



# Gender Diverse perception for equal education

Mostafijur Rahman Raju  
Sanaullah Remel  
Mst Moontia  
Amir Hossain  
Umme Habiba Fariya



**Dhrobotara Youth Development Foundation**

Suit#106-107, 74/B/1, RH Home Center, Green Road, Farmgate, Dhaka-1215

## **Acknowledgments**

We would like to express our sincere gratitude to YED Project, MJF for giving us the opportunity to conduct our research study titled "Gender Diverse Perception for Equal Education to Life with study titled.

The knowledgeable advice from GRM really enhanced our journey into research development. From the beginning of the training programme until the end of "Gender Diverse Perception for Equal Education," GRM was instrumental in providing us with the resources and techniques we needed.

Throughout the entire research process, the unwavering support and supervision from both YED Project and GRM were invaluable. Their collaborative efforts ensured the successful execution of the research, underscoring their commitment to our mission. Their active participation, ongoing oversight, and flexible support systems demonstrate their commitment to our study project's success. We also extend our gratitude to the participants who engaged wholeheartedly in the training and research activities, adding depth and perspective to our findings.

This research project stands as a testament to the strength of collaboration and the shared commitment to a future where equal education is a universal reality. To YED project of MJF we owe a debt of gratitude for their instrumental roles in making this vision a tangible achievement. Finally, special thanks are due to direct and indirect beneficiaries, participants, YED project, MJF and all who gave their valuable time and information for the evaluation.

### **Study Team**

Mostafijur Rahman Raju

Sanaullah Remel

Mst Moontia

Amir Hossain

Umme Habiba Fariya

## TABLE OF CONTENT

S.L	Topics	Page
1	Acknowledgments	2
2	Table of Content	3
3	Executive Summary	4
4	<b>Chapter 1:</b> Introduction Background of research Objective of this research	5-6
5	<b>Chapter 2:</b> Literature Review	6-7
6	<b>Chapter 3:</b> Research Methodology	7-9
7	<b>Chapter 4:</b> Analysis and Findings 9-16 Snapshot of FGD Snapshot of KII, IDI, Case Study Participants and Their Backgrounds Educational System of Bangladesh Insights from Focus Group Discussion (FGD) Insights from In-Depth Interview (IDI) Insights from Key Informant Interviews (KII) Insights from Case Study	9-16
8	<b>Chapter 5:</b> Democracy and Human Rights Alignment	16
9	<b>Chapter 6:</b> Recommendations	17
10	<b>Chapter 7:</b> Conclusion	17
11	<b>Chapter 8:</b> Reference	17-18
12	<b>Chapter 9:</b> ANNEXURE	18-19

## **Executive Summary**

The research intricately examines the educational landscape for the gender-diverse population in Bangladesh, focusing on transgender and Hijra individuals. Its primary objective is to unveil the intricate web of educational discrimination and the accompanying factors that contribute to the withdrawal of gender-diverse individuals from educational institutions. The research employs a qualitative methodology, blending insights from focus group discussions (FGD), in-depth interviews (IDI), key informant interviews (KII), and case studies.

The findings spotted light on the pervasive discrimination rooted in familial, educational, and societal spheres. The case studies, including vivid personal experiences, underscore the pressing need for systemic reform. From bullying and harassment to societal stigmatization, these narratives highlight the broader challenges faced by transgender individuals.

Amidst these challenges, the narratives also reflect resilience, showcasing the potential for academic success when supportive structures are in place. The recommendations that emerge from the research present a roadmap for comprehensive reform. They underscore the urgency for government intervention, advocating for impactful policy changes, public awareness initiatives, and transformative shifts within the education system.

The inclusion of gender-diverse perspectives in textbooks, integration of transgender-related issues in teachers training, and targeted awareness campaigns addressing transgender rights stand out as critical strategies to foster an inclusive educational environment.

Beyond the individual narratives, the research paints a broader picture of the discrimination faced by the gender-diverse population. The multifaceted approach unravels the layers of challenges, weaving together the voices of various individuals to create a comprehensive understanding. The narrative not only urges shifts in societal attitudes but also calls for institutional and governmental changes.

In summary, the research is a nuanced exploration of the struggles faced by transgender and Hijra individuals in the Bangladeshi education system. It not only sheds light on the challenges but also advocates for tangible solutions and policy changes, emphasizing the importance of inclusivity and equal educational opportunities for the gender-diverse population in the country.

