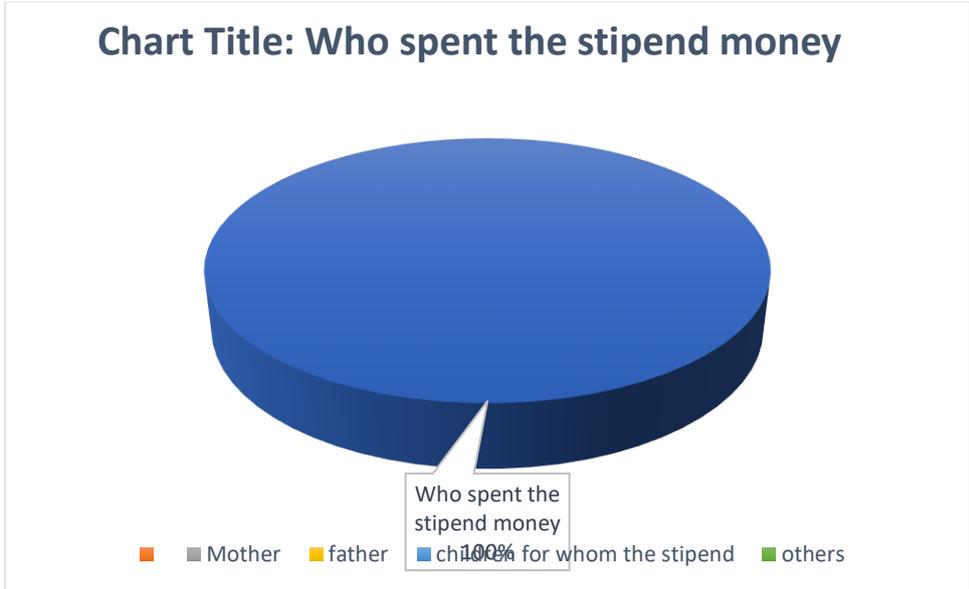
6.1.17 Who spend the stipend money

Out of the total respondents, 22.5% mother spend the stipend money, 17.7% father spend the stipend money, 10.8% children for whom the stipend spend the money, 4.0% other family members spend the stipend money.

Who spent the stipend money

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mother	135	22.5	40.9	40.9
	father	106	17.7	32.1	73.0
	children for whom the stipend	65	10.8	19.7	92.7
	others	24	4.0	7.3	100.0
	Total	330	55.0	100.0	
Missing	System	270	45.0		
Total		600	100.0		

