

## Inclusion of Transgender in Mainstream Secondary Schools of Bangladesh: Perceptions and Issues

**Authors :** Shanaj Parvin Jonaki

**Abstract :** After the first wave of the feminist movement, gender has become one of the most important issues to be researched in social science. Many gender theories have been invented and opened a new window to look at. These works showed how gender is a social construct, how gender has been used to oppress, how to rule. While it's the education system's duty to guide students to understand the concept of gender, it sometimes shows gender-based discrimination. Transgenders exclusion from educational institutes of Bangladesh justifies this very statement. This study aims to figure out how people perceive transgenders' identity, their inclusion in secondary schools, as well as the underlying barriers in the pathway of inclusion in the context of Bangladesh. A qualitative approach was taken to explore different perspectives towards transgender inclusion from several stakeholders such as students, parents, and teachers of secondary schools and transgenders as well. Data were collected through focus group discussion and interview by convenient sampling. 15 students, 10 parents, and 5 teachers were selected from Bangla Medium school as well as from Madrasha. Collected data were analyzed thematically and were run by experts of gender, education, and psychology to identify the core barriers of inclusion. The study revealed that most of the students, teachers, and parents lacked the knowledge of non-binary gender identities, and they showed unwillingness towards the inclusion of transgender in schools because of the cultural context of Bangladesh. Moreover, this study suggests future initiatives to be taken to ensure the inclusion of transgenders in a secondary school in our country and analyzes it through the lens of feminist theories.

**Keywords :** education, gender, inclusion, transgender

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