## **Chapter 1: Introduction**

There are significant educational gaps among Bangladesh's gender-diverse community, which includes transgender and Hijra people. This study tackles the vital necessity of comprehending and tackling these obstacles. The main goal is to perform a thorough examination of the prejudice against the gender-diverse population in education. This requires a thorough analysis of the obstacles preventing transgender and Hijra people from receiving an equitable education. Furthermore, the research explores the causes of gender-diverse people's expulsion from academic institutions, highlighting the difficulties they face in finishing their education.

Additionally, the study attempts to evaluate the ways in which social views affect the gender-diverse population in Bangladesh's educational chances and results. Finally, one of the main goals is to suggest practical methods for educating the public about the particular educational demands and challenges faced by the gender-diverse population.

### **Background of research**

The gender-diverse population in Bangladesh is overcast. Gender diverse population refers to the extent to which a person's gender identity, role, or expression differs from the conventional gender identity of male and female. Two groups are included in this context. They are transgender and Hijra. The terms transgender and hijra are not the same.

#### Differences between transgender and hijra:

When you think of the term hijra, you assume that this is a person who, because of their biology, is neither male nor female, or both male and female. It is often assumed that they fall into the category of 'intersex' people. In reality, 'hijra' is actually an umbrella term that is used to describe a group of people that may include intersex people, castrated men, and transgender women if they declare themselves as hijra. This group of people live as a community, or 'family', under a community leader or 'guru'. So hijra is in fact a community, not a sex or a gender identity.

A transgender woman, on the other hand, is a term used to define people who were assigned as males at birth but, at a later stage of life, realized that they identified as females. The correct translation of 'transgender' in Bangla should rather be 'Rupantorito Nari', or in contrary cases, 'Rupantorito Purush'.

They all face the same problem of equal education, regardless of their definitional disparities. Usually, in terms of equitable education, the population that is gender diverse lags well behind

the general population. One of the significant reasons for this is educational discrimination. This study aims to clearly show genders diverse perceptions of equal education. They are unable to complete their studies due to gender diversity. As a result, they withdraw from educational institutions. The first step could be to raise public awareness of a gender-diverse population.

Participants and Their Backgrounds: Approaching them, a brief description of our background and research purpose was provided with the semi-structured open-ended questions and consent form.

The participants were chosen based on the following criteria:

1. They are Bangladeshis (currently living in Bangladesh)
2. They are transgender, Hijra, or associated with any feminist and gender-diverse rights org.
3. They have lived experience of the Bangladeshi education system.

Educational System of Bangladesh: Bangladesh's educational system dates back to the time of British colonization. This indicates that being a colonized nation, Bangladesh's politics and educational system have been greatly shaped by British colonial rule, and little has changed in these areas since decolonization. Colonialism is seen in institutional racism, class division, gender stereotypes and prejudices in textbooks, and out-of-date curricula.

To understand the education system of Bangladesh, the levels and streams of education are important. The schooling in Bangladesh takes place in three levels- primary education (class one to five), secondary education (class six to twelve), and higher education (bachelor's and master's programs). However, pre-schooling is getting popular nowadays which is not mandatory. Parents can choose this option depending on their demographic location, economic ability, and social security as the facility can be urban-based and costly. Usually, the appropriate age to get admitted to the primary level is 6 years.

## **Objective of this research**

The objectives of this research study are as follows:

1. To investigate and analyze the extent of educational discrimination faced by the gender-diverse group, encompassing both transgender and Hijra individuals, with a focus on barriers to equal education.
2. To identify and examine the factors leading to the withdrawal of gender-diverse individuals, specifically transgender and Hijra, from educational institutions, emphasizing the challenges they encounter in completing their studies.

3. To assess the impact of societal attitudes and perceptions towards gender diversity on the educational opportunities and outcomes for the gender-diverse group in Bangladesh.
4. To recommend strategies to raise public awareness about the unique educational needs and challenges of the gender-diverse population, along with recommendations for policy interventions and educational reforms to promote equal educational opportunities for transgender and Hijra individuals.