Chart Title: Who spent the stipend money

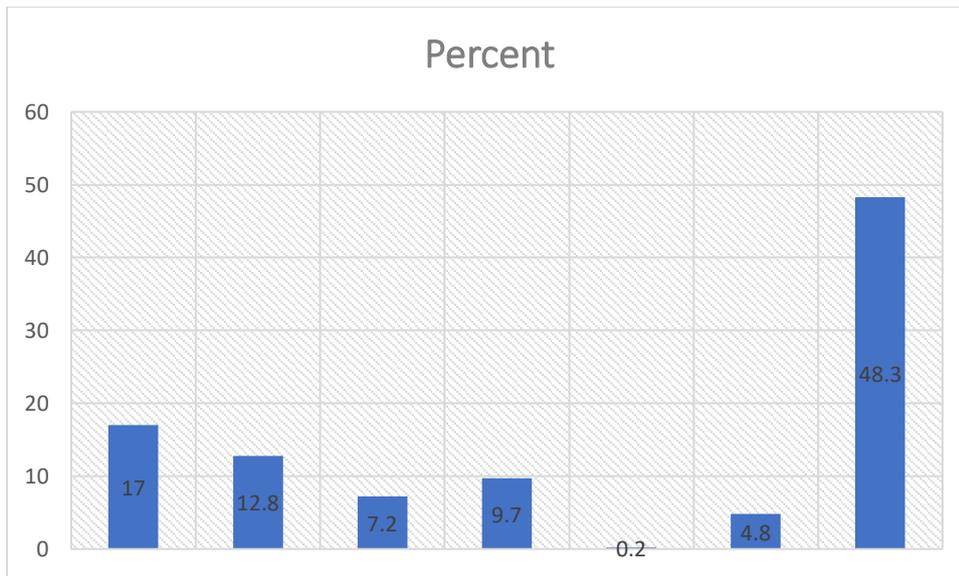


6.1.18 Where do you spend the stipend money

Out of the total respondents, around 48.3 % of the respondents gave no answer to the question, 17% spend the money for education’s materials, 12.8% spend the money for dress, 7.2% spend the money for private tuition fee, 13.2% spend the money for food purpose of the family, 0.2% spend the money for medicine and 4.8% said they have used other necessary purpose.

Where do you spend the stipend money

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Educational materials	102	17.0	32.9	32.9
	Dress	77	12.8	24.8	57.7
	private Tuition fee	43	7.2	13.9	71.6
	Food purpose for family	58	9.7	18.7	90.3
	Medicine	1	.2	.3	90.6
	others	29	4.8	9.4	100.0
	Total	310	51.7	100.0	
Missing	System	290	48.3		
Total		600	100.0		

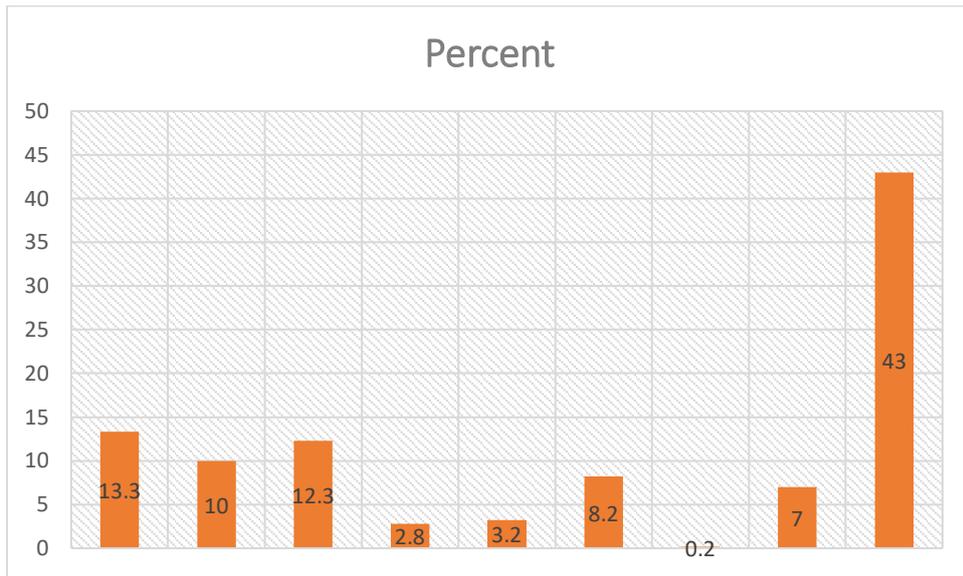


6.1.19 The cause, If your children do not get the stipend

Out of the total respondents, around 43 % of the respondents gave no answer to the question, 13.3% children reported they were not allow to get the stipend because of their result was below the standard, 10% was irregular at school, 12.3% do not know the information, 2.8% respondents do not communicate with the authority, 3.2% respondents said musclemen's children got the stipend, 8.2% respondents said no marginal people's representative at decision making process and 7.2% said the others cause of not getting the stipend.

