

**Exploring Educational Challenges and Opportunities for Daughters of Sex Workers with
Access to Education: A Case Study in Bangladesh**

Mahroosa Noori

Graduate program, Asian University for women

Master of Arts in Education

Dr. Md. Kamal Uddin

December,20,2023

Acknowledgment

Writing this paper has been a challenging yet rewarding journey, and I owe many thanks to those who have been part of it. Dr. Md. Kamal Uddin, my supervisor, deserves my deepest gratitude for his unwavering support, insightful feedback, and invaluable guidance throughout the research process. His expertise and encouragement have played a pivotal role in shaping this thesis.

A special acknowledgment is reserved for Dr. Mahruf Shohel, whose expertise in relevant fields greatly contributed to the depth and quality of this work. His mentorship played a crucial role in navigating the intricacies of my research, and I am sincerely thankful for his time and commitment.

I would like to express my gratitude to Hazera Begum, the founder of Shishuder Jonno Amra (SJA). Her inspiring dedication to this marginalized children's education and welfare is truly astounding. Despite encountering difficulties, including the loss of her child during my data collection, she remained a steadfast and supportive presence.

I extend my deepest appreciation to the brave young girls who participated in this research. Despite society labeling them as vulnerable, they continue to fight for their rights. Their resilience and courage are a testament to their strength.

Lastly, I want to express my heartfelt thanks to all those who, in various ways, contributed to the realization of this research. Your collective support has been instrumental, and I am truly grateful.

Table of Contents

Acknowledgment	2
Abstract	6
Chapter 1: Introduction	8
1.1 Background of the topic	8
1.2 Statement of the Problem	10
1.3 Objective of the study	12
1.4 Research Questions.....	12
1.5 Significance of the Study.....	13
Chapter 2: Review of Literature on Educational Challenges and Opportunities for Daughters of Sex Workers	15
2.1 Introduction.....	15
2.2 Progress of girls' education in Bangladesh	16
2.3 Educational Challenges of Sex worker Daughter.....	18
2.4 Navigating Social Stigma.....	20
2.5 Navigating Economic Challenges	21
2.6 Education Opportunities for the DSWs	23
2.7 Interventions to Address Educational Challenges	25
2.8 Gap in Existing Literature and Rationale for the Current Study.....	27
2.9 conclusion	28
Chapter 3: Materials and Methodology	30

3.1 Research Location	30
3.2 Participants	33
3.3 Data Collection	34
3.4 Data Analysis	35
3.5 Ethical Consideration.....	36
3.6 Conclusion.....	37
Chapter 4: Results and Findings	38
4.1 Introduction.....	38
4.2 Educational challenges DSWs face during Access and pursuing education	38
4.3 Investigating the Impact of Social Stigma.....	39
4.4 Investigating the Impact of Economic Factors	44
4.5 Exploring Educational Avenues	46
4.6 From Challenges to Empowering Interventions	51
4.7 Conclusion.....	54
Chapter 5: Discussion.....	57
5.1 Examining the Intersection of Educational Challenges.....	57
5.2 Observing the Effectiveness of Existing Educational Opportunities:.....	60
5.3 Inclusive Approaches for Sustainable Change:	60
5.4 Advocacy for Policy Changes:.....	61
5.5 Collaborative Efforts and NGO Involvement:.....	61

Chapter 6: Conclusion.....	64
6.1 Overall Remarks on the Study.....	64
6.2 Theoretical and Policy Contribution.....	65
6. 3 Limitations of the Study.....	67
6.4 Directions for Further Research	68
6.5 Transformative Recommendation Approaches for Educational Empowerment.....	69
6. 6 Fulfillment of research questions	70
Reference	72
Appendix.....	79
<i>Table 1Appendix A: The Impact of Social Stigma on the Educational Journey of DSW</i>	<i>79</i>

Appendices

Table 2 Appendix B: Table 2 Impact of Economic Factors on the Educational Journey of DSW	79
--	----

Abstract

In the complex landscape of social vulnerability, young girls born into sex worker families in Bangladesh emerge as a particularly vulnerable group grappling with restricted access and pursuit of education. This vulnerability persists despite the crucial role education plays in breaking the cycle of intergenerational involvement in the sex trade. Even among those fortunate enough to have access, these young girls confront numerous challenges that hinder their educational journey.

This case study explores the educational challenges and opportunities for daughters of sex workers (DSWs) who have access to education in Bangladesh, aiming to provide a comprehensive understanding of the socio-educational landscape surrounding this marginalized group. The objectives encompass investigating specific hurdles in accessing and pursuing formal education, assessing existing opportunities for educational advancement, and proposing targeted interventions. The methodology involves a qualitative research design, employing in-depth interviews and thematic analysis. Centers that provide educational opportunities for DSWs in Dhaka and the Daulatdia brothel in the Rajbari District were strategically chosen for data collection. Ten participants, including girls from sex worker families and stakeholders, contribute to the rich narrative. Thematic analysis of interview transcripts using Microsoft Word reveals the complex interplay of economic challenges and societal stigma hindering education. The discussion emphasizes the need for inclusive approaches, financial support, awareness campaigns, and policy changes to address multifaceted challenges. Collaborative efforts involving NGOs, community stakeholders, and policy adjustments are proposed to create sustainable change. This research contributes insights for interventions and enhanced opportunities, highlighting the importance of a comprehensive and targeted approach to address the unique educational needs of daughters of sex workers in Bangladesh. The findings serve as a compelling call to action for systemic change and

increased support, recognizing the pivotal role education plays in empowering these young girls and disrupting the cycle of generational vulnerability.

Keywords: daughter of sex workers, education, challenges, opportunities, intervention, children of sex workers, Bangladesh, socio-economic, marginalized.

Chapter 1: Introduction

1.1 Background of the topic

Alam & Das (2014) shed light on the global prevalence of prostitution as an occupation. Within this intricate context, where girls from diverse backgrounds frequently find themselves, it is crucial to acknowledge that many did not choose this path voluntarily. Studies have shown that kidnapping, abduction, and deception are common ways in which women and girls are forced into prostitution, leaving them with no choice in the matter (Tahmina et al., 2004).

The phenomenon of the sex trade in Bangladesh is far from a recent occurrence. As emphasized by Ulla in (2003), Prostitution in Bangladesh has historical roots dating back to the British colonial era, a time that extended for more than two hundred years. The sex industry in Bangladesh is a complex and deeply rooted phenomenon that significantly influences families associated with it. Within this complicated context, the DSWs face distinctive challenges. As Save the Children (2016) highlighted, girls wanting a better life might be tricked or forced into doing work they didn't choose or into situations of sexual exploitation. Moreover, young girls, typically of primary school age, often assist their mothers with household chores and serve refreshments to their mother's clients. As they grow older, many of them adopt their mothers' trade, with a significant number entering the profession around the age of 12 (Billah,2012).

Despite the growth of its economy, Bangladesh, akin to many developing nations, contends with a diverse and challenging socio-economic landscape (Abdin,2004). This complex socioeconomic reality has implications for vulnerable populations, such as girls who belong to the sex workers family. According to Tahmina and Moral (2004), once a girl becomes entangled in

prostitution, extricating from the profession becomes a formidable challenge, influenced by a myriad of socio-economic and psychological factors.

Within the societal framework of Bangladesh, deeply ingrained stigmas surround the sex industry, resulting in discrimination and prejudice against those associated with it. The DSWs, in particular, struggle with societal bias, facing education challenges both within their immediate communities and in the broader social context. In line with a finding, it becomes revealed that the aspirations of most sex workers for their children's bright future are impeded by the prevailing social stigma (Jannat & Letchamana, 2022).

Despite these formidable challenges, some NGOs and organizations engaged in addressing the educational needs of sex workers' children. NGOs and organizations, such as Safe Home (Janardhana & Manjula, 2018), addressing the educational challenges of sex workers children, particularly girls, by providing accommodation, care, and opportunities for education plans.

In the context of the DSWs, education holds the potential to break the cycle of socioeconomic challenges and empower individuals to transcend the circumstances of their birth. Long-term educational assistance and connections to alternate sources of income, as highlighted by Janardhana and Manjula (2018), enabled the girls to become self-sufficient and reintegrate into their families and the larger community. These efforts represent a beacon of hope, aiming to create transformative change within marginalized communities.

In conclusion, this research investigates the educational challenges confronting DSWs who have access to education in Bangladesh, exploring their access to education, the influence of social stigma and economic factors within their families, evaluating the impact of existing educational programs, and proposing targeted interventions and strategies.

Thus, the findings will contribute to a comprehensive understanding of the hurdles these individuals encounter in pursuing education, including an assessment of the impact of existing programs. The proposed interventions and strategies aim to address these challenges, fostering positive outcomes within marginalized communities.

1.2 Statement of the problem

In examining the broader South Asian landscape, Adhikari's (2013) research sheds light on the formidable educational challenges faced by the children of sex workers, particularly girls, within the red-light areas of West Bengal, India. The findings reveal a stark reality, indicating that merely 36% of children from sex workers persist in their educational journey. In contrast, 30% are presently not enrolled in school, and a concerning 30% have discontinued their education.

This regional perspective provides an important context for understanding the situation in Bangladesh. Transitioning to the context of Bangladesh, Billah's findings emphasize the obstacles that the children of sex workers encounter in their pursuit of formal education in Bangladesh, including significant hurdles and instances of humiliation during the admission and learning process, often leading to a substantial number of discontinuing their education (Billah, 2012). Furthermore, the pervasive influence of societal stigma and economic constraints, from the initial desire to access education to its pursuit, plays a crucial role in shaping their educational journey, as highlighted by Sircar and Dutta (2011).

In the educational landscape of Bangladesh, a smaller number of children of sex workers, particularly girls, have access to education. Nevertheless, despite being part of one of the most marginalized groups in society, children of sex workers are conspicuously absent from the 2019

UNICEF report on strategies for children's education. Jannat and Letchamana (2022) addressed this gap in their research.

While limited research studies focus on the educational challenges of children of sex workers with access to education, existing studies do not exclusively emphasize girls; they encompass both genders. Additionally, Shohel observation (2012) highlights the absence of literature on the educational aspect, despite sufficient research on the well-being problems, economic and social backgrounds, as well as experiences of violence and harassment among these children.

Moreover, it is crucial to explore the availability and impact of opportunities for the educational advancement of children of sex workers, with a specific focus on girls—an area that remains largely unexplored. Interventions should be designed to address the specific challenges identified in their educational journey, considering the societal stigma and economic constraints they frequently face. Khondkar et al. (2017) findings further underscored the susceptibility of girls engaged in skills training during higher education to poor performance and even dropout.

The limited research on educational challenges and opportunities underscores the necessity for targeted investigations to address the unique obstacles that individuals from this group encounter in their pursuit of education. Additionally, evaluating the effectiveness of existing educational programs is essential in shaping informed interventions for the holistic improvement of their educational experiences.

1.3 Objective of the study

In pursuit of a comprehensive understanding of the educational landscape for DSWs in Bangladesh, this study delineates three overarching objectives:

- **To Investigate Educational Challenges:** Examine the specific challenges faced by daughters of sex workers in accessing and pursuing formal education, with a focus on understanding the impact of societal stigma and economic constraints.
- **To Explore Opportunities for Educational Advancement:** Assess the availability and effectiveness of existing opportunities for the educational advancement of daughters of sex workers.
- **To Propose Enhancements and Interventions:** Develop targeted strategies and interventions that address current educational challenges and amplify existing opportunities to improve outcomes for daughters of sex workers in Bangladesh. Ensure that these interventions are informed by the specific challenges identified during the investigation.

1.4 Research Questions

This study is guided by the exploration of the following research questions, aiming to delve deeper into the educational context of this vulnerable group in Bangladesh.

- What are the educational challenges faced by DSWs in Bangladesh who have access to education, and how do social stigma and economic factors within their families impact their educational journey?

- What is the impact and effectiveness of current educational programs or interventions targeting DSWs in Bangladesh?
- What are interventions and strategies to improve their educational prospects and outcomes, considering their unique circumstances?

1.5 Significance of the study

Education is essential to the advancement of society; however, several obstacles hinder the access of Bangladeshi sex workers' daughters to formal education. These young women, facing double marginalization due to familial circumstances, stand at the intersection of societal prejudice and the undeniable right to education. Delving into their educational journey, the first objective of this study is to investigate the hurdles they encounter. Societal stigma and economic constraints intertwine, casting a formidable shadow over their access to formal education. Understanding the nuanced obstacles faced by DSWs contributes to dismantling stereotypes and fostering empathy. This study calls to recognize and address the hidden educational disparities within this marginalized group, advocating for a more inclusive and compassionate educational system.

Moving beyond challenges, the second step navigates the landscape of opportunities available for the educational advancement of DSWs. The focus is not only on identifying existing avenues but also on evaluating their effectiveness in facilitating progress. This aspect of the study holds significance in its potential to identify pathways to progress.

Within the intricate tapestry of challenges faced by this group, there is a pressing need for innovative approaches to overcome the barriers hindering their educational pursuits. The complexities woven into their socio-economic context demand a nuanced understanding, paving the way for strategic interventions. Building on insights from the investigation and evaluation, this

study aims to propose targeted interventions and enhancements that can augment existing educational opportunities for DSWs.

In conclusion, this study underscores the imperative of addressing educational barriers and advancing opportunities for daughters of sex workers, aiming to contribute to a more inclusive and compassionate educational landscape.