## **Chapter 2: Literature Review**

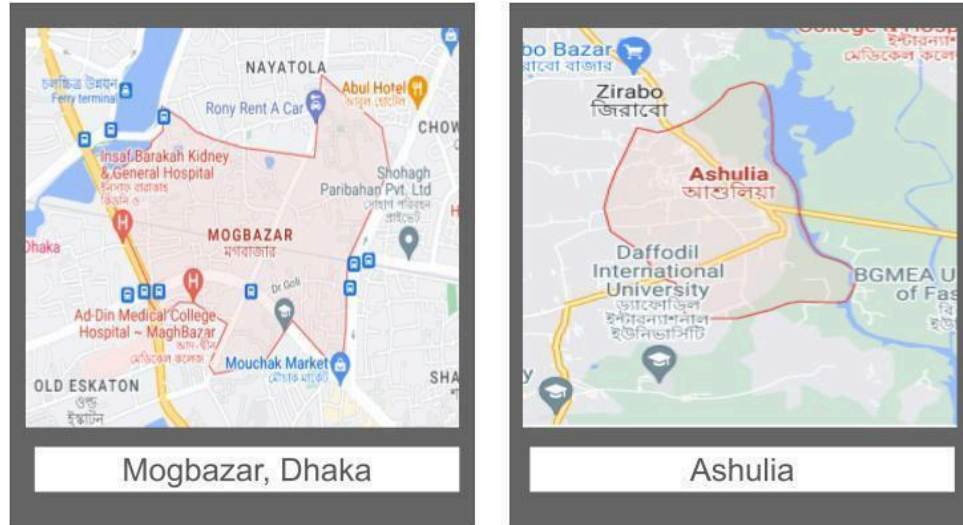
In this report (*Ensuring Human Rights for the Gender Diverse Population in Bangladesh: The Protection Perspectives*), we saw the detailed perspective of gender diversity and the situation of Bangladesh. The analysis presented the challenges of Bangladesh's gender-diverse population and emphasized the need for constitutional recognition of their rights. In this research, it identifies legal, religious, and social barriers and proposes acknowledging gender diversity in the Constitution. Positive trends among urban youth are noted, but challenges persist. The report aims to raise awareness, prompt legal discussions, and encourage societal acceptance as steps toward ensuring legal status and rights for the gender-diverse community in Bangladesh. It ought to have given information about discrimination in families, schools, and other options, as well as the causes of why these people are unable to complete their education, but it was missing in the report.

Include data on societal attitudes, family acceptance, and educational barriers. This added information will enhance the report comprehensiveness and provide a more holistic understanding of the issues faced by the gender-diverse community in Bangladesh.

*"From Inequality to Diversity: Perceptions of Bangladeshi Grassroot Level Feminists on Gender in Education "* In this report, we explore gender inequality in Bangladesh's education system and uncover grassroots feminists' perceptions such as patriarchy, religion, social values, family pressure, economic conditions, politics, and outdated colonial structures contribute to this complexity. Governments take initiatives to curriculum reforms, and exposure to diverse knowledge are recommended solutions and also emphasizing the need for a feminist and decolonial approach to reshaping the education system. But there is some content missing, this survey did not have much from the LGBTQ, or Hijra community. Information has been taken from only the feminist group. All the information about the discrimination that they face when doing an education is not readily accessible and why a Gender diverse group of people are unable to complete their education, but it was missing in the report. If the contents which are missing were mentioned in this report, then the complete idea would be obtained from the two reports.

## Chapter 3: Research Methodology

Geographical coverage: The research was conducted in 2 geographic areas of Bangladesh. The areas are as follows-



These 2 areas have been selected because they have a large population of transgender people and many of them have been discriminated against in terms of receiving education.

Research Design: This research adopts a qualitative approach to delve into the educational experiences and challenges encountered by the gender-diverse population in Bangladesh, focusing specifically on transgender and Hijra individuals. The study utilizes diverse data collection methods to comprehensively capture the nuanced dimensions of the subject matter.

Four Focus Group Discussions (FGD) bring together diverse groups within the gender-diverse community, providing a collective platform for participants to express their experiences related to education. Thematic frameworks guide discussions, covering topics such as educational discrimination, societal attitudes, and withdrawal factors.

Two In-Depth Interviews (IDI) offer a personalized exploration of participants' educational journeys, uncovering coping mechanisms, barriers faced, and future aspirations. Two Key Informant Interviews (KII) with experts in gender studies, education, and advocacy provide additional insights into systemic challenges faced by the gender-diverse population, including policy implications and potential interventions.