The cause, If your children do not get the stipend

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below the standard mark of result	80	13.3	23.4	23.4
	irregular at school	60	10.0	17.5	40.9
	Do not know the information	74	12.3	21.6	62.6
	No communication to the authority	17	2.8	5.0	67.5
	get the children of musclemen/moneylord	19	3.2	5.6	73.1
	no marginal representative at decision making process	49	8.2	14.3	87.4
	no Educated person	1	.2	.3	87.7
	Other	42	7.2	12.3	100.0
	Total	342	57.0	100.0	
Missing	System	258	43.0		
Total		600	100.0		



6.1. 20 Admission at school

Out of the total respondents, 97.2% children admitted at school, 2.8% said no,

Have your children admitted at primary school

		Percent
yes		97.2
No		2.8

Have your children admitted at primary school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	550	91.7	97.0	97.0
	No	17	2.8	3.0	100.0
	Total	567	94.5	100.0	
Missing	System	33	5.5		
Total		600	100.0		

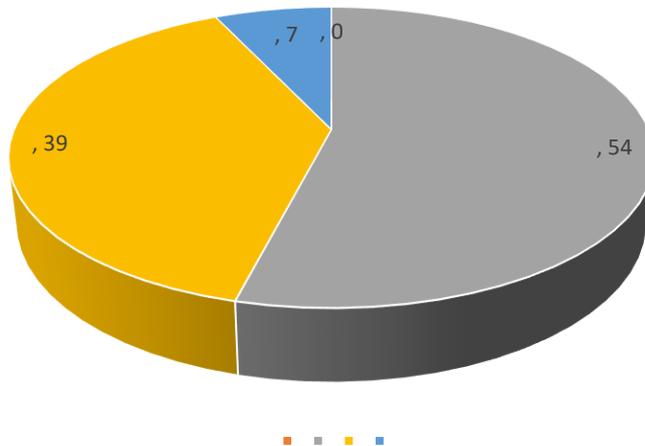
6.1. 20 Dropout from the school

Out of the total respondents, 54% children of Dalit, ethnic minorities and marginal families dropout from the school, 39% said no,

Anyone dropout from them

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	324	54.0	58.1	58.1
	No	234	39.0	41.9	100.0
	Total	558	93.0	100.0	
Missing	System	42	7.0		
Total		600	100.0		