Chapter 2: Review of Literature on Educational Challenges and Opportunities for Daughters of Sex Workers

This literature review unveils the intricate challenges woven into the educational landscape for DSWs in Bangladesh. These difficulties are significant obstacles to obtaining and pursuing high-quality education since they are rooted in societal stigma, economic inequality, and the legal complications surrounding sex work. Despite commendable progress in enhancing girls' education in the country, this marginalized group encounters unique hurdles that demand targeted interventions

Addressing the research gap will provide a more nuanced understanding of their educational challenges, paving the way for targeted interventions. The issues highlighted in this review include social stigma, economic challenges, and the risk of perpetuating a cycle of exploitation, emphasizing the necessity for comprehensive strategies and interventions.

2.1 Introduction

Education, a transformative force, holds the key to unlocking opportunities and empowering individuals, shaping a brighter future while helping them overcome challenges. According to Jaysawal and Saha (2023), education is an essential element of empowerment that offers an alternative perspective on the world. As stated by Engida (2021), education is not only an indispensable requirement for every individual but also a constitutionally guaranteed entitlement.

Worldwide, education has significant potential to remove barriers, go beyond limits, and provide people with the knowledge and skills needed to shape their futures. Especially for those

from marginalized and vulnerable groups, having access to high-quality education is the key to a better future. Education has been shown to be a powerful instrument for promoting empowerment, especially in marginalized populations, as it increases understanding of individual rights and increases the number of employment alternatives (Dodd et al., 2022).

According to UNICEF, education significantly reduces the likelihood of early marriage among girls, thereby increasing their potential for leading healthy and productive lives. It also enhances their earning capacity, enabling active participation in decisions that pertain to their lives and empowering them to create improved prospects for themselves and their families (UNICEF, n.d.). To escape the cycles of poverty, improve general well-being, and make significant contributions to their communities, marginalized girls can benefit significantly from education. Moreover, it acknowledged that women's education benefits the country and society at large (Lina, 2023)

2.2 Progress of girls' education in Bangladesh

In Bangladesh, the percentage of female students enrolled in secondary education climbed noticeably from 46.23% to 51.96% between 2001 and 2011, while the literacy rate of women increased dramatically from 41.8% in 2001.

1 to 55.7% in 2011 (Salahuddin et al., 2014.). This progress aligns with the broader positive trajectory of girls' education in Bangladesh. According to Shobhana et al. (2019), Bangladesh's secondary school enrollment rate for girls increased from 39 percent in 1998 to a remarkable 67 percent in 2017. Despite the current gender gap in educational attainment, the statistics highlight

the remarkable achievements in girls' education, which has evolved into a crucial element of societal progression and empowerment.

The government of Bangladesh has tried to implement initiatives and programs to promote girls' education and their commitment to fostering gender equality through education. It indicates that men and women have equal opportunities in all fields, particularly the education sector (Salahuddin et al., 2014). The initiatives have worked to provide equal opportunities for both genders. Girls' education has significantly improved as a result. As highlighted by Lina (2023), the significant variances in female participation rates, particularly in rural areas, can be notably attributed to the successful implementation of the female stipend program and tuition fee waivers. Establishing these initiatives is the cause behind the noteworthy female participation rates in Bangladesh's educational system.

Non-governmental organizations, NGOs, and local communities also play a significant role in supporting girls' education in Bangladesh, with their programs and projects contributing substantially to expanding educational opportunities for girls. BRAC is a renowned NGO in Bangladesh that works to educate girls (Monkman & Hoffman, 2013).

Moreover, The Female Education Scholarship Program (FESP), funded by USAID and implemented by five local NGOs across five project sites, stands as a pivotal initiative aimed at advancing girls' education in these communities. FESP, often regarded as the parent program, underscores the significance of collaborative efforts between local and international stakeholders in driving meaningful change and progress in the realm of girls' education (Liang, 1996). The success and reach of these programs underscore the significance of collaborative efforts between

local and international stakeholders in driving meaningful change and progress in the field of girls' education.

2.3 Educational Challenges of Sex worker Daughter

Even though enrollment and educational opportunities for females have increased significantly throughout Bangladesh, DSWs continue to face discrimination and particular obstacles while trying to further their education. According to Janardhana and Manjula (2018), these groups' educational paths diverge because of the backgrounds of their mothers, which affects their ability to access essential educational services. Moreover, Billah (2012) reports that regrettably, children from sex worker families in Bangladesh often face persistent challenges when trying to access mainstream formal education primarily due to their mother's involvement in the sex trade. The educational path for this generation, considering their mothers' involvement in sex Work presents a challenging journey for them.

In 2005, highlighted by Alauddin, Bangladesh stood out as one of the scarce Muslim nations where the practice of prostitution is prohibited. The country had merely fifteen government-sanctioned brothels where the sex trade was authorized. Consistent with this, Jannat and Letchamanan (2022) stated that a recent article asserted that the act of residing in brothels is in against the law and deemed unconstitutional. However, as noted by Shoji and Tsubota (2018), Bangladesh stands out as an exceptional case among Muslim-majority countries due to its decision to partially permit prostitution. This contradiction raises intriguing questions about the legal and societal dynamics in the country, prompting an exploration of how the educational situation of these girls from sex worker backgrounds is affected.

However, even though the sex trade is legal in Bangladesh, it is not entirely accepted by Society. Sex workers and their children continue to face many challenges. Although prostitution has been legal in Bangladesh since 2000, a significant portion of the population still perceives it as immoral (Wright & Saeed, 2020). In addition to not being accepted, sex workers with their children also encounter numerous challenges in their lives. Cheng (2022) stated Sex workers face numerous structural obstacles that prevent them from organizing and mobilizing within their communities.

Among these vulnerable groups, as highlighted by Janardhana & Manjula (2018), DSWs frequently encounter substantial dangers and societal challenges. Due to their challenging circumstances and limited alternative opportunities, girls born into sex worker families are at a high risk of early involvement in sex work.

Billah (2012) highlighted that “approximately 15,000 to 20,000 children are involved in street prostitution in Bangladesh, among whom around 10,000 girls are actively engaged in prostitution within the country”. The prevalence of child prostitution underscores the significance of education for DSWs as a crucial preventive measure. The lack of educational opportunities, along with the challenges they face in accessing education, contributes to the factors that may push these vulnerable girls toward the sex trade.

Access to education is the formidable challenge they confront. Shohel (2013) draws attention to the widespread disapproval of children of sex workers in society, which frequently results in the denial of their most basic human rights, such as shelter, healthcare, and education. The dire circumstances faced by children of sex workers, especially girls, when they seek access to education are addressable. Only a limited number of children born to sex workers are currently registered in government schools, while many are still denied their fundamental right to education

(Shohel et al., 2012). This highlights a serious injustice, as denying education continues the cycle of vulnerability and exploitation. As stated by Sarkar (2021), compared to their peers, children born into families of sex workers face heightened risks and a critical lack of educational opportunities.

2.4 Navigating Social Stigma

Firstly, social stigma is one of the significant challenges they face when accessing and continuing their education. Davis and Hopwood (2002) shed light on the issue of social discrimination, emphasizing its prevalence in the lives of children born to sex workers. Additionally, Jannat and Letchamana (2022) contribute by identifying critical barriers to education, encompassing religious beliefs, societal stigma, and economic conditions, offering a comprehensive understanding of the challenges faced by this marginalized group. Daughters of sex workers frequently experience socially imposed stigma and discrimination, which makes it extremely difficult for them to enroll in school.

In 2021, Durbar Mahila Sammanwiy, based in Kolkata India, focused on advocating for the rights of sex workers, with a particular emphasis on girls' education. The organization highlighted the significant challenge faced by these groups, who often confront social stigma and discrimination when trying to access education and social entitlements. Also, mentioning that not only governmental institutions but also non-governmental organizations have failed to provide adequate support for accessing education. However, there is a growing body of research that highlights the efforts made by non-governmental organizations (NGOs) and individuals to create educational opportunities for the children of sex workers. For instance, Shohel et al. (2012) emphasize that NGOs and individuals have worked to facilitate continued education for sex

workers' children. This demonstrates the important role non-governmental organizations (NGOs) play in meeting this neglected group's educational demands.

In addition to the challenges that DSWs face during access to education, they encounter many obstacles within educational institutions. According to Billah (2012), even if some children of sex workers, especially their daughters, manage to enroll in school, the majority of them drop out due to bullying by other students based on the identity of their mother. This demonstrates how the social stigma attached to their mother's occupation causes them actual harm in the classroom, impeding their ability to receive an education.

Furthermore, the social stigma frequently linked to the children of sex workers, such as the fact that they lack a father's name, makes it more difficult for them to enroll in school and prevents them from being ridiculed, harassed, or turned away by the administration (Jannat and Letchamana, 2022). This complex interplay between the social stigma attached to their mothers' profession, the bullying they experience from peers, and the administrative barriers they encounter demonstrates the multifaceted challenges these girls face within educational settings. These difficulties have an impact on their retention in schools in addition to impeding their enrollment.

2.5 Navigating Economic Challenges

While there are programs in place aimed at enrolling and supporting this vulnerable group, economic challenges remain a significant issue affecting the quality of their education. In their pivotal study, Brock & Cammish (1993) made a significant finding that extends beyond the specific context of sex workers' daughters. Their study highlighted that the economic factor was perceived by most respondents as the most influential element concerning families who encountered difficulties in supporting their daughters' education. Investigating the complex relationship

between sex workers' daughters' educational prospects and financial challenges, it became clear how these factors influenced the girls' overall educational goals. Moreover, renowned international organizations like the World Bank have underlined the pivotal role that poverty plays in determining whether a girl can access and complete education.

In the specific context of Bangladesh, over 100,000 women operate as sex workers (Karim, 2020). As mentioned by Makbul, (2020), Daulatdia is the biggest brothel in Bangladesh where women work as prostitutes, with some as young as ten years old. The Vice News report in 2015 revealed that sex workers in Daulatdia earn 100 TK from each client.

One of the main factors preventing sex workers' daughters from obtaining education is low economic conditions. As mentioned by Shohel (2013), because of their poverty and the conditions in which they live, many sex workers are unable to devote enough time to their children's education. Poverty is a substantial obstacle that restricts their educational opportunities.

While the government of Bangladesh, with the support of development partners like the Asian Development Bank, has made efforts to promote rural female secondary school enrollment through programs such as the Female Secondary Stipend and Assistance Program (FSSAP) (Khandker, 2021), a significant gap persists in addressing the specific financial support for educational needs of the marginalized group, namely the daughters of sex workers.

The available research highlights a concerning trend among girls from sex workers backgrounds. Dutt et al. (2017) shed light on the fact that a significant number of these girls tend to follow in their mother's footsteps by getting involved in sex work. This pattern is exacerbated by the fact that many sex workers come from extremely impoverished backgrounds, which results in them being illiterate or having low levels of education and few marketable skills. Despite these

harsh circumstances, it's worth noting that these girls often harbor dreams of rescuing their mothers from sex work (Shohel, 2013).

2.6 Education Opportunities for the DSWs

However, according to the 2008 report "Mapping Geographical and Service Delivery Gaps and Estimating the Size of Female Sex Workers in 29 Districts in Bangladesh," the educational challenges faced by sex workers in their efforts to provide education for their children with an emphasis on their daughters too, are significant. The report's findings indicate that 28% of the respondents mentioned that they did not have any children in need of educational support. Additionally, 21% of respondents stated that they had not yet attempted to provide education to their children, especially girls.

Moreover, 15% reported that their children were still too young to receive education, and 4% admitted that they had no intentions of educating their children. Notably, the report also revealed that 10% of them had access to government schools, 5% to NGO-affiliated educational institutions, and 4% had managed to ensure their children's access to education without disclosing their profession. These findings serve to underscore the substantial disparities in educational opportunities for the offspring of sex workers (Khan et al., 2008).

Highlighting the importance of education programs, Alam and Das (2014) emphasize the need to consider strategies from the perspective of sex workers and their children. In line with this, Billah (2012) suggests that awareness programs should be conducted by government and nongovernmental organizations involved in education.

In 1997, Save the Children initiated the opening of the inaugural and singular educational institution in a brothel. This endeavor offered children the opportunity to receive healthcare, nutritious meals, formal education, and dedicated support from qualified teachers. Notably, this program has been instrumental in the rescue and education of numerous girls who were previously deprived of access to conventional schooling (Save the Children, 2016).

Save the Children works on the protection of the children of sex workers, particularly their daughters in the Daulatdia brothel. Out of 120 girls who received support from Safe Home, 79 were reintegrated with their families and communities through education and marriage, 29 were reintegrated through higher education and employment, and 12 were still under Safe Home care as of 2018. Moreover, 14 girls pursued higher education and jobs simultaneously, 35 obtained a School Secondary Certificate, 21 completed a Higher Secondary Certificate, 23 received vocational training, and 18 secured employment. (Janardhana & Manjula, 2018).

Karmajibi Kallayn Sangstha (KKS) opened a preschool in 1993, and in 1995, a private school was founded. However, the main obstacle to running this school was the resistance from the mainstream community (Shohel, 2013). On a positive note, Janardhana & Manjula (2018) pointed out that advocacy efforts with community-based groups and local administration played a crucial role in creating a protective environment. These efforts also led to notable changes in attitudes towards children of sex workers in general.

Founded in 2010, Shishuder Jonno Amra (SJA) is a community-based NGO established to support the children of sex workers. Hazera Begum, the NGO's founder, launched this initiative with an initial group of 25 children, which has since grown to 40 children. Financial support is provided by affluent individuals, various trusts, and charitable organizations. The primary goal of

this organization is to provide a secure and inclusive environment for the children of sex workers, ensuring their fundamental human rights, particularly education opportunities, including DSWs who attend both public and private schools. Hazera, the mother of forty children, is quite happy that her oldest daughter passed the HSC exam recently (Jahan, 2022).