A detailed Case Study adds depth to the qualitative findings, offering an in-depth exploration of an individual's educational trajectory within the gender-diverse population. Thematic coding is employed for data analysis, systematically categorizing transcribed data from FGDs, IDIs,

KIIs, and the case study. This process facilitates the extraction of recurring themes and patterns, forming a comprehensive narrative on the educational challenges faced by the gender-diverse population in Bangladesh.

The integration of diverse qualitative methods aims to provide a holistic and nuanced understanding of the multifaceted educational landscape for the gender-diverse population within a concise framework.

Qualitative Data collection: Checklist/guidelines of the FGD, KII, were discussed by the Study Team among the facilitators and Note takers elaborately during the training sessions. The qualitative study team (2-Facilitator, 1-Note Taker and 3-volunteer) followed a strict process in processing qualitative data. All qualitative data (FGD, KII, IDI, Case study) was noted on the spot for real time response. Respondents/participants of KIIs and FGDs were selected based on their availability and willingness to participate.

Quality Control Mechanism for Qualitative Data: The qualitative data was ensured by the Core Research Team Members in the study by following several steps, such as -

- (a) the delivery of proper training and guidance to the entire study team by the GRM Members.
- (b) continuous supervision and monitoring of the data collection and entry process for the qualitative data by the GRM & MJF Team Members.
- (c) data validation and error checking by the Study team leader.

During the field surveys, a communication system was established between the DYDF Team and the GRM, so that review and reflection on the daily progress were made according to the survey protocols.

Confidentiality and Consent: In this study, respondents' confidentiality and private information were taken very carefully. The study team members had access to and viewed the field data as extremely sensitive information that was used only for the study's objectives. Prior to any data collection, the respondents were duly notified about the confidentiality of the information. The following actions were taken to maintain the confidentiality protocols:

The following procedures were followed:

- (i) Potential participants were informed in advance about the main goals of the study.
- (ii) Verbal and written consent from the participants was obtained for FGDs and KIIs.
- (iii) The locations for the FGDs activities were convenient and accessible for the participants. The discussion location was situated in a risk-free and easily accessible region for the participants. To make sure that the facilitators, data collectors, and participants understood the consent forms, they were translated into Bangla.

## Chapter 4: Analysis and Findings

Analysis:

### Snapshot of FGD

Target Group	Area	Activity	Number of activities	Number of Respondent (age:18-35)	Type of Respondent
Gender Diverse Group	Anarkoli, Asulia	FGD	1	10	Hijra community
	Jamtola, Asulia	FGD	1	10	Hijra community
	Magbazar, Dhaka	FGD	1	10	Transgender community
	Magbazar, Dhaka	FGD	1	10	Transgender community
	Total		4	4	40

### Snapshot of KII, IDI, Case Study

Target Group	Activity	Number
Founder- Ostitto Bangladesh	KII	1
Development activist	KII	1
Transgender	IDI	1
Hijra	IDI	1
Transgender	Case Study	1

Challenge: During the survey, our team ran into a few of issues:

1. Due to Dhaka's bad political situation during the survey, transportation became an issue.
2. They weren't always available for connections since they were busy with their everyday tasks, which included collecting money. Additionally, they often change mobile numbers, which makes it difficult to communicate.
3. It was decided to stop the voice recording during some conversations.

Findings:

### Insights from Focus Group Discussion (FGD)



#### Lack of educational institutions:

Gender diverse groups are being expelled from educational institutions because of their gender identity. Even though Hijras have been recognized, the right of Hijras to education has not been granted yet. What discrimination exists in educational institutions has been made clear by the FGD. The following section discusses issues that gender diverse populations face. Institutions often resist acknowledging the diverse spectrum of gender identities, perpetuating discrimination and exclusion. A poignant testimony from a transgender individual highlights the harsh reality:

***"I was not allowed admission in B\*\*\*\* school because I was different from other students."*** The struggles extend beyond admission, as gender diverse students face bullying and humiliation from teachers, creating a hostile educational environment. Even when complaints are lodged, there is a disturbing lack of action from the educators. The barriers persist when attempting to access opportunities, as forms for scholarships are not provided to students from gender diverse communities. Furthermore, gender diverse students are unfairly burdened with tasks such as classroom cleaning, as one person recounts, ***"I used to clean the classroom by myself with the order of my teacher."*** The social dynamics exacerbate the isolation, with normal students displaying an unwillingness to accept friends who deviate from traditional gender norms. High school, unfortunately, becomes a breeding ground for more egregious offenses, including inappropriate physical contact and derogatory remarks from teachers. As another transgender student painfully recounts, ***"In high school, we have to face more problems; teachers touch the body and say dirty words. A teacher used to call me Half Ladies."*** The ordeal is compounded by bullying from classmates, with one student revealing, ***"Many school friends used to bully me, 2-1 people used to touch me badly."*** These distressing experiences underscore the urgent need for comprehensive measures to address systemic discrimination within educational institutions.

