

Learning Environment
Recommendations from the experience of Save the Children work with ethnic
communities in Bangladesh

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Save the Children has been implementing mother tongue based multilingual education projects with 8 ethno linguistic minority communities in the CHT for couple of years. Our experiences say that the education that ethnic minority receive is of a lesser quality than other children in Bangladesh through the mainstream primary education system. For improving the learning environment for ethnic minority children education needs to be

1. Relevant (to children's need, context now and future)
 2. Appropriate(to the children's abilities, language, culture and potentials)
 3. Participatory (to able children, families to pay full role in the process of learning and the organization of the school)
 4. flexible (to respond to different and changing context in which children live)
 5. inclusive (accessible to all children)
 6. Protective (from exploitation, abuse, violence and conflict)
- A) In Bangladesh there is very good policy framework that recognized ethnic people's right to education through their mother tongue but poor in implementation because people running education are from dominant group, do not see need for changes.
- B) Dominant group people managing education do not have the capacity to make the learning environment positive and appropriate for the ethnic minority children

Recommendations to improve the situation:

- A) Monitoring mechanism for policy implementation can improve the learning environment for minority children, this monitoring mechanism must include minority people
- B) To deliver improved and positive learning environment for minority children, curriculum, content, materials and teaching methodology should based on the contexts and cultures and languages: to achieve this participation of ethnic minority community in delivering education is essential

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