However, DSWs face unique educational challenges. Their mothers' involvement in the sex trade restricts their access to essential educational services. The social stigma and bullying they encounter hinder their enrollment and retention in schools. Economic factors also play a significant role, with many sex workers unable to support their children's education.

Despite these challenges, some NGOs and individuals striving to provide educational opportunities. Save the Children's efforts have led to the rescue and education of girls who lacked access to conventional schooling. Advocacy and community-based groups have been instrumental in changing attitudes toward these children.

2.7 Interventions to Address Educational Challenges

Interventions and strategies are required to foster an inclusive educational environment for the children of sex workers, responding to the distinctive challenges they face. Drawing insights from Jannat and Letchamanan's (2022) research, a spectrum of interventions has been devised, reflecting a nuanced and multifaceted approach. Tailored educational programs, as emphasized by Save the Children (2016), constitute a cornerstone strategy, featuring curricula specifically crafted to address the unique challenges encountered by these girls. These programs, characterized by flexibility in schedules, personalized support mechanisms, and mental health resources, are designed to create a conducive learning environment. By acknowledging the intricate nature of the

obstacles hindering their access to and continuation of formal education, such tailored interventions aim to provide holistic academic support.

Complementing these tailored programs, community engagement and empowerment strategies assume pivotal roles. Initiatives geared towards raising community awareness, understanding, and acceptance of children of sex workers, as advocated by Billah (2012), play a critical part in dismantling entrenched educational barriers.

Amanullah & Huda (2012) underscore the significance of residential assistance for the daughters of local sex workers, emphasizing their elevated vulnerability to becoming involved in sex work if they were to reside in the brothel. This intervention, as highlighted by the authors, is strategically designed to provide a protective living environment, particularly aimed at preserving and enhancing the educational prospects of these girls.

Shohel (2012) advocates for a targeted approach within the national education system, emphasizing a particular focus on the education of underprivileged groups, including the children of sex workers. The author underscores the importance of the government's role in ensuring free access to education for these marginalized individuals. Additionally, Shohel calls for the implementation of specific initiatives aimed at encouraging sex workers to actively facilitate education for their children. A comprehensive array of interventions, including tailored educational programs, community engagement, residential assistance, and targeted policy initiatives within the national education system, is crucial for fostering an inclusive educational environment for the daughters of sex workers, ensuring holistic support, and addressing their unique challenges.

2.8 Gap in Existing Literature and Rationale for the Current Study

The literature review explores the transformative power of education, emphasizing its role in empowerment and societal progress, citing studies by Jaysawal and Saha (2023) and Engida (2021). It further investigates the progress of girl's education in Bangladesh, acknowledging government initiatives and NGO contributions (Salahuddin et al., 2014; Shobhana et al., 2019).

Moreover, studies by Shohel (2013) and Jannat and Letchamana (2022) have delved into the educational challenges and opportunities of sex workers' children. These studies provide valuable insights into the unique circumstances faced by this demographic, shedding light on the impact of socioeconomic factors and existing programs on their education.

Despite the valuable insights provided by existing studies, the literature review indicates a recognized need for more comprehensive research on the education of sex workers' daughters in Bangladesh. While some studies explore the broader landscape of education for sex workers children, including works by Shohel (2012) and Jannat and Billah (2012), the current review specifically centers on the DSWs. This focus underscores the importance of future research that delves into the unique challenges, such as socioeconomic factors, influencing their pursuit of education and evaluates the impact of existing education programs on their educational journey. Emphasizing the necessity for further investigation, this review draws attention to the existing gaps in understanding and underscores the importance of addressing the specific needs of the DSWs in the context of educational progress.

This identified gap is pivotal as it emphasizes a specific area within the broader discourse on education for sex workers' children that requires further exploration. The girls are most vulnerable (Tahmina and Moral, 2004), and despite extensive programs, girls from sex workers

families face unique challenges deeply rooted in societal stigma, legal complexities, and economic disparities (Billah, 2012; Adhikari, 2013; Save the Children, 2016). Recognizing and addressing this gap through focused research is essential for gaining a more comprehensive understanding of their experiences and tailoring interventions to their specific needs. The existence of this gap underscores the urgency for scholars and policymakers to direct their attention toward unraveling the intricacies of educational challenges and opportunities for the daughters of sex workers in Bangladesh.

2.9 conclusion

Concluding this literature review, it becomes evident that the educational landscape for daughters of sex workers in Bangladesh is marked by intricate challenges rooted in societal stigma, economic disparities, and legal complexities surrounding sex work. Despite the commendable progress in enhancing overall girls' education in the country, this marginalized group faces unique hurdles that impede access to quality education.

The review has brought to light the positive impact of NGOs and programs dedicated to improving educational opportunities for these girls. While acknowledging the efforts of NGOs and individuals in providing educational opportunities, it is clear that economic challenges and social stigma persist as significant barriers affecting the quality of education for this vulnerable group. The concerning trend of some girls following their mothers into sex work due to limited educational opportunities and economic hardships underscores the urgency for effective interventions.

The identified gap emphasizes the need for further research that delves deeper into the experiences and life trajectories of daughters of sex workers. By addressing this research gap, a

more nuanced understanding of their challenges can be gained, paving the way for targeted interventions. The problems highlighted in this review, including social stigma, economic challenges, and the risk of perpetuating a cycle of exploitation, call for comprehensive strategies and interventions.

Chapter 3: Materials and Methodology

This chapter delineates the methodology employed to investigate the educational challenges and opportunities for DSWs in Bangladesh. Employing a qualitative research design within the applied framework, the study aims to provide a comprehensive understanding of the complex socio-economic landscape surrounding these girls. DSWs who had access to education, along with individuals involved in addressing their educational journey, were interviewed in two districts of Bangladesh. To facilitate the exploration of the educational journey of this vulnerable group, thematic analysis was employed to support the qualitative data. The analysis was conducted using Microsoft Word to extract insights from the gathered information.

3.1 Research Location

The research strategically covered two districts in Bangladesh, with a primary focus on Dhaka. Emphasis was deliberately placed on selecting these areas to capture a more nuanced understanding of the educational challenges faced by DSWs. This decision was motivated by the observation that the centers providing care and education for these groups are predominantly situated in the mentioned area, specifically in the areas outside the city center. This contributed to a deliberate exploration of the unique dynamics in these peripheral regions.

Rationale for Location Selection:

- **Shishuder Jonno Amra (SJA) We are for the Children - Dhaka:** Located outside Dhaka city center, operates as a secure residence and facility with a specific focus on providing care and support to children of sex workers, including their daughters. This location was selected due to its dual commitment to creating a secure environment for these children

from sex workers' mothers and offering formal education opportunities. The deliberate choice of location, situated away from the red-light district, enhances the protective and supportive nature of the facility.

- **Durjoy Nari Shongo (DNS) - Dhaka:** Established in Dhaka in February 1998, DNS a community-based organization that functions as a sex workers' organization, is dedicated to supporting street-based sex workers and their children. The organization strives to foster unity among sex workers, promote mutual respect, and develop skills and capacity to address their essential requirements, encompassing shelter, child protection, education, and health care (Khan et al., 2008). Notably positioned in Dhaka yet situated away from the city center, the organization, through its education program, aimed to facilitate the enrollment of girls from sex worker families into schools.
- **Daulatdia School - Rajbari District:** Positioned beyond Dhaka in Rajbari District, Daulatdia Brothel School assumed a vital role in providing a holistic perspective. Simultaneously, Karmajibi Kallayn Sangstha (KKS), also known as KKS School, was founded in 1993 with technical and financial support from Save the Children Australia. Operating from a leased room near the brothel, the educational facility of KKS School dedicated classroom space to 25 girls (Save the Children, 2016). Notably, the school extended its commitment beyond education by providing shelter for the DSWs, emphasizing a comprehensive approach to their well-being. This shared commitment was particularly evident in the school's primary focus on girls, showcasing efforts to extend education beyond the central urban setting and ensuring the holistic welfare of these individuals. Daulatdia Brothel School, with its emphasis on educating girls and providing shelter in a regional setting, contributes valuable insights to the broader understanding of

educational challenges and opportunities faced by this demographic outside the central urban environment.

- **Jahangirnagar University - Dhaka:** Incorporating Jahangirnagar University in Dhaka as another pivotal data collection site added a significant dimension to the research. This institution emerged as a distinct state for gathering data, crucial for understanding the broader educational landscape surrounding sex workers' children. Some students from Jahangirnagar University played a pivotal role in contributing to the education of sex worker's children. Through interviews and engagement with this university community, diverse perspectives and insights were gained, enriching the overall research endeavor.

Objective for Choosing Data Collection Areas:

The selection of these data collection areas is driven by a keen interest in unraveling the nuanced educational landscape for DSWs in Bangladesh. Each chosen location holds distinct educational initiatives implemented by institutions, contributing to the holistic development of this demographic. Through the exploration of collaborative efforts between these institutions and external organizations, the research aims to shed light on the specific challenges and successes encountered in addressing educational barriers. Gaining knowledge of the reasons behind choosing particular locations—such as the urban landscapes of Dhaka, the regional settings of Rajbari District, and the role of Jahangirnagar University—is essential to comprehend the potential and problems present in these various surroundings. Evaluation of the effects of these selected sites guarantees a rich and varied viewpoint, greatly advancing the main goals of the research.

3.2 Participants

In this pivotal section, the focus is on delineating the participants who constitute the essence of this study. The inclusion criteria for participant selection are carefully defined, considering factors such as socio-economic backgrounds, educational levels, and age groups to ensure a well-rounded representation. The recruitment process is characterized by a meticulous approach, involving collaboration with partner institutions, shelters, and educational organizations that support the DSWs. Ethical considerations, including participant autonomy and confidentiality, are paramount throughout this process.

Sampling Methods

The sampling methods employed in this study were crucial in ensuring a comprehensive and nuanced exploration of the educational challenges and opportunities for DSWs in Bangladesh. Two primary sampling methods were utilized: purposive sampling and snowball sampling.

- **Purposive Sampling:** Purposive sampling was employed to deliberately select participants who met specific criteria relevant to the research objectives. This method allowed for the inclusion of girls with diverse backgrounds, experiences, and levels of access to education. By focusing on individuals directly impacted by familial engagement in sex work and stakeholders actively involved in providing educational opportunities, the study aimed to capture a rich tapestry of perspectives.
- **Snowball Sampling:** Additionally, snowball sampling, frequently integrated with purposive sampling (Parker et al., 2019), played a pivotal role in identifying potential participants through referrals from initial contacts. Given the sensitive nature of the research topic and the marginalized status of the population under study, snowball

sampling facilitated the discovery of participants who might not be easily accessible through traditional methods. This approach contributed to the diversity and depth of the participant pool.

A crucial component is the diversity of the sample; information was gathered from two different participant groups: girls with access to education aged 16-27 and stakeholders actively involved in providing educational opportunities. These participants, strategically chosen for their diverse backgrounds and experiences, serve as the foundation for the subsequent exploration of the complex socio-educational landscape faced by daughters of sex workers in Bangladesh.

3.3 Data Collection

The process of data collection is a crucial phase in any research study, providing the foundation upon which meaningful insights are built (Sadan, 2017). In the pursuit of understanding the nuanced intersection of the educational path and the experiences of girls from families engaged in sex work, it was also crucial to collect the data.

With ten participants in total, this study unfolds the narratives of these young girls. Among these participants, six resilient young girls emerge from families intricately linked to sex workers, yet empowered by access to education. The study encompasses the stories of 3 girls under the guardianship of SJA (Shishuder Jonno Amra), two residing in Daulatdia and benefiting from the joint support of Save the Children and KKS (Due to Daulatdia known as a red-light area, interviews with these two participants in Daulatdia conducted online). Online interviews facilitated engagement in this sensitive locale. Additionally, one participant affiliated with DNS contributes a distinct perspective to this narrative tapestry. Furthermore, the inclusion stakeholders, representing two from SJA, one from DNS, and one from Jahangirnagar University,

ensure a comprehensive exploration of the multifaceted dimensions inherent in this research. Their insights and perspectives serve as complementary threads in the fabric of understanding surrounding the educational experiences of adolescent girls in families engaged in sex work.

In essence, the participants in this study form a diverse group, each contributing a unique thread to the fabric of understanding surrounding the educational experiences of girls in families engaged in sex work. However, due to the sensitive nature of the topic, data collection for this study intentionally involved a limited number of participants, recognizing that this meticulous approach was paramount to uphold ethical considerations and ensure the utmost sensitivity in handling such a delicate subject matter.

3.4 Data analysis

In conducting reliable qualitative research, data analysis is a key component (Maguire & Delahunt, 2017). The collected data underwent meticulous analysis to derive meaningful insights and identify patterns. Given the qualitative nature of the study, a thematic analysis approach was employed. For thematic analysis, Microsoft Word was utilized as the primary tool for organizing codes and themes. This involved a systematic identification, organization, and interpretation of recurring themes and patterns within the narratives of the participants.

The transcripts from interviews and observations were carefully reviewed, and initial codes were generated to capture key concepts and recurring ideas. These codes were then organized into broader themes, allowing for a comprehensive exploration of the multifaceted experiences of adolescent girls within families engaged in sex work. Firstly, acquaint yourself with the dataset, delving into its intricacies to gain a holistic understanding. Next, initiate the analysis by generating initial codes, and capturing emerging patterns and concepts. As the process unfolds, systematically

identify overarching themes within the data. Evaluate and refine these themes to ensure precision and relevance. Finally, articulate the findings in a written synthesis, presenting a coherent narrative that encapsulates the essence of the thematic exploration (Maguire & Delahunt, 2017).

