

Study finds 21.5pc dropout in pry schools in hard-to-reach areas

Staff Correspondent

THE 21.5 per cent of dropout and 3.7 per cent of non-enrolment at primary education level was found in the country's hard-to-reach areas, according to a study report launched on Tuesday.

Financial incapacity, lack of awareness, engagement in livelihood earning and lack of interest in school are the major reasons for dropout while disabilities, lack of awareness, unwillingness to study and migration are major reasons for non-enrollment in the primary education, the study said.

BRAC sponsored the study on 'Access to Primary Education: Obstacles in the Hard-to-Reach Areas', conducted upon 400 household heads at Cowenghat in, Sylhet and Jamalganj in Sunamganj during April-June 2015.

To minimise the dropout, the study made many recommendations including financial incentives, free books, increased transports facilities for all poor and disabled students especially during harvesting seasons

Minister for primary and mass education Mostafizu Rahman Fizar, who attended the report launching pro-

gramme as chief guest, said the dropout rate of 21.5 per cent found in the study areas would not be applicable for the students and schools in all areas of the country.

'Concerted efforts of all are needed to achieve the Sustainable Development Goals in education,' he said, adding that the government was giving priorities to education.

Dhaka University professor of sociology ASM Amanullah, who presented the report at the policy dialogue, said the government should increase its budget allocations for education sector and also reduce the

wage disparity between the teachers of universities and primary schools for ensuring the quality education.

Presiding over the policy dialogue, BRAC director for education programme Safiqul Islam said the prevailing dropout and non-enrolment rates at the primary education would be a big challenge in achieving the SDGs.

Senior officials from department of primary education, representatives from various national and international NGOs and leaders of teacher's associations took part in the discussion.