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Thank you Madam Chair,

Actually, in the Chittagong Hill Tracts of Bangladesh about 56.8% of the children from 6-10 years is the group enrolled into primary schools. And among them 60% drop out from the early primary stage, which is actually double the national rate of drop-out. So this happened because of the irrelevancy of curriculum with the local culture and social context.

Language, barriers between teachers and students, recruitment of teachers from the outsider community, and less number of schools in remoteness. We have very good policy frameworks in Bangladesh, but willingness and interest of government and political parties in minority children education is not so strong. So from 2006 minority [not clear] and UNDPN [not clear] organisations started to work with mother tongue based multilingual education issues. Who tries to cover the minority culture and languages as [other] issues of [further] education.

And minority children and adults participation in all aspects of the education [municipalities] central of this program. So we used a very scientific way of reaching from first language to the second language gradually, like in the first year we use 100% mother tongue to build confidence in the mother tongue, oral preparation, literacy [not clear] and many of these things. And in the second year we use 90% mother tongue and 10% the national language. And through this way we gradually bring the formal education system.

But still there are some challenges like introducing good practice models in centralised government education system is a very challenging issue because the system is not flexible, the national system. And political commitment of the government to translate the policies, strategies and programs into practice is still very weak. And goodness among the actors in education in mother tongue of religious peoples it is also challenging issues.

Therefore, we need a more investment in bottom-up capacity development. So, eventually I would like to say some thoughts on the recommendations to support the national governments to deliver on government to minority education through policy [advocations] and initiatives, with particular focus on transfer authority and resources for education delivery to the local government bodies because this... we have very many good systems in the local government system, but still there are some missing links between the central government and the local government. And there is some intervention needed to strengthen local capacity for locally [religion] participatory education, which builds their culture and languages of the minority groups. And parity is needed for flexible delivery methods for all educational programs, to insure a quality and inclusive education for indigenous peoples, and [interiors] mother tongue based education through/in government system is very important. And involve minority led institutions like the local government bodies and local actors like the civil society and NGOs in [enter] processes of the government is needed.

So this is my presentation. If anyone wants to inform and wants to know more information, I think they visit our website, it is [www.zk_bt....]

Thank you very much.