This methodological rigor reinforces the credibility of the study's findings and contributes to the broader body of knowledge surrounding the intersection of familial engagement in sex work and the pursuit of education among their daughters.

3.5 Ethical consideration

In the context of Bangladesh, one of those Muslim countries that has not yet accepted the sex trade, this study was guided by a commitment to ethical standards, placing paramount importance on participant well-being and confidentiality. Rigorous steps were taken to secure informed consent, ensuring participants were fully aware of the research's objectives.

Furthermore, Consent forms were provided in both Bengali and English, and the process was thoroughly explained to each participant, emphasizing their voluntary involvement. Arifin (2017) emphasizes the importance of ethical considerations in qualitative studies, given the in-depth nature of the research process.

Respect for participants' dignity and autonomy was consistently upheld, with measures in place to minimize any potential discomfort during interviews. Additionally, before commencing interviews, explicit permission was obtained from the authorities of the respective NGOs or organizations involved.

3.6 Conclusion

In navigating the rich tapestry of educational challenges and opportunities for daughters of sex workers in Bangladesh, this chapter unfolds as a methodological journey, weaving through diverse locations, engaging with resilient participants, and applying meticulous analysis. Exploration of SJA, DNS, Daulatdia School, and Jahangirnagar University as data collection sites introduces a panoramic view of the socio-educational landscape, each contributing essential threads to the research fabric.

SJA and DNS offer shelter and education, Daulatdia School provides a regional perspective, and Jahangirnagar University adds a broader educational context. Participants, ten in total, form the narrative core of this study. Six resilient young girls from families engaged in sex work, each with access to education, provide intimate insights into their experiences through in-depth interviews. The inclusion of stakeholders adds depth to the narrative, ensuring a holistic understanding of the socio-educational dynamics.

The data collection process, rooted in qualitative methodologies, including thematic analysis conducted manually using Microsoft Word, reflects a commitment to unraveling the intricacies of these stories. Chosen methodological rigor, as guided by Maguire and Delahunt's (2017) thematic analysis approach, contributes to the credibility of the study's findings, providing a robust foundation for the broader body of knowledge on familial engagement in sex work and education for daughters. Ethical considerations have been woven into the very fabric of this research, with a steadfast commitment to participant well-being, informed consent, and cultural sensitivity. The transparency and honesty embedded in reporting findings reflect a dedication to ethical research practices, ensuring the study contributes meaningful insights while upholding principles of respect and privacy.

Chapter 4: Results and Findings

4.1 Introduction

In the context of Bangladesh, where the shadows of historical roots and contemporary socio-economic complexities intersect, the education of girls from sex worker families becomes a poignant focal point. Driven by a tri-fold objective, the study initiates a meticulous investigation into the educational challenges confronted by the DSWs in Bangladesh. This entails a comprehensive examination of the specific hurdles impeding their access and continued formal education, with a particular focus on unraveling the impact of societal stigma and economic constraints on their educational journey. Shifting focus, the study explores opportunities for educational advancement, assessing the effectiveness of existing avenues for the educational progression of these young women. The third objective centers on proposing targeted enhancements and interventions. Building on the insights gained, the aim is to develop strategies that augment existing educational opportunities for this group, considering the specific challenges identified during the investigation.

4.2 Educational challenges DSWs face during Access and pursuing education

In Bangladesh, children of sex workers encounter social exclusion, confronting numerous obstacles throughout their early school years, with girls being particularly vulnerable. Notably, girls are significantly more prone to dropping out of school, as indicated by the research of Asm Amanullah and Nazmul Huda (2012). This exploration delves into the formidable educational challenges faced by DSWs, scrutinizing specific hurdles, including admission barriers, gender

stigma, discrimination, a lack of decision-making autonomy regarding their future, and limited school availability. These challenges are rooted in financial struggles and social stigma.

Through a multifaceted examination, this analysis provides a comprehensive understanding of the challenges hindering the educational journey of sex workers' daughters. Navigating through the realms of this goal is to contribute valuable insights on the impact of educational opportunities they have and can inform targeted interventions

4.3 Investigating the Impact of Social Stigma

Over the years, the evident repercussions of persistent societal discrimination. Judgment of individuals engaged in the sex trade has become increasingly apparent (Wanjiru et al., 2022). This societal judgment discrimination not only shapes and alters the lives of sex workers themselves but also casts a profound and far-reaching impact on the lives of their children. In Bangladesh, the stigma associated with individuals engaged in sex work, along with prejudiced attitudes and actions against them, is frequently projected onto their offspring (Alam & Das, 2014).

Illustrating this intricate intersection between societal condemnation and its profound repercussions on the education of those who are sex workers in Bangladesh, Billah (2012) emphasizes how social stigma transforms into a formidable barrier for the offspring of sex workers in Bangladesh. These children consistently encounter a denied opportunity to access mainstream formal education—a consequence uniquely attributed to their mothers' association with sex work. This poignant reality underscores the intricate and deeply rooted societal prejudices that not only shape the present experiences of sex workers but also perpetuate a cycle of disadvantage, hindering the educational opportunities and prospects of their children.

The judgment and bias associated with their mother's involvement in the sex trade cast a shadow over the admission of these girls into schools, presenting a complex challenge that hinders their access to and progress within the educational system. The founder of a community-based NGO and a former sex worker, shared a perspective on this issue, stating:

“The primary educational challenges faced by girls from prostitute family backgrounds when accessing education include societal attitudes and behaviors toward their education. I remember the day when I went to enroll my elder daughter in school, but the headmaster behaved very poorly and told me they do not accept children of sex workers because people of this society don’t want to accept them” (Interview with P-1, 2023, September 25).

Another reason for their rejection is the lack of a father's name. Schools express reluctance to accept these girls, citing concerns about their safety without having a father's name, further complicating their access to education. Furthermore, the fact that schools explicitly refused to accept the daughters of sex workers because they did not have a father's name suggests that prejudices and social norms may be affecting access to education. The requirement for the father's name, as reported by the individuals involved, raises concerns about potential negative judgments and discrimination against unconventional family structures, contributing to a form of social stigma that hinders the educational opportunities of these girls. A mother dedicated to advocating for the enrollment of children of sex workers has devoted two decades to this cause.

"Many schools do not accept them due to the absence of a father's name in their records, and for some, the lack of a national ID can be a reason for school rejection. Additionally, they often encounter stigma within the school community" (Interview with P-1, 2023, September 25).

Asm Amanullah and Nazmul Huda (2012) statement underscores the negative impact of the absence of a father name on the future of this group. The exclusion of the father's name holds significant consequences, starting with refusing a birth certificate. In the specific context of enrolling in Bangladeshi schools for sex worker's daughters, the requirement for the father's name poses a substantial obstacle. The school's unwillingness to admit girls without paternal information exacerbates the challenge, highlighting a significant barrier to education.

The findings underscore the profound impact of gender on the education of girls from sex workers families. The societal attitude towards them as girls from a group not fully accepted by society, coupled with gender stigma, creates challenges in their educational pursuits. Being associated with a sex worker family amplifies the difficulties of going to school and gaining an education due to the fear of harassment and abuse. In a world where not, all girls have equal access to education, those from prostitutes' families encounter challenges that extend beyond conventional barriers, shaped by pervasive gender biases. Often forced into the sex trade due to their gender, which becomes a root cause preventing their entry into formal education, Alam and Das (2014) emphasize that examining the core of prostitution reveals its ties to the prevailing social order marked by gender inequality, discriminatory practices, and the exploitation of girls through gender-based violence. The 27-year-old girl shared her experiences:

“Yes, I encountered educational challenges during my time in school. One major obstacle was related to my gender; my mother, being a sex worker, constantly feared for my safety as a girl (Interview with P-2, 2023, October 13).”

Furthermore, shedding light on the broader challenges related to gender faced by this demographic, the co-founder of an NGO emphasized another significant concern: *“One significant*

challenge is the higher risk of exploitation. Due to their vulnerable backgrounds, girls from families involved in sex work are more susceptible to exploitation, including human trafficking and sexual abuse. The fear for their safety can be a significant deterrent to attending school' (Interview with P-3, 2023, October 1)."

Girls with experience living in brothels face additional educational challenges from the sex workers community. They encounter discrimination within the brothel, and these challenges, coupled with economic obstacles, are exacerbated by opposition from brothel authorities. A 16-year-old girl with experience living in a brothel shared:

"The brothel madam was not too enthusiastic about my decision to start education and began influencing my mother's mindset about my education, emphasizing that we do not have enough money and that it is not safe for me outside." (Interview with P-4, 10/1/2023).

Within the educational environment, the girls from the families of sex workers face an ongoing struggle for acceptance. The unequal treatment they receive from teachers and fellow students contributes to a pervasive sense of isolation. The discriminatory behavior and social exclusion they encounter within the school community significantly impact their overall educational experience. Despite their presence within the formal education system, these girls continue to grapple with the harsh reality of being treated differently, hindering their ability to fully engage and thrive in their education. A student from Jahangirnagar University emphasized:

"During their education within institutions, these girls also face several challenges. They often encounter the stigma associated with their mother's profession, which can result in bullying from classmates and sometimes even from teachers. Discriminatory behavior is

prevalent, and there is often an inequality between children from sex worker backgrounds and those considered normal. These challenges can make their educational experience emotionally and psychologically difficult. Sometimes, they are segregated into separate groups.” (Interview with P-5, 9/20/2023)

Even with the ongoing challenges within the educational system, the pervasive societal judgment and bias add another layer to their struggles. In this case, pervasive judgment and bias from the broader community towards the mothers' profession cast an enduring shadow, often compelling these girls to abandon their educational pursuits. The weight of societal stigma becomes a formidable barrier, driving many of them away from the school environment in an attempt to escape the harsh scrutiny and prejudice they face. The former project coordinator at one of the NGOs expressed:

“We encountered instances where some girls were hesitant to initiate their schooling journey due to societal attitudes and various other reasons. Additionally, several girls eventually dropped out of school, with the uncomfortable school environment being a significant contributing factor. At certain schools, children confront a multitude of challenges, grappling with instances of bullying from both their peers and teachers. Regrettably, they find themselves without companionship, resulting in a loss of motivation and frequent absenteeism from classes” (Interview with P-6, 9/27/2023).

Embarking on their educational journey, daughters from sex worker families in Bangladesh navigate through societal biases, discrimination, and unequal treatment within the educational landscape. From the initial access challenges to the ongoing obstacles throughout their educational community, these girls face deep-rooted societal judgments that hinder their progress within formal

education. Considering the urgency, the study underscores the need for targeted interventions to dismantle these barriers and cultivate a more inclusive educational environment for this marginalized group (*See Table 1 in Appendix A for a detailed breakdown of the impact of social stigma on the educational journey of daughters of sex workers.*).

4.4 Investigating the Impact of Economic Factors

In the quest for understanding the complex dynamics surrounding the education of girls from sex worker families, the findings reveal a pervasive thread woven through their stories—the compelling influence of economic circumstances. Delving into scholarly perspectives, it becomes evident that the decision to enter the sex work industry is often a response to dire economic situations, representing an agonizing choice made in the pursuit of providing a basic livelihood for their children.

Despite enduring their hardships, most mothers hope for a better future for their daughters. They strive to get them into school, but they face a formidable opponent—persistent economic hurdles from enrollment's start to the culmination of their educational journey. 18-years girl from Daulatdia School said:

“I was a child, and my memories from that time are not entirely clear. According to my mother, they attempted to enroll me for free in several schools, but they refused admission without payment of fees. After numerous attempts, one school finally accepted me, but we could only afford to pay half of the required fees. Eventually, I had to leave that school due to various challenges. The high fees at some schools were a significant barrier that prevented me from starting my education early.” (Interview with P-7, 9/27/2023)

However, not all mothers share the same enthusiasm for education. Some, trapped by financial constraints, struggle to commit to the idea of schooling for their daughters. In these instances, financial struggles wield significant influence, steering decisions that perpetuate the existing cycle rather than forging alternative paths through education. One of the girls stated:

“I encountered a lack of support from my mother. my elder sister consistently tried to persuade my mother. Her main concern was our financial limitations, emphasizing that we lacked sufficient funds to support my education. Although she was not overly pleased with the idea due to financial constraints, she did offer spiritual support. The underlying issue was more about financial challenges rather than a lack of encouragement for my educational pursuits. In the region where we were living, there were no schools accessible to us, and I was required to relocate a considerable distance to gain access to education.”
(Interview with P-8, 9/28/2023).

Even once DSWs start school, this financial barrier still exists, which makes it challenging for them to pay for the necessities of school materials. One of the biggest obstacles to their ability to further their education or obtain adequate schooling is their absence of financial means. A 20years girl experience vividly captures this struggle, emphasizing the recurring issue of economic difficulties that limit access to crucial resources:

"Yes, throughout my educational journey, I have encountered financial constraints that posed various challenges. Meeting school fees and purchasing necessary items, such as school supplies and uniforms, was often a struggle. Additionally, I faced difficulties affording transportation, leading me to walk to school most days. The physical exertion of

the journey would sometimes leave me with little energy for lessons. I vividly recall the days when I harbored the simple hope of having a nice dress, adding another layer to the financial difficulties I faced during my schooling." (Interview with P-9, 9/27/2023)

This perpetual cycle of economic dependence on the sex trade inadvertently guides the life choices of these girls, often directing them down similar paths. Beyond the immediate financial constraints on education, the economic challenges faced by these young women cast a lasting shadow on their aspirations and potential. Shohel (2012) sheds light on the practical repercussions, noting that many sex workers striving to secure essential resources for their children might resort to taking loans at high-interest rates to meet educational needs. This economic struggle extends beyond formal education, limiting their ability to explore diverse career paths. The confluence of economic instability and educational barriers paints a nuanced picture of the challenges these young women confront, making it increasingly difficult for them to break free from the generational involvement in the sex trade. Adhikari insights (2013) underscore that a substantial majority of girls and women find themselves in this profession as a consequence of economic crises and pervasive poverty. This economic imperative, a harsh reality for many, sets in motion a recurring cycle that intricately shapes family trajectories and profoundly influences the limited educational choices available for the succeeding generation. (For insights into the economic challenges faced by the participants, please refer to Table 2 in Appendix B.)