Chart Title : Anyone dropout from them



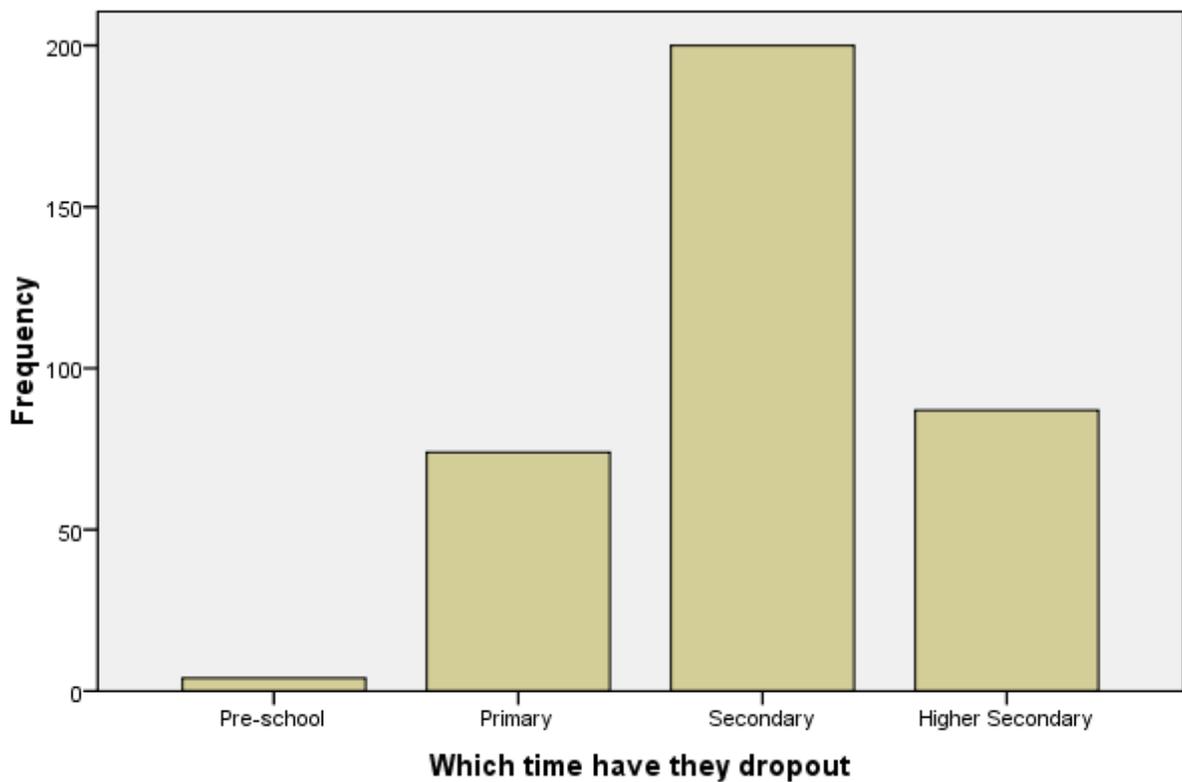
6.1. 20 Dropout from the school

Out of the total respondents, around 33.3 % of the respondents dropped out at secondary level, 15.5% respondents dropped out at higher secondary level,, 12.3% dropped out at primary level, 0.7% respondents dropped out at pre-school level.

Which time have they dropout

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Pre-school	4	.7	1.1	1.1
	Primary	74	12.3	20.3	21.4
	Secondary	200	33.3	54.8	76.2
	Higher Secondary	87	14.5	23.8	100.0
	Total	365	60.8	100.0	
Missing	System	235	39.2		
Total		600	100.0		

Which time have they dropout



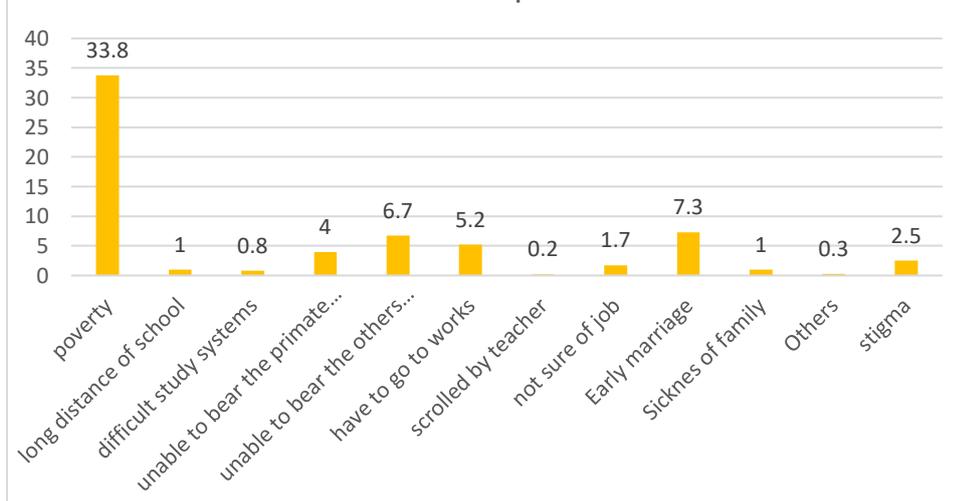
6.1.21 The cause of drop out

Among respondent's cause of drop out from the school, 33.8% reported poverty, 7.3% early marriage, 5.2% have to join at school. The rest of the answers are listed or shown at the graph.

