

ACCESS OF STUDENTS TO EDUCATION: HINDRANCES AND BARRIERS

by:

Gema L. Ped

Teacher III, St. Francis National High School

Education is often regarded as a driving force behind both economic and social progress around the globe. It makes it possible for people to react to social and economic requirements by providing them with the requisite information, skills, and an awareness of the dynamics of the link between social and economic systems. Recognizing that access to education is one of the most fundamental human rights, the Philippines has made the commitment to provide free elementary education to all its residents. People have the right to free and compulsory basic primary education. This places the state, on the one hand, in the position of duty bearer, and the citizens, on the other hand, in the role of right claimer. The fulfillment of these distinct but interconnected and interdependent duties is essential to the right to education being exercised. Therefore, getting access to education in Bangladesh requires not just the mechanics of entitlement but also a reality check of whether the entitlement is available and whether the student is capable of benefiting from the entitlement.

In the topic of education availability, there have been a great number of Research carried out. The concepts of fairness, equality of opportunity, universalism, and rights have formed the foundation for most of the research that has been carried out. The idea of access to education has traditionally been conceived from the point of view of equitable access to education based on a person's capacity to purchase it. It has also been considered from the viewpoint of universalist equality in terms of access to educational opportunities. Access to education refers to the complete incorporation of pupils into the educational system. Access to education has been conceived as a vehicle for universal

rights and inclusion in both international and national policy tools. Even though there have been a lot of studies conducted on access, not nearly enough work has been done to investigate access to education. In addition, most studies that have been conducted on the topic of access to education in Bangladesh have focused on issues pertaining to rights, equity, equality of opportunity, and poverty.

Because of the disparity that exists across the world's nations, children in both rich and developing countries do not have access to an education that adequately prepares them for adulthood. The existence of this discrepancy may be traced back to several different reasons, including gender, social standing, the economy, racial identification, and cultural identity. Furthermore, the government does not have knowledge of those things, which causes the situation to become even more dire. As a direct consequence of this, a great number of kids are getting the kind of education that is essential to both their internal and exterior growth. The likelihood of not attending school and dropping out of school on average increases by a factor of two when common variables such as unemployment, a poor level of health, illness, and a lack of enthusiasm from the parents are present. The reality is that many children who live in underdeveloped nations drop out of school owing to the difficulties that are associated with their countries' economies and healthcare systems.

Access is a process that is ongoing in terms of efficiently getting advantages from resources by using both 'right' and 'ability' in a combination of these two concepts. Acquiring systematically can be conceptualized as building up opportunities to understand the advantages through a methodical entry interface, regulating the dynamics of the benefit-concluding procedure either direct or via any substance, association, or group of individualities, and keeping up that influence over time to learn the benefits from the resources or services. This can be accomplished by controlling the dynamics of the benefit-deriving process either directly or via any individual, organization, or group of individuals. In order to maximize access in its entirety with

seamless entrance, balanced control, and continued enjoyment of benefits, the access process must have a built-in connection to the lawful distribution process. This linkage may be established by political lobbying or any other connecting mechanism. The access process thus requires not only the installation of an effective access mechanism but also the capability of people or groups to position themselves into the process, in addition to political bargaining in the context of both social and political settings.

References:

Asim Dio (Author), (2015), "Access to education as 'rights' and 'ability': A case study of access to basic education in Bangladesh." Munich, GRIN Verlag,
<https://www.grin.com/document/338439>

Mukuria, G. & Korir, J., (2006). "Education for Individual with Emotional Behaviour Disorders in Kenya." *Journal of International Special Needs Education*, (Vol. 9 pp 35-41). Ministry of Education Science and Technology, (2005). Kenya Education Sector Support Programme 2005 – 2010. Nairobi: Government Printer.