4.5 Exploring Educational Avenues

Given the study emphasis on girls with access to education, findings from the interviews consistently revealed that all the interviewed girls had received support from NGOs and organizations for their enrollment. Notably, a majority of these girls did not undergo the experience

of living in brothels or on the streets with their mothers. Instead, NGOs and organizations have taken care of them from childhood. For those who had experienced living with their mothers, it typically occurred after completing their schooling. Some girls received support for enrollment but lack additional support, such as a place to live, and currently live with their mothers. Those girls with opportunities underwent a positive change in their living situation. A few are currently engaged in university studies, residing in hostels rather than with their mothers.

The support from SJA to initiate the educational journey for a 20-year-old girl attempting to start university is remarkable. The NGO has significantly changed the life of this individual since the age of two, residing with a mother engaged in street-based sex work.

"I have got access to educational possibilities and initiatives. They were crucial in enabling me to pursue an education, and several of these courses were very successful. Notably, my mother was quite proud of me for finishing school and enrolling in college. Additionally, I achieved specific recognitions in school, such as awards for my reading ability and dancing, which had a significant impact on my educational journey and life." (Interview with P-9, 9/27/2023)

The educational landscape for DSWs serves as a crucial determinant in shaping their academic trajectories. Exploring the narratives of girls and stakeholders provides valuable insights into the nuanced nature of these opportunities and their impact on facilitating educational progress. This complexity is emphasized by the co-founder of an NGO who pointed out,

"Our initiative is not just aiding them in education; instead, it can be seen as a stride for a girl child to rediscover her life, to understand, and even to embark on a new life. Our children are striving, and we are supporting them in moving forward — to construct a new

life. Simultaneously, efforts are underway to secure admission to a high-quality school for a better education. Currently, three girls are enrolled in high school."(Interview with P-3, 2023, October 1).

Daulatdia brothel, housing hundreds of sex workers, poses a challenging environment for the children of sex workers, particularly girls. The circumstances within the brothel create a high-risk situation for girls born into this setting, predisposing them to enter the sex trade at a very young age.

Nevertheless, there is a glimmer of hope for some girls as certain community-based NGOs and organizations take proactive measures to alter the trajectory of these girls' lives. Through initiatives that provide educational opportunities ranging from primary and secondary schools to high schools, these organizations aim to break the cycle of involvement in the sex trade, offering a chance for a different and more promising future for these girls. The 27-year-old girl, whose mother was a former sex worker in Daulatdia brothel, reflected on the transformative impact of KKS and Save the Children on her educational journey. She emphasized,

"Enrolling in school and university itself was a significant opportunity I received through KKS and Save the Children. While I didn't participate in any special programs like English courses, the chance for formal education provided by KKS has been invaluable and changed my life. Additionally, this NGO supported me by covering the expenses for the first and second years of my graduation program. (Interview with P-2, 2023, October 13)."

Along with the organizations and NGOs and despite societal reluctance to accept sex workers and their children, some individuals actively engage in supporting the education of sex workers children including their daughters, striving to pave the way for a brighter future. The co-

founder of a community-based NGO expressed appreciation for the high community involvement in advocating for the education of sex workers.

“Some individuals from universities actively volunteer to support sex workers' children, demonstrating a commitment to fostering positive change by teaching the children. Additionally, we find valuable support from the broader community, where many individuals contribute in smaller yet significant ways. This includes gestures such as providing notebooks for the girls' schooling, reflecting a collective effort to overcome challenges and create a more inclusive and supportive environment for the educational advancement of daughters of sex workers” (Interview with P-3, 2023, October 1).

Sex workers often take proactive steps to improve the lives of their children by encouraging their involvement in education. Contrary to the assumption that they prefer their daughters to follow in their footsteps, many sex workers are not willing to see their girls enter the same profession. Their commitment to breaking the cycle is evident in their active support and promotion of education as an alternative path for their daughters. The mother of 40 children, expressed her commitment, saying,

"For about 20 years, I have been doing my best to provide them with quality education. We have girls of different ages attending school, and my older girl is currently in college. They study in government schools, and we have organized an English course for them inside the shelter. However, despite these efforts, we still face many problems. Firstly, their living environment hurts their learning. Additionally, I am always concerned about their safety. If there were a school near the shelter, it would be beneficial." (Interview with P-1, 2023, September 25).

The involvement of stakeholders, including NGOs, individuals, and organizations, has provided sex worker's daughters with opportunities to access education. However, the persistent challenge lies in ensuring that this education is of high quality and meets the necessary standards. Additionally, despite the collaborative efforts, there are ongoing difficulties. The former project coordinator of DNS stated,

“While we facilitated their enrollment in government schools for formal education, unfortunately, the provision of support for their educational materials faced limitations due to budget constraints within the NGO. Additionally, we provided life skills and livelihood training to contribute to their holistic development. However, these initiatives, although beneficial, were not sustained over an extended period. Consequently, the goal of ensuring a consistently high-quality education for these individuals remains a challenge” (Interview with P-6, 9/27/2023).

The experiences of the girls further illuminate these challenges. *For instance, P4 (Appendix C)* highlighted the economic difficulties she faces, emphasizing the need for continued financial assistance to overcome obstacles in accessing education. Furthermore, emphasized the lack of ongoing educational opportunities and programs.

While social barriers and financial constraints pose formidable challenges for them to access and utilize education, the roles of certain NGOs, organizations, communities, and individuals play a crucial role in transforming their educational landscape. According to Alam and Das (2014), Several non-governmental organizations (NGOs) have been working with the children of sex workers for over a decade to offer them preschool education and care at the early learning centers in various Bangladeshi brothels.

The exploration of educational opportunities for daughters of sex workers uncovers a complex landscape shaped by various stakeholders. However, Challenges persist, notably within brothel environments like Daulatdia, where risks for generational involvement in sex work are prevalent. Efforts show promise, yet sustaining high-quality education faces hurdles due to budget constraints. These challenges, expressed by girls, emphasize the need for ongoing efforts to ensure consistent, impactful education for these individuals.

4.6 From Challenges to Empowering Interventions

The research findings underscore the existence of educational opportunities, yet they reveal a pressing need for a more comprehensive and nuanced approach. While current initiatives are commendable, their evolution is essential to effectively address the multifaceted challenge confronting DSW. Recommendations arise not merely from the challenges voiced but also from the demonstrated resilience and aspirations of these young individuals.

Billah stresses the need for educational authorities to acknowledge the challenges in enrolling marginalized children and provide essential assistance to ensure their continued participation. Advocating for proactive interventions in excluded groups emphasized the importance of parallel efforts that align with ongoing initiatives, fostering a trajectory for positive social change (Billah, 2012). Understanding the depth of these girls' educational needs is a task that requires insight and consideration. The recommendations provided by participants during the data collection emphasize the importance of recognizing and addressing these unique requirements for effective educational interventions.

The research findings emphasize a pronounced need for targeted financial support to alleviate the economic challenges faced by these young girls in their pursuit of education. The participants

highlighted the significance of financial assistance to cover school fees, uniforms, textbooks, and essential materials. A tenth-grade student emphasized the pivotal role of financial support in overcoming barriers to education. She expressed,

"In my experience, addressing the significant problem of financial barriers is crucial to helping girls like me access better education. We need the support of a government that can provide financial assistance and scholarships to ensure that financial constraints do not hinder our access to quality education" (Interview with P-7, 9/27/2023)

Advocating for comprehensive support programs plays a pivotal role in tackling the societal challenge outlined in the narratives, aiming to secure equal and unimpeded access to quality education for girls in need. It is imperative not only to acknowledge but also to actively counteract social prejudices and stigmatization that act as barriers to educational opportunities for this vulnerable group. The insights provided by participants shed light on the importance of Initiatives and also awareness programs that extend beyond the mothers directly involved, reaching out to the wider community, schools, and teachers. One of the stakeholders stated:

"In my experience, several factors can help these girls achieve better educational outcomes. Firstly, they require the assistance of society, and society must acknowledge them as fellow human beings for awareness initiatives to benefit the community. Secondly, providing a suitable living environment where they can find peace of mind and not constantly dwell on their past or their mother's career is crucial. Thirdly, ensuring equality in schools between children of sex workers and those from other backgrounds is important.

Additionally, establishing an appropriate study schedule and promoting respectful behavior within their learning communities can significantly contribute to their educational success."

(Interview with P-6, 9/27/2023).

The participants consistently emphasized the imperative need for interventions focused on creating a supportive and conducive environment for the education of sex worker children, especially girls. Those living with their mothers face challenges in concentrating on their lessons, while those in shelters encounter issues such as a lack of space for study, cramped environments, and the absence of a library. Addressing these environmental challenges is crucial to ensuring that the educational journey of sex worker children is not hindered by factors beyond their control. The intervention spotlighting the need for improved environments is evident in the poignant words of a teacher who expressed concern about these challenges.

"The challenges posed by accommodating 40 children in this confined space are significant, especially as the girls continue to grow. The lack of adequate living space emerges as a pressing issue, creating difficulties for them to thrive in a conducive environment. The constant noise generated by the children further complicates matters, hindering their ability to focus on their studies. Currently, there is no suitable library, and the limited space for study is insufficient for their educational needs. Teaching them in a small room is a constraint that adversely affects the quality of education provided. Therefore, I appeal to the government to consider providing us with better shelter, addressing the urgent need for improved living conditions and educational facilities"

(Interview with P-5, 9/20/2023)

Another pivotal intervention highlighted in the data underscores the utmost importance of ensuring the safety, well-being, and quality education of girls throughout their educational journey.

Participants consistently stressed the critical nature of safeguarding their safety and providing expert teachers and diverse courses to address the distinctive challenges faced by children of sex workers. This shared request for increased safety and better education aligns with the viewpoint of a 17-year-old girl under the care of SJA. She articulates,

"In my opinion, the most beneficial support to overcome the educational challenges faced by us includes providing expert teachers, quality educational materials, offering English and computer courses, and ensuring our overall safety, which is crucial for us and my mother's health (Interview with P-10, 9/20/2023).

This shared request for increased safety and better education aligns with the viewpoint of a teacher (*Appendix P5*) working with girls under the care of SJA.

4.7 Conclusion

The exploration into the educational challenges faced by DSWs in Bangladesh reveals a complex tapestry woven with societal prejudices, economic constraints, and systemic barriers. These young individuals encounter formidable challenges from the moment they seek admission into formal education. The pervasive social stigma attached to their mothers' profession casts a shadow that extends beyond the school gates, creating an environment where discrimination and exclusion become integral aspects of their educational journey. The biased requirements for enrollment, such as the insistence on a father's name, further compound the difficulties faced by these girls, emphasizing the urgent need for inclusive policies.

Economic factors emerge as a pervasive barrier, intertwining with the choices made by mothers out of necessity. The economic imperative that leads mothers into the sex trade inadvertently shapes the trajectory of their daughters, perpetuating a cycle that hinders not only their immediate access to education but also their broader life choices. Financial struggles persist throughout their educational journey, impacting their ability to afford essential materials and hindering their pursuit of a quality education.

However, amid these challenges, glimmers of hope emerge through targeted interventions and opportunities. Non-governmental organizations, community-based initiatives, and dedicated individuals play a crucial role in reshaping the educational landscape for these young women. Educational programs not only provide access but also act as catalysts for transformative change, offering a chance for a different future. Yet, sustaining these positive strides remains a challenge, necessitating continuous efforts and support to ensure consistent, high-quality education.

In moving forward, the findings strongly advocate for a multifaceted approach. Financial empowerment stands out as a critical intervention, with targeted support needed to alleviate the economic challenges faced by these girls. Awareness programs are indispensable in challenging societal misconceptions, and fostering an environment where education is recognized as a fundamental right for every individual. Simultaneously, creating supportive environments, both within schools and shelters, is imperative to ensure that external factors do not hinder the educational journey of sex worker children. As the echoes of these young voices resonate, the call for comprehensive and nuanced interventions becomes undeniable. The journey to educational equity for daughters of sex workers necessitates not only addressing immediate challenges but also dismantling the deeply rooted structures that perpetuate their marginalization. The road ahead

requires collaborative efforts, policy advocacy, and a collective commitment to building a more inclusive educational landscape for these resilient young individuals.

Chapter 5: Discussion

This research confronts the multifaceted educational challenges encountered by the DSWs in Bangladesh. It specifically explores the intricate issues surrounding societal stigma and economic constraints, seeking to unravel the core obstacles impeding their formal education. The study focal point is to shed light on and address these challenges to enhance the educational opportunities available to these young women. It seeks to explore the effectiveness of existing educational programs, aiming to inform interventions that will elevate the educational opportunities available to these young women.