The cause of Dropout

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	poverty	203	33.8	52.5	52.5	
	long distance of school	6	1.0	1.6	54.0	
	difficult study systems	5	.8	1.3	55.3	
	unable to bear the primate tuition cost	24	4.0	6.2	61.5	
	unable to bear the others tuition cost	40	6.7	10.3	71.8	
	have to join at works	31	5.2	8.0	79.8	
	scrolled by teacher	1	.2	.3	80.1	
	not sure of job	10	1.7	2.6	82.7	
	Early marriage	44	7.3	11.4	94.1	
	Sicknes of family	6	1.0	1.6	95.6	
	Others	2	.3	.5	96.1	
	stigma	15	2.5	3.9	100.0	
	Total	387	64.5	100.0		
	Missing	System	213	35.5		
	Total		600	100.0		

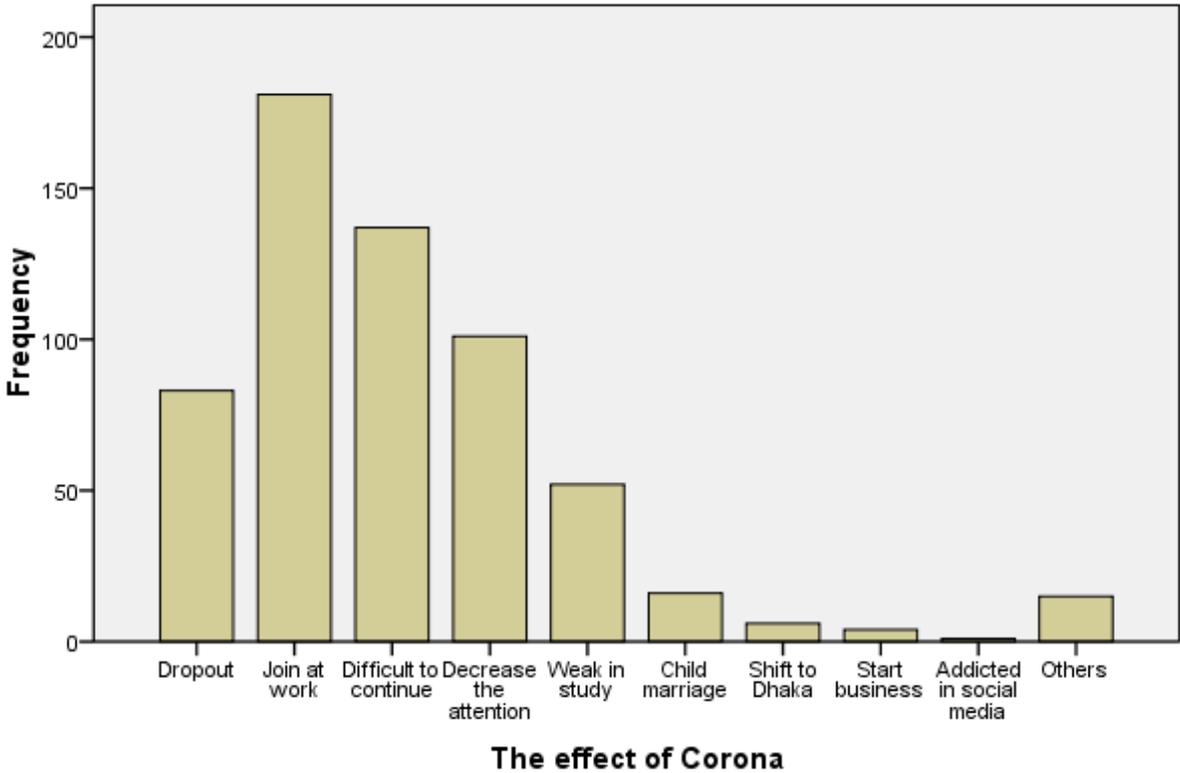
The cause of Dropout Percent



6.1.22 The effect of Corona on education

Among the respondents, 30.2% has joined the work, 22.8 said difficult to continue the study, 16.9% said decreased the attention at study. The rest of the answers are listed or shown at the graph.

The effect of Corona



6.1.23 Opinion of respondent

Among the respondents, 23.2% gave opinion to increase the amount of stipend, 15.3% said to need assist family, 12.3% said to need economic help, 6.7% urged to increase monitoring, 5.8% said Need counselling to the parents. The rest of the answers are listed or shown at the graph.