They have been asked to know whether all gender diversity communities are discriminated against in educational institutions? They claimed that there is less discrimination in educational institutions if there is a family member who is influential or has connections to the school. ***"My cousin was the headmaster of the school so I never had any problems,"*** said one participant. Jaya, a transgender who is a beggar, said that ***"I was not given an opportunity for higher education in several institutions even after completing high school with good results due to being a transgender"***



#### Family issues of gender diversity groups:

Talking to the transgenders, it is known that their physical changes start to be visible soon after crossing the primary barrier. Most of the children of lower and lower middle-class families end their education there. In the beginning, the child's parents hide their gender proof of identity. ***"Those who are like me keep their identities hidden from their relatives who live nearby. The family does not want anyone to know of their child's problem"*** said one participant.

Due to various obstacles from the family, they left home and went to Guru-Ma Dera. Even with family support, families are conflicted about which school uniform to wear. The family stops them from going to school out of concern that it will damage the family's reputation. Children who are a different gender cannot get permission to attend family events. ***"My mother loved me very much. They would not participate in any program because of my gender identity. When they went to any event, they didn't take me"*** said one participant. In many cases they are not getting financial support from the family.

#### Insights from In-Depth Interview (IDI)

In-depth interviews were taken to collect the detailed information. It was found that they have been discriminated against by four types of people when receiving education. Families, teachers, classmates and neighbors are more likely to cause discrimination. As a result, their education has been disrupted. According to them, families and teachers are more responsible. They did not always tell her family about the problems they faced at school

because of gender diversity, and in some cases, the family did not take any action. Bullying by classmates, Bullying by teachers, Bullying by neighbors, Not getting financial support from the family, seeing him differently among the multiple children in the family, Refusal to go to an institution after the disclosure of gender diversity is a common problem in every gender-diverse life. As a result, they lose interest in learning. They continued his studies, braving all odds. According to them, taking a few steps will reduce the disparity in education.



***“If someone like us gets admitted in a school, if all the students are told in the orientation program then everyone will be aware beforehand.”***

Families should be more conscious of their children's gender diversity. ***“If the family member is aware of this then we can continue the study”*** and ***“Gender-related subjects should be added to the textbooks from the secondary level”*** said one participant.

### **Insights from Key Informant Interviews (KII)**

**Interest of Gender Diverse People in Formal Education:** The gender-diverse group of people has the right of equal access to formal education, but they are continuously facing different challenges in their everyday lives, which have demolished their individual personal interests and willpower. One respondent said, ***“Environmental adversity is responsible for the loss of interest in learning. This adversity is created by family, relatives, neighbors, and educational institutions.”***

Those who can hide their gender identity from such groups can continue their education without harassment or insulation. Usually the children between 8 and 9 years of age, while they are starting at the primary school level, do not face any difficulties, as at that stage they would not understand the difference in gender diversity through changes observed in their behavior. When these groups enter secondary education, at that time they fully realize their changes in behavior and attitude, which decrease their interest in education.



**Reasons behind losing interest in education:** The societal barriers and disfavoring factors that contribute to losing interest in education.

All such barriers come from family, relatives, neighbors, educational institutions, etc. The family declined to support them and did not show interest in bearing the educational expenses. ***“In upper-class families, having gender-diverse children is not much of a problem, they are established in different ways. Children of middle class and lower class families face more problems.”***

During the KII, one of the participants, Mugdha, said that his or her family discouraged him or her, saying that ***“what expenses would be behind you is a loss project for us.”***

Effective steps for removing discrimination in education:

Transgender people are far behind in all aspects. From the findings of the KII, the following steps could be undertaken to resolve this problem: For example, Building awareness among parents about transgender rights and their engagement. ***“Everyone should be informed that the government has recognized the hijras, and everyone should be made aware,”*** said one participant.

The teachers in the educational institutes must provide special attention to transgender students and Teachers must play a role in informing general students about transgender/Hijra issues. We have to ensure a separate toilet for Gender Diverse students.