5.1 Examining the Intersection of Educational Challenges

In line with the hypothesis that socio-economic factors play a pivotal role in hindering the education of daughters of sex workers, the findings underscored the intricate interplay between economic challenges and societal stigma. The results indicate that financial constraints faced by sex workers pose a significant obstacle to the initiation and continuation of education for their daughters. Even mothers who are willing may find it challenging to start or sustain their daughters' education due to their financial situation. Economic challenges are recognized as a significant barrier. Shohel (2013), observations emphasize that the financial circumstances of sex workers pose an obstacle to initiating or sustaining their education.

Contrary to the hypothesized association that economic factors alone may dictate educational outcomes, the intertwined nature of economic challenges with deeply ingrained societal stigma creates a complex web of barriers. The evident repercussions of societal judgment and discrimination against individuals engaged in the sex trade are not isolated occurrences but rather systemic issues that reverberate through the lives of sex workers and extend to shape the

experiences of their children. The observed stigma, projected onto the offspring of sex workers, emerges as a powerful impediment, distinctly hindering opportunities for mainstream formal education. In the study by Jannat and Letchamanan (2022), the authors highlight that the stigma imposed on sex workers and their children frequently hinders their ability to continue their education. The adverse judgment and bias associated with mothers involved in the sex trade cast a shadow over the admission of girls into schools, creating a complex challenge that impedes their access to and progression within the educational system.

The interviews conducted during this research revealed that a substantial number of DSWs were ignored inside their education centers. Contrary to the idea that schools are neutral, these findings reveal the strong influence of societal biases on education. This highlights the importance of addressing stigma not only at an individual level but also within the school system. Additionally, it is noteworthy that school administrators often fail to take basic actions to normalize the situation for these children. Sometimes, educational stakeholders treat the children of sex workers differently than other students, displaying a lack of fair and equal treatment. It indicates that a few teachers exhibit bias, as they have been observed to pay less attention to the children of sex workers (Shohel et al., 2012).

This section sheds light on economic challenges, societal prejudices, and their combined influence on shaping the educational path for daughters of sex workers in Bangladesh. It unravels a narrative where the financial struggles endured by sex workers are not standalone barriers but are tightly interwoven with deeply rooted societal biases, creating a dynamic mesh of challenges for these girls.

One crucial revelation from exploration: the societal judgment against sex workers isn't confined to individual biases alone; it seeps into the very fabric of institutional structures, especially within the education system. The stark truth that daughters of sex workers not only grapple with financial constraints but are actively overlooked within educational spaces exposes a systemic flaw that demands immediate rectification. Unfair treatment, sometimes exacerbated by biases from educators, creates an environment where these girls encounter obstacles at every turn of their educational journey. Moreover, the economic struggles faced by sex workers become an omnipresent barrier, intricately interwoven with the deeply ingrained societal stigma. Reflecting on observations, it recognized the significant hindrance posed by the financial circumstances of sex workers in initiating or sustaining their daughters' education. The convergence of economic challenges and societal biases paints a comprehensive picture of the hurdles faced by these girls, going beyond conventional cause-and-effect relationships.

This discussion further emphasizes the profound impact of societal stigma on girls' educational experiences, illustrating how they endure discrimination and neglect within educational institutions. The spotlight on societal biases influencing not only individual interactions but also administrative decisions within schools underscores the pervasive nature of the issue. This goes beyond the anticipated challenges tied to economic constraints, entering the domain of deeply embedded societal norms that obstruct the education of these girls.

In essence, this narrative encourages thoughtful consideration of the broader implications of societal biases and economic challenges within educational systems. It challenges the purported neutrality of educational institutions and beckons for a deeper examination of the systemic changes needed to ensure equitable opportunities for the daughters of sex workers in formal education.

5.2 Observing the Effectiveness of Existing Educational Opportunities:

Among the most marginalized groups, daughters of sex workers face limited inclusion in mainstream educational strategies, this in a report from Save The Children (2016) emphasizes the need to evaluate the effectiveness of existing opportunities for their educational advancement. The study highlights a gap in current educational programs, with a particular emphasis on girls within this group. While there are NGOs and organizations engaged in addressing the educational needs of sex workers and children, the effectiveness of these programs requires scrutiny. In exploring the landscape of opportunities, it becomes apparent that the socio-economic factors identified by Shohel (2012) play a significant role. Economic challenges, as highlighted by Jannat and Letchamanan (2022), often become a barrier to pursuing further education. This points to the need for interventions that not only address access to education but also consider broader economic constraints. While programs exist, their effectiveness is curtailed by an insufficient focus on the economic, and social factors.

5.3 Inclusive Approaches for Sustainable Change:

To enhance the effectiveness of educational programs, a shift towards more inclusive approaches is imperative. This involves tailoring interventions that consider the nuanced socioeconomic context, aiming to dismantle stereotypes, foster empathy, and create a supportive educational environment. The findings underscore the importance of financial support programs and awareness campaigns. Financial assistance can alleviate economic burdens, making education more accessible to these girls. Awareness campaigns, on the other hand, can contribute to breaking down societal biases and fostering a more inclusive environment within educational institutions.

However, it is crucial to recognize that these opportunities need to be more comprehensive, considering the multifaceted challenges faced by the daughters of sex workers. Strategies should not only focus on enrollment but also address issues such as the quality of education, social integration, and long-term educational trajectories. While existing opportunities for the educational advancement of daughters of sex workers have influenced a shift away from following in their mother's footsteps and having a positive impact, the study highlights the need for a more targeted and comprehensive approach. Evaluating the effectiveness of current programs and addressing the socio-economic and psychological factors at play will be essential for creating meaningful and sustainable opportunities for these marginalized girls.

5.4 Advocacy for Policy Changes:

The study emphasizes the critical need for advocating policy changes that specifically acknowledge and address the unique challenges faced by daughters of sex workers in the realm of education. To create an inclusive and responsive educational system, policy adjustments are essential. Billah,2012 Provides targeted training for community leaders, teachers, religious figures, and policymakers to create a supportive environment. Increase awareness and motivation among mothers for active involvement in sending their children to school. Additionally, advocate for psychological counseling to address the current challenges comprehensively.

5.5 Collaborative Efforts and NGO Involvement:

A collaborative effort involving NGO bodies, NGOs, and community stakeholders is crucial in addressing the multifaceted challenges faced by daughters of sex workers. NGOs, in particular, can play a pivotal role in designing and implementing targeted interventions, leveraging

their expertise to bridge gaps and create sustainable change. The involvement of community-based NGOs, especially those working closely with sex workers and former sex workers, proves to be remarkable in understanding the nuanced issues at the grassroots level.

Furthermore, their commitment extends beyond conventional boundaries. For instance, NGOs like SJA (We Are for the Children), a community-based NGO led by a former sex worker, and (KKS), have taken proactive measures to ensure the welfare of sex workers' children, particularly girls born in red-light districts. This commitment involves providing essential human rights, with a specific focus on education. As highlighted by Asm Amanullah & Nazmul Huda (2012), these initiatives align with the broader goal of breaking the cycle of intergenerational involvement in the sex trade and empowering these girls to pursue alternative paths.

The finding reveals a comprehensive exploration of educational opportunities for DSWs, shedding light on the challenges and transformative initiatives. The study emphasizes the pivotal role of NGOs and organizations in supporting the educational journey of these girls, ranging from enrollment support to high-quality education. Notably, the absence of proper guidance within the challenging environments of brothels poses a high risk for these girls, predisposing them to enter the sex trade at a young age.

Individual success stories, such as the 20-year-old girl supported by SJA and the 27-year-old girl aided by KKS and Save the Children, underscore the transformative impact of educational initiatives. These stories highlight not only the significance of formal education but also the invaluable support provided, covering expenses and creating opportunities for a better future.

Despite societal reluctance, community-based efforts, and the active involvement of some individuals, contribute to breaking the cycle of generational involvement in the sex trade. Mothers

of sex workers actively support education as an alternative path for their daughters, emphasizing a commitment to breaking the cycle and providing quality education.

However, the involvement of stakeholders, including NGOs and organizations, faces challenges in ensuring sustained high-quality education. Budget constraints and the lack of sustained initiatives pose hurdles in achieving consistent positive outcomes for these individuals.

The findings transition into recommendations and interventions, stressing the need for a more nuanced and comprehensive approach. The importance of financial support to alleviate economic barriers is emphasized, with participants highlighting the crucial role of NGOs in providing scholarships and assistance. Advocacy for comprehensive support programs and awareness campaigns becomes imperative to counteract social prejudices and stigmatization that hinder educational opportunities for these vulnerable girls.

Moreover, the discussion points towards the necessity of creating a supportive and conducive environment for education. Addressing challenges such as cramped living conditions, a lack of suitable study spaces, and the absence of libraries emerge as a key intervention focus. The study concludes by providing guidance for navigating the complex educational obstacles faced by daughters of sex workers, emphasizing financial empowerment, awareness campaigns, and the creation of learning-friendly conditions as crucial components of effective interventions.

Chapter 6: Conclusion

6.1 Overall Remarks on the Study

Returning to the heart of this inquiry, the marginalized girls in Bangladesh face numerous challenges on their educational journey. While a fortunate few manage to distance themselves from their mothers' trade, the community, and socio-economic constraints create a complex web of barriers, hindering their education.

Education holds transformative potential for this vulnerable group; the sentiment expressed by Ullah (2003) becomes evident, suggesting that those girls who avoid entering the sex trade are often the educated ones. However, societal stigma and economic challenges continue to impede their journey. In envisioning a future where these young women break free from the cycle of marginalization, education stands as a catalyst for change.

The intricate tapestry of challenges woven into their socio-economic context necessitates a nuanced understanding, paving the way for strategic interventions. Despite glimpses of hope through targeted interventions and opportunities, sustaining positive strides remains a challenge. NGOs, community-based initiatives, and dedicated individuals play a crucial role in reshaping the educational landscape for these young women. While educational programs offer access and act as catalysts for transformative change, sustaining these positive strides necessitates continuous efforts and support to ensure consistent, high-quality education.

Advocating for policy changes, collaborative efforts, and NGO involvement becomes not just a necessity but a shared responsibility for creating a brighter, more equitable future for the daughters of sex workers in Bangladesh.

6.2 Theoretical and Policy Contribution

1) Theoretical Contributions

This exploration aligns with several theoretical perspectives and concepts present in the literature. Notably, the theoretical underpinnings of this study resonate with the broader discourse on empowerment through education, as emphasized by Jaysawal and Saha (2023) and Engida (2021). The concept that education is a transformative force and an indispensable requirement for individuals, as guaranteed constitutionally, lays the foundation for understanding the potential impact of education on the lives of marginalized girls.

Furthermore, the study draws on the sociological perspective of societal attitudes and norms, particularly evident in the discussions on social stigma and discrimination faced by the daughters of sex workers. The analysis incorporates insights from Davis and Hopwood (2002), Jannat and Letchamana (2022), and others, shedding light on how social structures influence access to education and perpetuate inequality.

In examining the economic challenges, the study aligns with the economic theories highlighting the pivotal role of financial conditions in determining educational opportunities. Brock & Cammish (1993) study, in particular, underscores the broader relevance of economic hardships in shaping the educational pursuits of vulnerable groups, extending beyond the specific context of sex workers' daughters.

1) Policy Contributions and

The identified educational challenges and impact of opportunities necessitate strategic policy interventions to create an inclusive educational environment for the daughters of sex

workers. Drawing inspiration from successful initiatives mentioned in the literature, the following policy recommendations are proposed:

- **Tailored Educational Programs:** Develop and implement tailored educational programs that address the unique challenges faced by the daughters of sex workers. These programs should offer flexible schedules, personalized support mechanisms, and mental health resources to create a conducive learning environment. (Alam & Das 2014)
- **Community Engagement and Empowerment:** Initiate community awareness and engagement programs to dismantle entrenched educational barriers. Advocacy efforts, as highlighted by Billah (2012), play a critical role in fostering understanding and acceptance of children of sex workers within communities.
- **Residential Assistance:** Implement residential assistance programs, particularly aimed at providing a protective living environment for the daughters of sex workers. This intervention, as suggested by Amanullah & Huda (2012), can contribute to preserving and enhancing the educational prospects of these girls.
- **Targeted Policy Initiatives:** Advocate for targeted policy initiatives within the national education system, emphasizing a specific focus on the education of underprivileged groups, including the daughters of sex workers. Policies should ensure free access to education for these marginalized individuals and encourage active participation from sex workers in facilitating their children's education (Shohel,2012).

6.3 Limitations of the Study

1. **Sensitivity of the Topic:** While the study aimed to provide a comprehensive understanding of the intersection between familial engagement in sex work and the pursuit of education among adolescent girls, the sensitivity of the topic posed significant hurdles in locating and engaging participants. The reluctance of individuals to participate in interviews, possibly due to the stigmatized nature of the subject, led to a limited number of participants, impacting the overall sample size.
2. **Lack of Literature in the Field:** An additional limitation is the scarcity of existing literature in the field, which may have constrained the framing of the study within a broader academic context.
3. **Language Barrier:** The language barrier posed an additional challenge to the research process. Being an outsider to Bangladesh and unable to speak Bengali, effective communication with potential participants required extra effort. Despite having a translator, this linguistic challenge may have influenced the depth of understanding.
4. **Logistical Constraints:** Moreover, logistical constraints emerged during the data collection phase. The absence of suitable research centers in Chittagong necessitated a shift to Dhaka, introducing an additional layer of complexity.
5. **Impact on Data Collection Timing:** Additionally, during the first week of data collection, one of the NGOs caring for sex workers' children experienced the loss of one child. This event had a profound effect on the delay of data collection and the well-being of the children.