Opinion of Respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	need economic help	74	12.3	12.6	12.6
	need assist to the family	92	15.3	15.6	28.2
	increase the amount of stipend	139	23.2	23.6	51.9
	Need counselling to the parents and Children	35	5.8	6.0	57.8
	more monitoring by Government	40	6.7	6.8	64.6
	need material help	26	4.3	4.4	69.0
	increase system	38	6.3	6.5	75.5
	ensure job after completing education	34	5.7	5.8	81.3
	transparency at school governing body	9	1.5	1.5	82.8
	Transparency at teacher appointment	12	2.0	2.0	84.9
	Separate school	4	.7	.7	85.5
	Gerdian meeting in every month	2	.3	.3	85.9
	free Coaching at school	8	1.3	1.4	87.2
	Safety at road for girls	5	.8	.9	88.1
	Stop child marriage	5	.8	.9	88.9
	Govt should take all responsibilities of no parent child	5	.8	.9	89.8
	Increase awareness	41	6.8	7.0	96.8
	Others	4	.7	.7	97.4
	Change the approach/Dristivongi	12	2.0	2.0	99.5
	Need works	3	.5	.5	100.0
Total	588	98.0	100.0		
Missing	System	12	2.0		
Total		600	100.0		

6.12.1. Recommendations for easy access to education

As regards Easy ccess to education, the respondnets placed a list of recommended given below. A few of which include:

- Need more support to the marginal community
- Ensure job facilities for educated person of marginal family
- ensure job after completing education
- Govt should take all responsibilities of no parent child
- Transparency at teacher appointment
- transparency at school governing body
- Need counselling to the parents and Children
- Stop child marriage
- Change the mentality to see the trans-gender, dalits, Ethnic people
- Increase awareness

Details on the recommendations can be found in Table 23.

7. Conclusions and recommendations:

Around one-third of the respoinndnets admitted quality and equity education is the fundemental right for the children and ensuring access to education for all children is the constitutional obligation for the state. But in reality, they face many deprivations and discrimiantions in terms of tuition fee, unfair competition of private tuition cost, elligal bribe during entering the job place, and less able to provide logistics and environmental support to the children by the minority groups. Around most of the ethnic groups did not have their representatives at the school manament committee, as the result of it, they are discriminated while trying to access government services incuding educational stipends and almost fifty parcent children are remained out of the stipend at secondary level. As regards afraid at school, no teachers from indigenou community, difficult to understand the bangla medium lessons, language barriers etc. are mentioned. Almost one-fourth of the respondents said they take three-four years to adapt at schooling system as the medium of instructions is not their mother language. The trans-gender person and in some case of dalits and ethnic minority children face hardship to access education as a consequence of tereotypes and stigma. Around half of indigenou and Dalit respondnets said they dropped out from the school due to poverty, compel to join at works, early marriage, mostly they dropped out at the secondary level.

The following recommendations can be made to improve accessing education, especially the children of minority Dalit and ethnic gorups:

To Local Authorities

- Ensure equal access to the Dalit, ethnic groups and trans-gender children in education
- Include Dalit and ethnic minority representatives at school management committee
- Consider the environment and the circumstances of Dalits, ethnic minority groups during selecting the stakeholders of education stipends
- Need special care of the children from Dalit, ethnic groups and trans-gender

- Provide opportunity of and access to income for Dalit, ethnic groups and trans-gender family.

To Civil society and community

- Defend equal rights to education, by ensuring quality and inclusive education systems
- Continue awareness raising, connecting School management Committee, teachers, department of education and parents
- Stop dowry, child marriage, and violence.
- Raise awareness among the parents of mainstream, Dalits, ethnic society about the benefits of education.

To the national level policy Maker

- Ensure the education in mother language of all ethnic groups
- Start separate school for ethnic groups
- Increase the number of teachers from the indigenous communities
- Start quota of indigenous representatives at school management committee
- Start quota for trans-gender at higher education institutions
- Ensure job after completing the education for Dalit, ethnic and trans-gender
- Make more transparency in recruiting government job services

Annex 1: Tables

Annex 2: Questionnaire (translated into English)