During annual sports at school, the competition should be open to all without separating transgender students; gender diverse students should participate equally. Then they will not break down mentally and develop mental strength. Hijra issues should be included in the educational curriculum, then all the students will know about this group. In the admissions test advertisement, it should be mentioned clearly about the admission opportunities for transgender students.

All the children of the family must be treated and cared for equally. ***“If a family has more kids, they need to get equal treatment with each other on equal terms,”*** said one participant.

The respective family should make it clear to neighbors and relatives that their transgender children's attitudes are a little different than others. Then everyone will be aware beforehand.

### Insights from Case Study

Muskan Tithi is a gender diverse person. She is 27 years old. She had been facing different kinds of discrimination since starting her educational life. The short life history of tithi is described below–

I have been involved with dancing since my childhood. I prefer to make friends with girls. As a result, I was targeted by the boys and insulted by bullying. The fellow students always tried to harass



me with unpleasant words. I never liked cricket , football at all. I preferred BOUCHI, playing with dolls, cooking, KUTKUT etc. However I tried to play Cricket, but all others criticized me. I was studying in an English medium school but one day my classmates took me to the roof of the school building, saying about the class party where they sexually harassed me. Overcoming such kinds of problems, I have tried to continue my education fully. But my family became the main barrier in front of me towards continuing my education. My relatives also criticized me too much.

My elder untie said to my father, ***'Dada, why is your child like this?' Take him to Dhaka to consult a doctor. He needs to change now'***.

Tithi said, during my aunt's marriage a group of Hijra people came for money. At that time, my Bhabi said to my mother, ***' Mom, Put Alif (Tithi) in front of the Hijra group and when they see him they will leave'***. While I was in class 10, at that time my feminine behavior became more prominent. For this I had to face more and more problems like when I went to the washroom at that time, I used to become disturbed by my classmates, touched me badly. Several times, I complained to my teachers but they did not take initiative to resolve it. Due to these problems I had to reduce my attendance in my school as a result teachers did not allow me to attend the final exam. They complained to my father and passed different types of comments. As a result my education has stopped for a long time.

Observing the situation, I flew away from my home and wanted to commit suicide. My teachers also harassed me and touched me badly. The teacher of arithmetic proposed to love him. One of my coaching teachers in the class showed me blue films on the computer. Under such unfavorable situations I have continued my education and in the SSC exam obtained A+ grade. Presently, facing all these problems I have been continuing the education.

To me, the government has to play a role in the education sector to reduce discrimination.

People must be built about gender discrimination.

School students should be aware of gender-diverse sex identity.

The curriculum of the textbook, the subject matter sex identity of transgender / Hijra to be included. As a result, the students would be aware and discrimination would be reduced.

These issues should be included in teachers training curriculum too.

## **Chapter 5: Democracy and Human Rights Alignment**

Gender diverse individuals are human beings like men and women and entitled with human rights. This is ignored and overlooked in our bi-gendered society that contradicts with the spirit of democracy and inclusion. Gender-diverse individuals, like transgender and Hijra people, often face problems getting the education they deserve. In schools, they might be stopped from enrolling, bullied, or not given the support they need. This discrimination makes it hard for them to have a safe and fair learning experience. They might be refused admission or

treated badly, making it difficult for them to exercise their right to education. These challenges don't just affect their studies; they also limit their chances for a better future. To fix this, we need stronger rules to protect gender-diverse individuals from discrimination in schools. Schools should have fair policies, and everyone should be aware of and stop any unfair treatment. By doing this, we can make sure that gender-diverse individuals have the same right to education as everyone else, without facing discrimination.

## **Chapter 6: Recommendations**

- Schools and colleges should make rules that treat everyone the same, no matter their gender identity.
- Teachers should learn about gender diversity to understand and support all students better.
- Adding gender issues to teacher recruitment training.
- Tell people in society about gender diversity to reduce misunderstandings and discrimination.
- Schools must have clear rules against bullying, and teachers should act if they see anyone being treated unfairly.
- Set up support systems, like counseling services, to help gender-diverse students cope with challenges and thrive in their studies.
- Ensure that gender-diverse students have the same chances for scholarships, sports, and other activities.
- Governments should make laws that protect gender-diverse individuals from discrimination in education and ensure their equal rights.
- The Ministry of Social Welfare should make a separate department, which will deal only with gender-diverse groups.
- Conduct programs to make families aware of gender diversity, helping them understand and support their gender-diverse children in their educational journey.
- Encourage open communication between schools and parents, fostering understanding and support for gender-diverse students.
- Teachers must maintain communication with the parents of transgender children.
- The respective family should make it clear to neighbors and relatives that their transgender children's attitudes are a little different than others.