6. **Challenges as a Foreign Researcher:** As a foreigner, staying alone for data collection presented its own set of challenges. The unfamiliarity with local nuances and the need for cultural sensitivity added complexities to the research process.
7. **Stakeholder Engagement:** Lastly, engaging stakeholders proved challenging, with many expressing reservations due to the vulnerability of the girls involved. Their hesitancy may have limited the depth of insights gained from these key informants.

In light of these limitations, it is essential to approach the study findings with a recognition of the contextual challenges faced, acknowledging that the experiences and perspectives captured may not fully represent the diversity inherent in the broader population. Despite these challenges, the study contributes valuable insights to understanding the education challenges and opportunities of sex workers' daughters in Bangladesh, opening avenues for future investigations that navigate the intricate dynamics surrounding this critical intersection.

6.4 Directions for Further Research

Examining the influence of brothel environments on the educational journey and wellbeing of daughters of sex workers in Bangladesh stands as a pivotal research direction. Understanding how the surroundings within brothels impact their educational experiences and overall welfare is crucial for developing targeted interventions.

Evaluating the role of safe environments, such as shelters or protective spaces, on their education provides insights into positive factors contributing to academic progress. Analyzing policies, support mechanisms, and the effectiveness of governmental initiatives will shed light on the broader systemic impact on their education.

Exploring the reciprocal relationship between the well-being of these girls and their educational outcomes is critical. Unraveling how their mental, physical, and emotional well-being influences their educational journey offers valuable perspectives for developing holistic support structures.

Investigating the extent and impact of government involvement in shaping the educational landscape for these individuals is another essential avenue. This comprehensive approach contributes to understanding the multifaceted factors influencing the education of daughters of sex workers in Bangladesh.

6.5 Transformative Recommendation Approaches for Educational Empowerment

- **Establishing Safe Educational Spaces:** Based on the insights derived from the comprehensive research, a compelling recommendation emerges—providing a dedicated and separate educational space for these DSWs, away from the red-light districts. The majority of them emphasized the significance of a safe environment during interviews, making it crucial to create a conducive learning space free from the societal stigma associated with their mothers' profession.
- **Empowering Mothers for Educational Advocacy:** Acknowledging the pivotal role of sex workers mothers in shaping the educational trajectory of their daughters, the initial focus of awareness programs should be directed towards mothers within the sex worker community. Participant stated that by empowering mothers with knowledge and understanding of the importance of education, they can become agents of change, breaking the cycles that hinder their daughter's access to education.

- **School Community Integration for Educational Advocacy:** Recognizing schools as central players in shaping the educational journey of these girls, the recommendation extends to integrating educational advocacy within school communities. Insights from interviews reveal that these girls are not just isolated from their peers but are also part of learning communities. Integrating advocacy within schools ensures a more inclusive and supportive educational environment.
- **Strengthening Multi-Stakeholder Collaboration:** The research findings underscore the significant involvement of NGOs, community initiatives, and various organizations in addressing the educational challenges of the children of sex workers. However, it is crucial to acknowledge the limited engagement of the government throughout the study. To enhance the effectiveness of interventions, there is a pressing need for increased government involvement, policy advocacy, and a commitment to creating a conducive legal and regulatory environment.

6. 6 Fulfillment of research questions

Fulfilling the research questions outlined in Chapter 1 has been a paramount objective of this study, and the outcomes reflect a comprehensive exploration of the educational challenges faced by the daughters of sex workers in Bangladesh. Let's delve into how each research question has been addressed:

- 1. What are the educational challenges faced by daughters of sex workers in Bangladesh who have access to education, and how do social stigma and economic factors within their families impact their educational journey?** The study meticulously investigated the multifaceted challenges encountered by these young women. It unraveled the intricate

interplay between economic constraints and societal stigma, recognizing financial challenges as a significant barrier to education initiation and continuity. The research also highlighted the profound impact of societal judgment and discrimination on the educational journey of these girls. Moreover, delved into the intertwined nature of economic challenges and societal stigma, revealing a complex web of barriers. Contrary to the hypothesized association that economic factors alone dictate educational outcomes, the study underscored the pervasive impact of societal judgment on the admission and progression of girls in schools.

- 2. What is the impact and effectiveness of current educational programs or interventions targeting daughters of sex workers in Bangladesh?** A critical aspect of the study focused on evaluating existing educational programs. The research highlighted the role of NGOs and community-based initiatives in creating transformative change and providing educational opportunities.
- 3. What are interventions and strategies to improve the educational prospects and outcomes of daughters of sex workers, considering their unique circumstances?** The study proposed targeted interventions and strategies to enhance educational opportunities for these marginalized girls. It emphasized the importance of financial support programs, awareness campaigns, and a shift towards more inclusive approaches. Advocacy for policy changes, collaborative efforts, and NGO involvement emerged as critical components for sustainable change.

Reference

- Abdin, MD. Joynal, Socio-Economic Challenges of Bangladesh (December 21, 2014). The Financial Express on December 21, 2014, Available at SSRN: <https://ssrn.com/abstract=2544236>
- Adhikari, H. (2013). Beyond Generational Representation of Children of Female Sex Workers (FSWs) in sex trade (a stigmatized hidden profession): A desperate self strategy of FSWs. *International Journal of Sociology and Anthropology*, 5(6), 219–225. <https://doi.org/10.5897/IJSA12.069>
- <https://www.researchgate.net/publication/364992684> Experiencing Vulnerability Abuse and Deception on Why Women in Sylhet City of Bangladesh Enter into Prostitution
- Alam, M. F., & Das, T. K. (2014). Experiencing Vulnerability, Abuse and Deception: Why Women in Sylhet City of Bangladesh Enter into Prostitution. *International Journal Of Social Work And Human Services Practice*, 2(3), 66-75. <https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=976c596fbe9134985d633a1ce4102de7493e5c33>
- Alauddin, M. (2005). Widespread of AIDS in Bangladesh is a must, if we fail to prevent of spreading HIV Virus. Retrieved on 9th July, 2012 from <http://www.ponline.org/node/255977>.
- Amanullah, A. S. M. (2012). Daulatdia Child Protection Program (DCPP). <https://doi.org/10.13140/RG.2.1.1463.6566>
- Arifin, S. R. M. (2017). *Ethical Considerations in Qualitative Study*. 16(1). <https://journals.iium.edu.my/ijcs/index.php/ijcs/article/view/82>
- Billah, M. (2012). Socio demographic configuration of the sex labour trade in Bangladesh: Income expenditure portfolio of the sex workers. *OIDA International Journal Of Sustainable Development*, 4(9), 51–62. <https://oro.open.ac.uk/36227/2/7567BC5B.pdf>.

- Brock, C., & Cammish, N. (1993). Factors affecting female participation in education in seven developing countries. <https://eric.ed.gov/?id=ED411432>
- Cheng, F. K. (2022). Sex Work, Health, and Human Rights: Global Inequities, Challenges, and Opportunities for Action. *International Journal of Human Rights in Healthcare*, 15(5), 499–500. <https://doi.org/10.1108/IJHRH-12-2022-214>
- Davis, P., & Hopwood, V. (2002). Including children with a visual impairment in the mainstream primary school classroom. *Journal of Research in Special Educational Needs*, 2(3), no-no. <https://nasenjournals.onlinelibrary.wiley.com/doi/abs/10.1111/j.1471-3802.2002.00174.x>
- Dodd, T., Graves, C., & Hentzen, J. (2022). Impact and university business training courses delivered to the marginalized: A systematic review. *Academy of Management Learning & Education*, 21(3), 449-469.
- Dutt, S., Roopesh, B., & Janardhana, N. (2017). Attitude towards education and career aspirations of children of sex workers: A qualitative study. *International Education and Research Journal*, 3 [https://www.researchgate.net/publication/318420778 ATTITUDE TOWARDS EDUCATION AND CAREER ASPIRATIONS OF CHILDREN OF SEX WORKERS A QUALITATIVE STUDY](https://www.researchgate.net/publication/318420778_ATTITUDE_TOWARDS_EDUCATION_AND_CAREER_ASPIRATIONS_OF_CHILDREN_OF_SEX_WORKERS_A_QUALITATIVE_STUDY)
- Education*. DURBAR MAHILA SAMANWAYA COMMITTEE. (n.d.). <https://durbar.org/education/>
- Engida, Y. M. (2021). The Three-Dimensional Role of Education for Women Empowerment. *Journal of Social Sciences*, 17(1), 32–38. <https://doi.org/10.3844/jssp.2021.32.38>
- Girls' education*. (n.d.). UNICEF. <https://www.unicef.org/education/girls-education> *Girls' education*. World Bank. (n.d.). <https://www.worldbank.org/en/topic/girlseducation> <https://www.unicef.org/education/girls-education#:~:>

In a land of lost children: Save the children. - Save the Children. (2016, November 9).

<https://www.savethechildren.org.nz/stories/the-second-life-of-rupa/>

Jahan, N. (2022, February 19). *Hazera dreams big after the oldest of her 40 children pass HSC exam.* The

Daily Star. <https://www.thedailystar.net/news/bangladesh/news/hazera-dreams-big-after-the-oldest-her-40-children-pass-hsc-exam-2965806>

Janardhana, N., & Manjula, B. (2018). Psycho social intervention for Adolescents in relationship issues under the care and protection of child welfare committee. *Journal of Indian Association for Child and Adolescent Mental Health*, 14(1), 40–59. <https://doi.org/10.1177/0973134220180106>

Jannat, T., & Letchamanan, H. (2022). The Role of Safe Home in Accessing Education for the Children of Sex Workers in Bangladesh. *Asia-Pacific Journal of Futures in Education and Society*, 1(1), 77-95.

Jaysawal, Dr. N., & Saha, Dr. S. (2023). Role of education in women empowerment. *International Journal of Applied Research*, 9(4), 08–13. <https://doi.org/10.22271/allresearch.2023.v9.i4a.10710>

Karim, N. (2020). As coronavirus bites in Bangladesh, a former sex worker helps women still on the streets. Thomson Reuters Foundation News. <https://news.trust.org/item/20200729124111mwqej>

Khan, S. I., Gourab, G., Sarker, G. F., Ghosh, S., & Khondokar, S. I. (2008). Mapping geographical and service delivery gaps and estimating size of street, hotel and residence based female sex workers in Bangladesh.

https://www.researchgate.net/publication/344262275_Mapping_Geographical_and_Service_Delivery_Gaps_and_Estimating_Size_of_Street_Hotel_and_Residence_Based_Female_Sex_Workers_in_Bangladesh

Khan, S. I., Gourab, G., Sarker, G. F., Ghosh, S., & Khondokar, S. I. (2008). Mapping geographical and service delivery gaps and estimating size of street, hotel and residence based female sex workers in Bangladesh.

<https://www.researchgate.net/publication/344262275> Mapping Geographical and Service Delivery Gaps and Estimating Size of Street Hotel and Residence Based Female Sex Workers in Bangladesh

Khandker, S. R. (2021). The Female Secondary Stipend and Assistance Program in Bangladesh: What Did It Accomplish?. <https://www.adb.org/publications/female-secondary-stipend-assistanceprogram-bangladesh>

Liang, X. (1996). Bangladesh: Female secondary school assistance. *Human Development Department, World Bank*, 1-16.

Lina, N. A. (2023). The Growth of Women's Education in Bangladesh. *American Journal of Education and Technology*, 2(3), 40–50. <https://doi.org/10.54536/ajet.v2i3.1276>

Maguire, M., & Delahunt, B. (2017). *Doing a Thematic Analysis: A Practical, Step-by-Step Guide for Learning and Teaching Scholars*. 8(3). <https://www.researchgate.net/publication/349506918> Doing a Thematic Analysis A Practical Step-by-Step Guide

Maguire, M., & Delahunt, B. (2017). *Doing a Thematic Analysis: A Practical, Step-by-Step Guide for Learning and Teaching Scholars*. 8(3). <http://ojs.aishe.org/index.php/aishe-j/article/view/335>

Makbul, N. E. (2020). Bangladesh's Biggest Brothel: A Rhetorical Analysis of Body and Sex Work. *Journal of Bangladesh Studies*, 22(2).

<https://jbs.bdiusa.org/system/files/freepdfs/JBS%20Vol%2022.%20Num%202.%202020.%20Combined%200.pdf#page=71>

Monkman, K., & Hoffman, L. (2013). Girls' education: The power of policy discourse. *Theory and Research in Education*, 11(1), 63–84. <https://doi.org/10.1177/1477878512468384>

Parker, C ORCID: 0000-0002-4569-7580, Scott, S ORCID: 0000 0002-5951-4749 and Geddes, A (2019) Snowball Sampling. SAGE Research Methods Foundations. doi:10.4135/<https://eprints.glos.ac.uk/6781/>

Sadan, V. (2017). Data collection methods in quantitative research. *Indian Journal of Continuing Nursing Education*, 18(2), 58-63. <https://www.ijcne.org/article.asp?issn=2230-7354;year=2017;volume=18;issue=2;spage=58;epage=63;aualast=Sadan>

Salahuddin, M., Khatun, R. and Bilkis, S.(2014). Present Situation of Female Education in Bangladesh: A Comparative Analysis of Last Decade. *BPDM Journal of Research*, (2).