## **Chapter 7: Conclusion**

The research illuminates the hurdles faced by the gender-diverse community in Bangladesh's education system. Discrimination persists, hindering equal opportunities. Personal stories highlight resilience but underscore the need for systemic change. The study advocates for inclusive policies, public awareness, and educational reforms. By embracing diversity,

fostering understanding, and implementing targeted measures, Bangladesh can ensure a more equitable and supportive educational environment for all, irrespective of gender identity.

## Chapter 8: Reference

- [1] Anjum, H., Tamanna, R., Reza, S., Kamol, S. and Khan, T.A., 2021. *Ensuring Human Rights for the Gender Diverse Population in Bangladesh: The Protection Perspectives. Beijing L. Rev., 12, p.342.*
- [2] Morshed, O., 2023. *From inequality to diversity: perceptions of bangladeshi grassroot level feminists on gender in education (Master's thesis, O. Morshed).*
- [3] From Inequality to Diversity: Perceptions of Bangladeshi Grassroot Level Feminists on Gender in Education  
<https://urn.fi/URN:NBN:fi:oulu-202306152557>
- [4] Gender Disparities in Secondary Education in Bangladesh  
<https://files.eric.ed.gov/fulltext/EJ1058017.pdf>
- [5] ([http:// n/surl.li/ozhsa](http://n/surl.li/ozhsa))
- [6] <https://shorturl.at/cDIO9>
- [7] <https://shorturl.at/jBMY3>
- [8] হিজড়া-সম্প্রদায়ের-জীবনমান-উন্নয়ন  
<https://shorturl.at/ovyDM>

## Chapter 9: ANNEXURE

### Consent letter:

**DYDF** এর পক্ষ থেকে শুভেচ্ছা!

বর্তমানে আমরা মানুষের জন্য ফাউন্ডেশন এর অর্থায়নে একটি গবেষণা কার্য পরিচালনা করছি। আমাদের গবেষণার শিরোনাম- **“Gender Diverse perception for equal education”**। আমাদের গবেষণার উদ্দেশ্য- শিক্ষার প্রতিবন্ধকতা চিহ্নিত করা ,আমি আপনাদের নিকট থেকে কিছু তথ্য সংগ্রহ করতে চাই।

আমাদের আলোচনায় ৩০-৪৫ মিনিটের মতো সময় ব্যয় হবে। আপনার অনুমতি সাপেক্ষে আমরা কিছু নোট নেব। প্রয়োজনবোধে ওআপনার অনুমতিক্রমে ফোন রেকর্ড/ ভিডিও/ ছবিও তোলা হতে পারে। আপনি এই আলোচনায় অংশগ্রহণ করতে বাধ্য নন এবং আলোচনার যে কোন সময়ে আপনি চাইলে আলোচনা শেষ করতে পারেন। যদি আপনি কোন বিষয়ে কথা বলতে অস্বস্তিবোধ করে থাকেন, তাহলে সেটা নির্দিধায় আমাদের জানাতে পারেন। আমরা চাই আপনি স্বেচ্ছায় ও স্বতস্কূর্তভাবে আমাদের আলোচনায় অংশগ্রহণ করুন।

আমরা নিশ্চয়তা দিচ্ছি যে, এই আলোচনায় প্রাপ্ত তথ্য শুধুমাত্র গবেষণার কাজে ব্যবহৃত হবে এবং তথ্যগুলো কিংবা আপনার পরিচয় অন্য কোথাও অন্য কোন উদ্দেশ্যে প্রকাশ করা হবে না।

আপনি সম্মতি দিলে আমরা ইন্টারভিউ শুরু করতে পারি। যদি আপনি সম্মত থেকে থাকেন, অনুগ্রহ করে নিম্নে স্বাক্ষর করুন।

স্বাক্ষর

Research Question:

1. Do gender-diverse people face any discrimination in educational institutes due to their gender identity?
2. Due to gender discrimination what kind of barriers are faced by families or institutions for participation in education?
3. What kinds of opportunities/support are required for equal and dignified education in all educational institutions?