Save the Children. (2016). Every Last Girl: Free to live, free to learn, free from harm. Save the Children's Resource Centre. <https://resourcecentre.savethechildren.net/document/every-last-girl-free-live-free-learn-free-harm/>

Shobhana, Tm and Deepika, S., asaduzzam and Ramachandran. (2019, June 24). Girls' education in Bangladesh: A promising journey [Blog]. *World Bank Blogs*. <https://blogs.worldbank.org/endpovertyinsouthasia/girls-education-bangladesh-promisingjourney>

Shohel, M. (2013). Access to education for the children of sex workers in Bangladesh: Opportunities and challenges. *Child Studies In Diverse Contexts*, 3(1), 13–31. <https://www.researchgate.net/publication/258441073> Access to Education for the Children

[of Sex Workers in Bangladesh Opportunities and Challenges](#)

- Shohel, M. M. C., Ashrafuzzaman, M., Nazmi, S. N., Das, A. R., Babu, R., Mubarak, M. F., & Al-Mamun, M. A. (2012). Impact of education on sex workers and their children: Case Studies from Bangladesh. <https://oro.open.ac.uk/36153/>
- Shoji, M., & Tsubota, K. (2018). *Sexual Exploitation of Trafficked Children: Evidence from Bangladesh* (No. 175). JICA Research Institute.
- Sircar, O., & Dutta, D. (2011). Beyond compassion: Children of sex workers in Kolkata's Sonagachi. *Childhood*, 18(3), 333–349. <https://doi.org/10.1177/0907568211408361>
- Tahmina, Q. A., & Moral, S. (2004). Sex-workers in Bangladesh: Livelihood at what price? Dhaka: Society for Environment and Human Development (SEHD). <https://sehd.org/sex-workers-in-bangladeshlivelihood-at-what-price/>
- Topno, P. Education of the Children of Sex Workers In Alternative Care: Challenges And Prospects.
- Ullah, A. K. M. A. (2003). Prostitution and AIDS in Bangladesh: Is the Ignorance Endangering Us? *Asian Journal of Women's Studies*, 9(2), 95–113. <https://www.tandfonline.com/doi/abs/10.1080/12259276.2003.11665949>
- Vice News. (2015, Month Day). Sex, Slavery, and Drugs in Bangladesh. YouTube. <https://youtu.be/jgaltnLfxo8?si=BaT4B3RgEDVTyQQV>
- Vice News. (2015, November 17). Sex, Slavery, and Drugs in Bangladesh [Video]. YouTube. <https://youtu.be/jgaltnLfxo8?si=PZZ-prfqkIM4dA8D>
- Wanjiru, R., Nyariki, E., Babu, H., Lwingi, I., Liku, J., Jama, Z., Kung'u, M., Ngurukiri, P., The Maisha Fiti Study Champions, Osido, D., Atieno, A., Watata, A., Gwala, D., Kamene, R., Akinyi, M., Njau, F.,

Nyamweya, C., Shah, P., Okumu, M., ... Seeley, J. (2022). Beaten but not down! Exploring resilience among female sex workers (FSWs) in Nairobi, Kenya. *BMC Public Health*, 22(1), 965.

<https://doi.org/10.1186/s12889-022-13387-3>

Wright, R., & Saeed, S. (2020). She was tricked as a teen into prostitution. A decade on, she has no work and faces starvation. CNN.

<https://edition.cnn.com/2020/05/26/asia/daulatdiabangladeshbrothel-as-equalsintl/index.html#>:

Appendix

Table 1 Appendix A: The Impact of Social Stigma on the Educational Journey of DSW

Challenges:	Causes	Impacts	Interventions
Admission Barriers	Societal judgment & discrimination against sex workers and their children. The reluctance of schools to admit girls without a father's name	Denied opportunity for mainstream formal education Rejection from schools	<ul style="list-style-type: none"> • Sensitization programs for school staff • Advocacy for policy changes • Community awareness campaigns
Gender Stigma	Societal bias and gender discrimination	Hindrance in educational pursuits 2) Fear of safety 3) Risk of exploitation, harassment, and abuse	<ul style="list-style-type: none"> • Educational policies • Empowerment programs
Challenge within Brothel	Discrimination from brothel authorities Economic obstacles	Influence on educational decisions Limited financial support for education	<ul style="list-style-type: none"> • Support programs for girls living in brothels • Economic empowerment initiatives
School challenges	Discrimination from teachers and fellow students, social exclusion	A pervasive sense of isolation, Consequences of Leaving School	Informative training for the learning centers

Table 2 Appendix B: Table 2 Impact of Economic Factors on the Educational Journey of DSW

Challenge	Causes	Impacts	Interventions
Enrollment Barriers	fulfilling academic requirements, High school fee	Refusal of admission, dropout due to inability to pay fee	<ul style="list-style-type: none"> • Fee waivers, scholarship programs, • financial assistance for families
Lack of support	Financial struggles of mothers, limited funds for education	Lack of spiritual support to start school, leaving school	<ul style="list-style-type: none"> • Community support initiatives & mentorship programs • Government support
Ongoing Expenses	Inability to afford educational needs	Hindrance to continuous education, effect on quality education, Generational involvement in the sex trade	<ul style="list-style-type: none"> • Subsidized school supplies • Organizations & NGOs help • Awareness campaigns

Table 1: illustrates the challenges, causes, impacts, and interventions related to social stigma affecting the educational journey of daughters of sex workers.

Table 2: This table outlines the challenges stemming from economic factors, their causes, impacts, and suggested interventions influencing the educational path of daughters of sex workers.

Appendix C: Interview Transcripts

#P1

Gender: Female

Role: Founder of Shishuder Jonno Aamra (We are for the children)

Date: 25/9/23

Background Information: 1. Please introduce yourself and provide some background information about your role and organization.

I am the founder of "SJA" (we, for the children). I am raising 40 children who might otherwise have been drawn into the sex trade and helping them to start education.

Educational Challenges: 2. What are the primary educational challenges faced by girls from prostitutes' family backgrounds when accessing education?

The primary educational challenges faced by girls from prostitute family backgrounds when accessing education include societal attitudes and behaviors toward their education. I remember the day when I went to enroll my elder daughter in school, but the headmaster behaved very poorly and told me they do not accept children of sex workers because people in this area didn't want to accept them. Many schools do not accept them due to the absence of a father's name in their records, and for some, the lack of a national ID can be a reason for school rejection. Additionally, they often encounter stigma within the school community.

3. What educational challenges do these girls face during their education in school or university?

I am delighted that my daughters are attending school, and I am proud that my elder daughter and son will soon be starting university. However, they face numerous challenges due to the prejudiced attitudes of society. Unfortunately, many schools segregate children of sex workers, and families often avoid choosing schools with such children. Additionally, economic struggles pose a significant hurdle, as we receive limited support from various sources.

If I had the necessary budget, the first crucial step would be to provide them with a conducive and healthy space for studying."

4. Do the factors like lack of social stigma, and economic impact their ability to get an education, if yes, how?

The mothers are consistently supportive of their daughters' education. However, many girls living with their mothers choose not to enroll in school due to their mothers' fears of potential accidents and concerns about social behavior, compounded by financial constraints. Economically, this presents a significant challenge. Additionally, as mentioned earlier, there is a prevailing social stigma, as societal acceptance of this situation has not yet been fully realized. Many of these girls don't receive financial support from their families due to their family's limited financial resources. This lack of assistance has a profound impact on their lives and education.

Educational Opportunities: 5. Could you provide information about the educational programs or initiatives that your NGO has undertaken to support the daughters of sex workers? How effective have these programs been in delivering quality education and support?

For about 20 years, I have been doing my best to provide them with quality education. We have girls of different ages attending school, and my older girls are currently in college. They study in government schools, and we have organized an English course for them inside the shelter.

However, despite these efforts, we still face many problems. Firstly, their living environment harms their learning. Additionally, I am always concerned about their safety. If there were a school near the shelter, it would be beneficial."

6. Without you, are there any specific organizations or sources that provide educational opportunities for such children, and if so, could you share your insights on their roles and impact?

Yes, there are some NGOs and organizations that offer educational opportunities for the daughters of sex workers. For example, there are educational centers located around Dulatdia that cater to them. If a sex worker wishes her child to receive an education, she can send the child to these shelters provided by NGOs or organizations. NGOs such as Manusher Jonno and BRAC play a significant role in supporting the education of these children. However, when it comes to educational opportunities within our shelter, we do not receive much support from NGOs or organizations. Nevertheless, the community has provided us with some assistance, such as help with shelter building.

Intervention Strategies (Ways to Help): 7. In your experience, what factors can help these girls contribute to better educational outcomes?

In my experience, several factors can help these girls achieve better educational outcomes. Firstly, providing a suitable living environment where they can find peace of mind and not constantly dwell on their past or their mother's career is crucial. Secondly, ensuring equality in schools

between children of sex workers and those from other backgrounds is important. Additionally, establishing an appropriate study schedule and promoting respectful behavior within their learning communities can significantly contribute to their educational success.

8. How can people like you help put these plans into action for girls' education?

We should work towards gaining societal acceptance for them as human beings and treating them.

People's attitudes must change through awareness programs initiated by us.

#P5

Gender: Female

Role: Teacher

Date: 9/20/2023

Background Information

I am a student at Jahangirnagar University, and I currently work as a tutor in an NGO that focuses on supporting sex workers and their children. In this shelter, both boys and girls reside, and their mothers are engaged in the profession of sex work. My primary role revolves around providing education to these children.

Educational Challenges

1. What are the primary educational challenges faced by girls from prostitutes' family backgrounds when accessing education?

Girls from families with a background in sex work encounter various educational challenges rooted in social biases and limited opportunities. Schools may reject them, and economic constraints further exacerbate their educational barriers. Inadequate school availability, especially around areas with brothels, poses a substantial obstacle.

2. What educational challenges do these girls face during their education in school or university?

During their education within institutions, these girls also face several challenges. They often encounter the stigma which can result in bullying from classmates and sometimes even from teachers. Discriminatory behavior is prevalent for DSWs, and there is often an inequality between those who are from sex worker backgrounds and those considered normal. These challenges can make their educational experience emotionally and psychologically difficult. Sometimes, they are segregated into separate groups.

3. Are the factors like social stigma and economic impact their ability to get an education, if yes, how?

Yes, social stigma and economic constraints significantly impact their ability to access education. Discrimination, social isolation, and limited opportunities result from their mothers' profession, hindering their access to quality education and leading to demotivation, causing some to leave school.

Educational Opportunities

4. Could you provide information about the educational programs or initiatives that your NGO has undertaken to support the daughters of sex workers? How effective have these programs been in delivering quality education and support?

As a teacher I try my best to do, we try to collaborate with the community, government, and individuals. Despite budget constraints, our efforts aim to offer quality education, but challenges persist due to limited resources.

5. Without you, are there any specific organizations or sources that provide educational opportunities for such girls? Could you share insights on their roles and impact?

Organizations, like Save the Children, ActionAid Bangladesh, and BRAC MMS, have initiatives for sex workers' children. Financial assistance and study materials are provided. The NGO I'm involved with receives help from the community and individuals but not much from organizations.

Intervention Strategies (Ways to Help)

6. In your experience, what can be done to help these girls access better education?

The challenges posed by accommodating 40 children in this confined space are significant, especially as the girls continue to grow. The constant noise generated by the children further complicates matters, hindering their ability to focus on their studies. Currently, there is no suitable library, and the limited space for study is insufficient for their educational needs. Teaching them in a small room is a constraint that adversely affects the quality of education provided. Therefore, I appeal to the government to consider providing us with better shelter, addressing the urgent need for improved living conditions and educational facilities. Also conducting awareness programs for mothers on the importance of education is crucial. Ensuring their well-being, providing suitable environments like separate shelters or hostels away from the brothel area, and advocating for government support, such as free tuition fees, are essential.

7. How can people like you help put these plans into action for girls' education?

The most beneficial support includes the government providing free tuition fees and organizations conducting various educational courses. Awareness programs for schools and communities focusing on the rights of these girls to education are equally important.

#P4

Age: 17

Gender: Female

Date: 10/1/2023

Education Accessibility: Yes

Background Information

1. Are you going to school or university now? If so, what grade are you in?

Yes, I am attending Haidar Ali Government School, and I am currently in eighth grade.

Educational Challenges 2. What are the primary educational challenges you faced when you wanted to access education, and how did you overcome them?

I faced several challenges when I wanted to access education. Initially, my mother, though supportive spiritually, was not too happy due to our financial situation. The brothel madam also wasn't enthusiastic, and schools were reluctant to admit me. With the assistance of an NGO and some sex workers, I managed to overcome these challenges.

3. Do you face educational challenges during your education in school or university? If yes, what are they?

Yes, I face challenges in school. Classmates occasionally ignore me, and there are instances of harassment on my way to school. Financial difficulties also hinder meeting my school needs.

4. Have you experienced social stigma and economic problems that affect your education? If yes, how? Yes, economic difficulties limit access to resources, and social stigma

assumes my family background is a barrier to education, affecting how society perceives and respects me.

Educational Opportunities 5. Have you had any opportunities and programs for education?

If yes, please tell us about them and how good the support and education were, or are.

Unfortunately, I haven't had specific educational opportunities or programs. The NGO, DNS, assisted in enrollment, and occasional individual support helped with notebooks and books. The initial opportunity had a positive impact, but ongoing support is lacking.

6. From which sources or organizations have you received these educational opportunities, if any?

I received assistance from Durjoy Nari Shongo (DNS) for school enrollment. Individuals occasionally provide support for notebooks and books. My mother has been a consistent supporter throughout my educational journey.

Intervention Strategies (Ways to Help) 7. In your experience, what can be done to help girls like you find the opportunity to access better education?

Raising awareness to combat social stigma, providing financial assistance through scholarships, ensuring safe and supportive school environments, and expanding access to online educational resources are crucial.

8. In your opinion, what kind of support or assistance would be most beneficial in overcoming the educational challenges faced by girls who have access to education?

Financial assistance and creating a supportive educational environment are key to helping girls with access to education overcome their challenges.